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Investigating the Types and Reasons of Materials Adaptation in the Case of Primary Level EFL Teachers in Raprin Area/Kurdistan Region of Iraq

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Abstract

EFL teachers revert to adaptation as a strategy to promote and enhance students' learning and meet their needs. A few reasons contribute to the adaptation process; the constraints set by the curriculum, the EFL context, the classroom setting and teachers' perception. The present study addresses EFL teachers' adaptation types and reasons in Raparin Area/Kurdistan Region of Iraq. The aim of the study is to find out whether EFL teachers utilize adaptation or not. To this end, the study used two tools of data collection which include classroom observation and a questionnaire. During the year 2021-2022, 82 EFL classrooms in Raparin Area were observed. Similarly, a 23 items questionnaire was designed to collect data which was filled out online via a Google form by 33 EFL teachers. The analysis of the data revealed teachers use different types of adaptation consciously and unconsciously, the adaptation is pre-planned and sometimes spontaneous. The results also showed that the reasons for adaptation include the time constraints set by the curriculum, the large number of students in a classroom, the culturally inappropriate course-book content and the national examinations. It is concluded that teachers need to be familiarized with how to adapt materials.

Keywords: Adaptation, EFL Classrooms, Cultural Content, Adaptation Technique, Conscious and Pre-Planned Adaptation.

Introduction

Materials adaptation is an inevitable technique in EFL classrooms and EFL teachers draw on and practice all the time to meet the learning needs. "There are always sound practical reasons for adapting materials in order to make them as accessible and useful to learners as possible." (Islam & Mares, 2014, p. 86). The practice of adaptation is guided by sound reasons and objectives imposed by the EFL learning context. The curriculum and time constraints, for example, are considered to be among the reasons for EFL teachers to make changes to language teaching materials, activities, tasks, etc. with the objective of promoting language learning. Other objectives for adaptation include primarily meeting the learners' needs. Besides, factors relative to a specific language teaching context may exert impact on which direction the adaptation would need to take. National exams, for instance, can have a significant effect on teachers to think about pre-planned adaptation techniques to help covering all the coursebook content which is mandated by the curriculum for the examination.

Mashuhara (2022) stated that "Teachers adapt for a variety of reasons to reduce the mismatch between the materials, contexts, teacher beliefs, and learner variables." (p. 277). She maintains that the recent surge of empirical studies on how teachers adapt materials has been driven by two major forces. These are, first, the mismatch between the existing materials and the materials wanted by teachers and learners, and secondly, a demand for research on teachers' use of textbooks to which adaptation can be a threat to achieving educational goals.

The current study attempts to report on and describe the utilization of adaptation technique in the EFL learning situation in Kurdistan

Region, north of Iraq. It mainly addresses the type of adaptation technique commonly used by teachers, and the reasons foster and bring about the adaptation process. It is worthwhile to present a short description of that particular EFL context. In the region, an English language teaching syllabus has been adopted since 2012. The syllabus, which is known as 'Sunrise', comprises a student book, a work book, CD ROM, and some supplementary materials such as flashcards. It has 12 series which are divided into three circle of teaching; grade 1-3 first circle (Basic level learners), 4-9 second circle (Intermediate level learners), and grades 10-12 third circle (Preparatory level learners). In the current study, the focus is on adaptation in two circles (grade 1-9).

Research background

In general, materials adaptations include many modification procedures spanning from assigning roles to learners with the aim of providing chances for communication to not finishing an exercise due to time limits (Islam & Mares, 2014). Language learning materials need to be adapted by teachers after finding the gap (mismatch) between language content and the activities on one hand, student needs and classrooms objectives on the other. The mismatch calls for an urgent need for teachers' interference to bridge the gap; it can be done by reducing the time devoted to carry out an activity, increasing the number of learners actively participating in a learning activity, reducing the number of items in a reinforcement exercise, etc. Macalister (2016) substantiated language materials adaptation by drawing on Nation and Macalister's (2010) model of language curriculum design in which both the classroom and the factors influencing what happens inside it are represented

in inner and outer circles components. He exemplified instances of adaptation in terms of students' prior knowledge and culture. For example, the change of shepherd's pie into fish soup is considered to be a smart adaptation of the material to be culturally relevant to the Cambodian EFL context.

Tomlinson (2013) reported that, in their responses to the question how they wrote the materials, materials writers "say very little about any principles of learning and teaching which guide their writing or about any frameworks which they use to facilitate coherence and consistency." (p.95), and he maintains their materials are "driven by practical considerations of what the learners are likely to do rather than by any considerations of language acquisition principles" (p. 96). The principles guiding materials writing by Tomlinson (2013, p. 99) are:

- A rich and meaningful exposure to language in use.
- Affective and cognitive engagement.
- Making use of those mental resources typically used in communication in the L1.
- Noticing how the L2 is used.
- Being given opportunities for contextualized and purposeful communication in the L2.
- Being encouraged to interact.
- Being allowed to focus on meaning.

Similarly, Tomlinson (2018) contended that among the main SLA principles on which task-based language teaching is based in is exposure to contextualized, authentic L2 use "to achieve a communicative outcome as opposed to focused practice of a structure" (p. 4).

Regarding the form and type of adaptation, a few researchers addressed the theme. According to McGrath (2002) "the most natural form of adaptation is *extemporization*" (p. 75), which is

defined as the spontaneous response to a problem or need by the teachers. Mishan and Timmis (2015) made a distinction between ad hoc and systematic, principled adaptation. They stated:

Ad hoc adaptation is clearly a common activity: in many (well-resourced) ELT staffrooms, you will find, for example, teachers looking through resource books for a particular kind of activity, photocopying newspaper articles or asking questions such as, 'Does anyone know a good activity for. . . ?' (p. 67)

They also believe that though it is necessary, adaptation is not without danger as they are driven by teachers' preferences and even whims as much as they are by learners' needs. As far as the second type of adaptation is concerned, it is more favorite for Mishan and Timmis (2015); they are more or less guided by principles and approaches which underlie second language learning. For instance, teachers' omission of specific phases of an activity, if it is caused by time constraints, need not be made a habitual action as it will eventually affect the aim of the course.

To discuss the studies specifically attended to this EFL context, a review of the most related ones presented here. Ottley (2016) studied the Kurdish EFL context in terms of the coursebook used for in English for Academic Purpose (EPA). In his research he could provide the need for adaptation due to cultural content and sensitive issues related to the community. Similarly, Saeed (2020) interviewed intermediate-level EFL teachers to find out the type and reason of adaptation used by them during teaching in Sulaymaniyah Governorate in Kurdistan Region of Iraq. He also focused on finding the correlation between teaching experience and adaptation. The results of the study showed teachers did

adaptation, they used more than one type (mostly deletion, simplification, and reordering), and the reason for the adaptation was lack of sufficient time. The results also showed a significant correlation between years of teaching and adaptation; the less experienced teachers did not recourse to it, meanwhile, those with more experience frequently adapted materials using both types of deletion and reordering. Sofi-karim (2015) conducted a study on English language teaching in Kurdistan Region of Iraq. He partly reported on the suitability of the syllabus (Sunrise). The results in his study showed that part of the content was not suitable with the cultural background of the learners. Hassan and Ghafur (2014) conducted a study to evaluate the syllabus (Sunrise level seven) using questionnaires for both students and teachers. The results showed that most of the participants in the two groups agreed with the program. Mawlud (2012), in turn, also agreed that the syllabus was suitable to meet the learners' need as it provided learners with adequate activities, exercises and skills by which learners can master the language.

The hypotheses in this study are that EFL teachers think that the language content, activities, tasks and exercises in the coursebook would not be suitable to the context in which they teach the language. The reasons or bases may include the size of the class, the level of the learners, the attitudes they held towards the language, as well as class time restriction. Hence, it is believed that teacher's recourse to adapting and changing those activities and exercises in terms of omitting parts or phases of them, adding supplementary exercises and materials, expanding and extending the scope of the topic, or simplifying the existing activities and exercises. It is further hypothesized that teachers,

when adapting materials, may not have any basic principles of SLA in mind that can inform and guide the adaptation process towards a well-founded approach of language learning materials adaptation and use. Thus, the current study attempts to verify and validate the above hypotheses by providing evidences obtained from that specific EFL learning context. The primary objective is to find the types and reasons of adaptation conducted by primary level (Grades 1-9) EFL teachers. It is believed that adaptation is very widespread and inevitable in those classes. However, the types and reasons are still unknown in that specific context as no earlier studies addressed this particular topic before. The study focuses on finding and identifying the types and reasons behind adapting the materials by primary level EFL teachers, furthermore, why they recourse to those particular type of adaptation during the teaching process. It also attempts to explore whether the adaptation is conscious or unconscious, pre-planned or spontaneous and other issues related to how the adaptation is practiced and driven by the classroom environment created and mandated by the curriculum.

To bridge the gap, the study attempts to answer the following questions:

1. Do primary level EFL teachers' recourse to adaptation during teaching?
2. Is the adaptation practiced by EFL teachers conscious or unconscious, pre-planned or spontaneous?
3. What are the common adaptation techniques used in primary level EFL classes in Raparin Area, Kurdistan Region of Iraq?
4. What are the main reasons of adaptation in primary level EFL classes in Raparin Area?

Methodology

The study is descriptive, exploratory as it attempts to describe the type of adaptation practiced by EFL teachers in this particular context, as well as the reason(s) which motivate the teachers to adapt the materials. It is exploratory as it strives to qualitatively explore the type of adaptation which does not exist in the literature and it belongs to that particular context of language teaching. The study used two tools for data collection, namely, classroom observation sessions and a questionnaire. As for the former tool, a checklist was created; meanwhile a questionnaire was for the latter. The observation checklist and the questionnaire items were adapted from the list of techniques, reasons and objectives for adaptation reviewed and given in Islam and Mares (2014) who cited McDonough and Shaw (1993), Madsen and Bowen (1978), Cunningsworth (1995) and Candlin and Breen (1980). The checklist consists of twelve items for which ticking the yes or no answers are required to be filled out by the classroom observer (See Appendix A). The items were to check whether the adaptation was conscious or unconscious, pre-planned or spontaneous, and identify the type of adaptation technique used from the group of common techniques known in the literature as adding (extending & expanding), omission (subtracting & abridging), simplifying, reordering and replacement. The checklist was also to identify the various types of techniques mixed together during the adaptation of the materials. In other words, the checklist items focused on three themes relevant to adaptation; teachers' planning and awareness for adaptation, various types of adaptation, and using mixed types of adaptation. The twelve items of the checklist distributed among the three themes; first 4 items for the

first, second 7 items for the second, and the final item for the last one.

On the other hand, the questionnaire comprises four sections. Section one contains two elements related to the participants' years and grade(s) of teaching. The three other sections consist of 23 items by which the adaptation aspects, reasons for adaptation, objectives of adaptation and adaptation techniques are covered respectively. For the sake of clarity and comprehensibility, the items of the questionnaire were translated into Kurdish language by the researcher. A copy of the questionnaire is found in Appendix B below. The data collection procedures with the first tool were for the researcher to attend 86 EFL classes from grades 1-9 in two months. The researcher obtained formal permission from the school principal before entering the classroom. The EFL teachers were been convinced that the observation is not for any sort of assessment and evaluation of the teachers' performance, they were told it is for researching and study. Hence, teachers voluntarily gave permission to the researcher to attend their classes and observe their performance, meanwhile others refused to be observed to whom the researcher was aware. As for the questionnaire, a sample of 36 EFL teachers participated to fill out the questionnaire which was sent to them electronically by the Internet. The EFL teachers, who were to participate voluntarily in the data collection process, had around two weeks to fill out the questionnaire.

Results and Discussion

In this section the analysis of the data is presented. Analysis of the data collected by observing EFL teachers show that the use of adaptation as a teaching technique is common and widespread among the teachers in that particular teaching context. According to the

results, as it is shown in Figure (1) below, 70 (81%) of the teachers consciously adapted the teaching materials, and it was also found that the adaptation was pre-planned; 65 (75.60%) of the adaptation marked as pre-planned. Meanwhile, there were observed adaptations which were unconscious 21 (24.40%) and spontaneous 36 (42%). In other words, the observed characteristics of the teachers' adaptation are that they are systematic and pre-planned, however, less frequent unconscious and spontaneous adaptation types were also detected during teaching in their classes. The teachers used various types of adaptation during teaching; teachers simplified the activities in the textbook (Simplification), brought other texts (Replacement), added extra exercises and materials (Addition), omitted parts of the activities and tasks (Omission), or delayed teaching some activities to be taught later (Re-ordering) (see Figure 2 below). The use of the above adaptation types denotes that they had a plan to deal with improper, ill-suited feature of the materials in the textbook. Hence, based on the above findings, the adaptation of this study is not similar to the one claimed by Mishan and Timmis (2015), who stated that in some particular ELT context the adaptation is mostly ad hoc and driven by teachers' preferences and whims as much as they should have been planned, respondent to the learners' needs and interests. In other words, the results of the current study disagree with their claim, though teachers used adaptation responding to the learners' needs which is to be discussed later in this section.

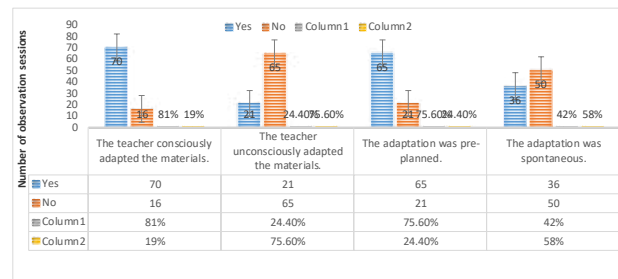


Figure 1. Description of EFL Teachers' Adaptation Characteristics

As far as the type or technique of adaptation is concerned, based on the data from the observation sessions, the most common adaptation technique used among primary level EFL teachers is Simplifying. The other techniques used are Adding/Extending, Omission/Subtracting, Reordering, Adding/Expanding, Replacement and Omission/Abriding respectively (Figure 2). As for the sub-types in Adding and Omission adaptation techniques, it is found that EFL teachers used Extending (adding similar extra items and examples to the existing ones) more than Expanding (adding extra items and examples which focused on other elements of the topic taught to the learners). Similarly, the use of Subtracting (omitting part of the task) as the sub-type of Omission exceeded the use of Abriding (the entire omission of the task or activity). It can be deduced from the teachers' behavior that the use of Extending is the teachers' reaction to the learners' need as they could not grasp or comprehend the materials easily; more example needed. Meanwhile, the use of Subtracting is due to reasons such as lack of sufficient time to cover what is imposed by the syllabus in the curriculum. This particular issue is further discussed and supported by more evidence obtained by the questionnaire of the study. When asked about which type they use during teaching, the responses are as the following (see Figure 3 below). First, beginning

with Adding and its sub-type Extending, 42% of the participants agreed and 22% strongly agreed that they extend the materials, meanwhile, 11% disagreed and 25% strongly disagreed that they do not extend the materials. Regarding Adding/Expanding the materials, 58% agreed and 8% strongly agreed that they use the technique in the classes, meanwhile, 28% of the participants disagreed and 8% strongly disagreed that they do not use the technique. Overall, the participants agree that they use Addition and its sub-types Extending and expanding. Secondly, Omission and its sub-types of Subtraction and Abridging were also practiced during teaching in their classes. Teachers opted for Subtracting the materials by agreeing (55.5%) and strongly agreeing (16%) to the statement given in the questionnaire. There were also teachers who disagreed (25%) and (3%) strongly disagreed to the use of subtraction as an adaptation technique in their teaching. As with Abridging, 38% of the teachers disagreed and 30.5% of them strongly disagreed that they did not entirely omit activities and tasks in the textbook, meanwhile, few participants (30.5% agreed and strongly agreed) used the adaptation technique during teaching in their classes. Overall, teachers used Omission and its sub-types as an adaptation technique during teaching. Thirdly, the use of Simplification by teachers was common based on the results; 61% of the participants agreed and 22% strongly agreed that they simplified the materials, meanwhile, very few participants 17% disagreed and 0% strongly disagreed with the use of the technique. Fourthly, Re-ordering had an equal share of agreement and disagreement among the participants; 36% of the participants agreed and 14% strongly agreed that they used the technique in teaching, meanwhile, 47% disagreed and 3% strongly disagreed with the use of the technique

during teaching in their classes. Finally, based on the results two-third of the participants did not opt for Replacement as an adaptation technique; 64% of them disagreed and 5.5% strongly disagreed that they replaced the textbook materials, meanwhile, 25% agreed 5.5% strongly agreed with the statement. Generally, the results show that the teachers agree with using Simplification as an adaptation technique, however, they were neutral regarding the use of Re-ordering and the larger part disagreed with the use of Replacement (Figure 3).

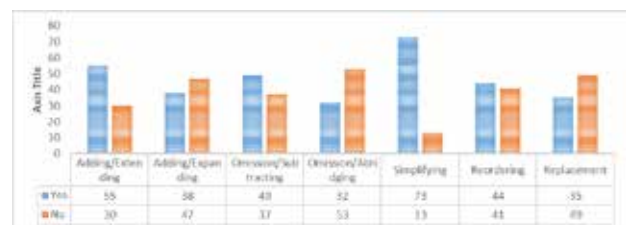


Figure 2. Teachers' Use of Types of Adaptation Techniques

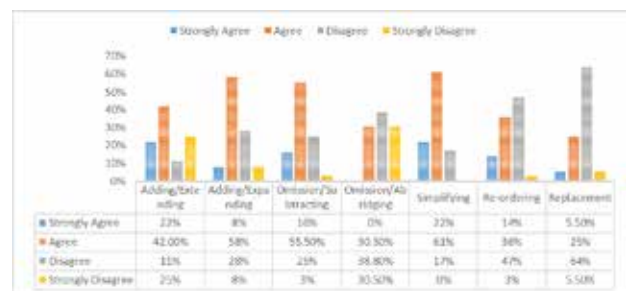


Figure 3. Teachers' Use of Adaptation Techniques Overall, EFL teachers in that specific language teaching context use the different types of adaptation techniques and the sub-types with varying degrees. The use of adaptation is justified by some reasons related to various aspects and themes which are included in the items of the questionnaire of the study. In a similar vein, data collected by the

questionnaire items show significant results about various aspects and themes related to adaptation. These include materials suitability, adaptation reasons and factors, frequency of adaptation, teachers' thinking during adaptation, necessity for adaptation, what can adaptation attain, etc. which are tied either with teachers' attitude, textbook activities and tasks, or students' needs and ability level. The results of these aspects and themes are presented one by one below.

To begin, when asked about the suitability of the materials in both students and activity books, nearly 85% of the participants agreed (Figure 4) that they are suitable which implies that it is justifiable they were not much interested in conducting Replacement as an adaptation technique. However, when they asked about why they do adaptation, various reasons from those provided in the questionnaire items were selected by the participants. Class time (45%), students' level (23.5%) and need (20%) (Figure 5) were among the significant reasons for which teachers did the adaptation. Class time was particularly a significant reason teachers opted to choose as the primary reason for adaptation. The reason is that they are committed to finish the syllabus, based on the annual plan stated in the curriculum, in the allotted time in which they face difficulties covering all the activities in the syllabus. Lack of sufficient time for the activities may incite the teachers to think about abridging some of the exercises in the activity book.

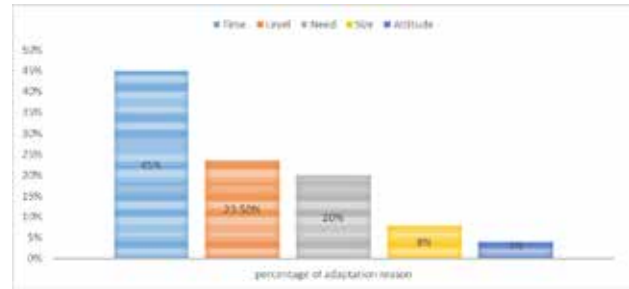


Figure 4. The activities, exercises in the students' book and activity book are mostly suitable.

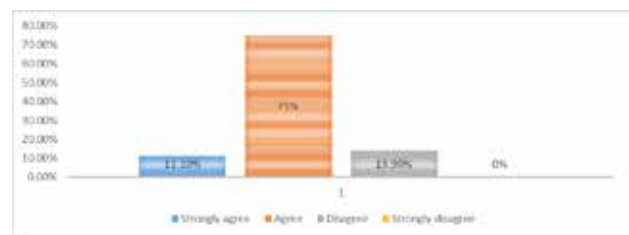
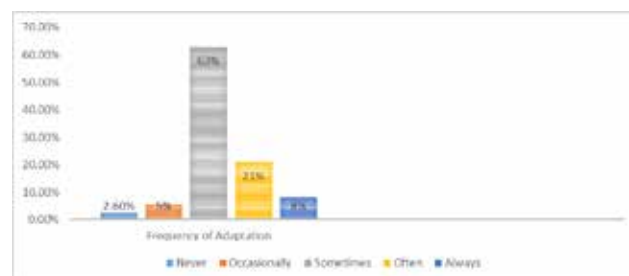


Figure 5. The reasons behind the need for adaptation.

With regard to how often they conduct adaptation, the results show the teachers opted for the options *sometimes* (two-third of the participants) (63%), *often* (21%), *always* (8%), *occasionally* (5%), and *never* (2.6%) respectively (Figure 6). Their choice implies that adaptation is sometimes and often done in the classes. However, it is not always a good technique to be used; it's done due to lack of sufficient time to cover all the activities set to be taught at a time (Simplification and Omission are the best options).

Figure 6. Respondents' frequency of materials



adaptation

When asked about what they think during the

adaptation, the participants opted for various aspects which motivated them to do it. Among the seven options given, they thought about the following respectively: A rich and meaningful exposure to language in use (22.5%), An effective and cognitive engagement (16%), Being given opportunities for contextualized and purposeful communication in the L2 (16%), Being allowed to focus on meaning (14.5%), Noticing how the L2 is used (13%), Making use of those mental resources typically used in communication in the L1 (11%), Being encouraged to interact (6.5%). As it is shown in Figure 7 below, EFL teachers thought about significant language learning principles relevant to the effect of materials on language learning. They mostly opted for some of the given principles such as rich exposure to L2 input, being both cognitively and affectively engaged with it, and giving learners contextualized communication in L2 chances among others. The choice of those options by a portion of teachers implies that they are aware of the language teaching context in which the only chance of exposure is the classroom. The second, third and fourth options were to assess the teachers' awareness about cognitive engagement during language learning. The rest of the options were to examine the teachers' knowledge about how L2 is used in communication, language transfer and use and encouragement to interact. Overall, the analysis implies EFL teachers are not fully aware about those language learning principles pertaining language teaching materials.

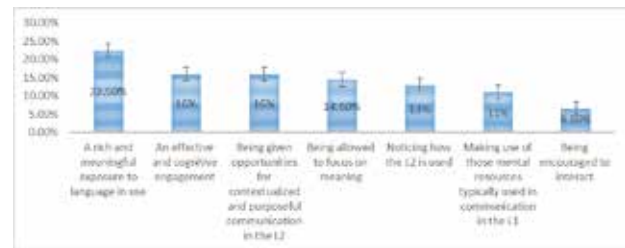


Figure 7. Teachers' Thinking during Adaptation

When asked about why they do adaptation, the participants opted for various responses (reasons) among which (Amount of material too great to be covered in the time allocated to lessons (21%), The space and time concerns and The syllabus constrains on the materials (19.7%), Too little variety in the activities (11.2%), Audio materials difficult to use because of problems to do with room size and technical equipment (9.8%), The unit template (7%), Not enough grammar coverage and practice (6%), Listening passages are not authentic and they seem like written texts being read out (4%), and finally Reading passages contain too much unknown vocabularies (1.4%). As it is shown in Figure (8) below, the main reasons for adaptation in this particular EFL teaching context was the curriculum constraints which included the amount of materials set to be covered in the allocated time during the study year. This implies that the EFL teachers struggling to cover the materials assigned for them by the curriculum which may be on behalf of the whole teaching process. The second and third options for which nearly 38% of the participants chose implies that there are some concerns for the teachers which motivate them to do the adaptation, the syllabus constrains, time and space concerns are the main ones. Similarly, lack of variety in the activities, technical problems related to audio activities are also influential to incite the teachers to adapt the materials. The other options opted for by the

teachers, which are related to the content of the textbook and the unit structure and materials authenticity, imply that the teachers are aware of the types of content which are beneficial for learners.

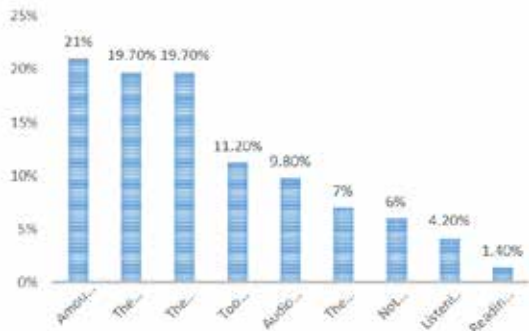


Figure 8. Reasons for Adaptation

When asked about the factors behind doing adaptation, the participants made their choices among the given options for which the percentages are given below. Their answers were like The expectations and motivations of the learners (43.47%), The personalities involved (21.73%), The dynamics of the classroom (19.56%), The constraints imposed by national exams (15.21%). As it is shown in Figure (9) below, 43 % (nearly half) of the participants considered learners' motivation and expectation as the main significant factor behind doing any adaptation. Similarly, the two other chosen factors by the participants referred to the learners too. However, the least chosen option was the constraints imposed by the national exams which can only be significant if the EFL teacher taught grade nine students who would consequently participate in the national exam.

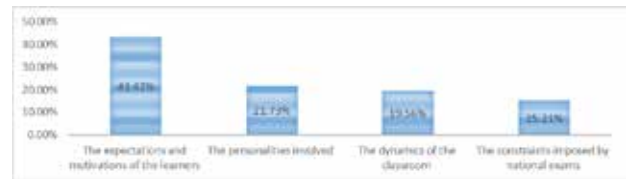


Figure 9. Adaptation Factors

When asked about the appropriateness of adaptation given that the materials are not ideal, the participants indicated the following reasons: Topics (they may not be interesting to students) 24.13%, Progression and grading (some language points need to be made steeper or more shallow) 22.41%, Language content (too much emphasis is on grammar) 15.51%, Skills' balance is not preserved (too much emphasis on reading for example) 13.79%, Cultural content (some references need to be omitted) 12%, The method (an exercise is too complicated) 12%, Book layout (unfriendly images and low quality visuals) 0%. Based on the data, as it is shown in Figure (10) below, the topics and progression and grading are the most significant reasons to adapt the materials. on the other hand, language content, skill's balance, cultural content and degree of difficulty of the materials are also considered to be significant factors (52%). Nonetheless, it seems that the book layout does not have any deficiencies, none of the participants consider it a reason for adaptation.



Figure 10. Adaptation Appropriateness

When asked about the necessity for adaptation as the communicative materials do not provide the ground for learners to communicate with each other, the text, their peers and the teachers,

the participants opted for all the options nearly equally. As it is shown in figure (11) below, the teachers believe the materials provide the ground for learners to communicate between themselves (26.92%), between the learners and their teachers (28.84%), between peers (23%), and between the learners and the text (21.50 %). The results imply that all the types of communication are important for textbook materials, if not, adaptation should compensate for the lack of communicative opportunities which were not provided by the teaching materials.

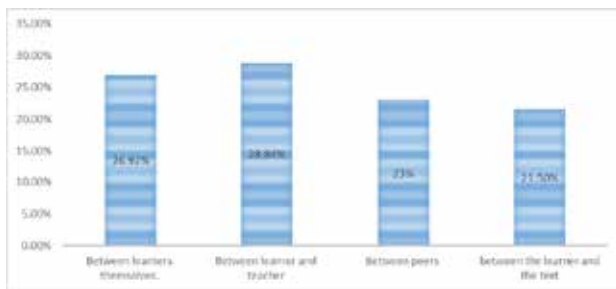


Figure 11. Necessity for Adaptation

When asked about what the activities and tasks do not promote, definitely as one of the reasons for adaptation, the teachers certainly believed that they do not promote co-participation opportunities (36%), individual participation (28%), meta communicating opportunities (20%), and communicating performance (16%). Figure (12) below shows the variation of the reasons for which the teachers did the adaptation. For materials to be effective and engaging they need to promote all the above mentioned types of participation and opportunities. Based on the results, the materials do not promote and provide co-participation grounds for the learners, thus adaptation is required. Similarly, they do not promote individual participation (28%), they do not provide meta communicating opportunities (20%), and finally for the communicating performance too (16%). The results for the co-

participation opportunities implies that the teachers believe the materials do not promote the chance of co-participation, thus adaptation is required. As for individual participation, the results imply the teachers believe the materials are not good enough to promote it, however, the data for meta communicating opportunities and communicating performance are not very significant and it implies that these were not the significant reasons for them to adapt the materials.



Figure 12. What Activities and Tasks Do not Promote

When asked about what they aimed at attaining by their adaptation, the teachers believed (see Figure 13 below) that the adaptation was purported to achieve efficiency of what works well for the learners (38.29%), suitability to learners' level (27.65%), managing of the available time efficiently (21.27%), and finally greater appropriacy of language content and choice (12.76%). According to the results, the adaptation was primarily for the sake of having what works well and what is suitable to the learners' level (65%). On the other hand, nearly 35% the purpose of adaptation was for time management and appropriacy of language content. Thus, learners were the primary objective behind adapting the materials.

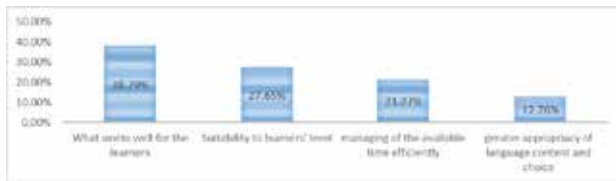


Figure 13. Adaptation Attainability

When teachers' opinions sought about the particular objective of making learners have real choice of activities, tasks and materials selection, their answers are like mostly agreed (69.44%) and strongly agreed (8.30%) to the point (see Figure 14 below). Meanwhile, there was disagreement about the main objective of the adaptation, which was not particularly to make learners have choice of activity, task and materials selection; (13.88%) participants strongly disagree and (8.30%) disagree. The results show that the majority of the teachers agree that learners should have real choice of activities, tasks and materials which was the best motive for them to do the adaptation.

When participants' opinions were sought about another reason for adaptation, which is that the adaptation is to make the materials cater for all sensory learner styles, they mostly agreed (69.44%) and strongly agreed (11.11%), however, there were participants who strongly disagreed (16.66%) disagreed (2.33%) to that particular objective behind adaptation. The results imply that the adaptation was to meet the learners' individual needs and preferred learning styles.

Regarding learner autonomy relative to materials adaptation, most of the participants agree (77.77%)/ strongly agree (19.44%) that the adaptation aims at changing the materials to provide for more autonomy. Only one participant (2.33%) disagreed with it. The results imply that the majority of the participants prefer to encourage learner autonomy.

As with adapting the materials to encourage higher-level cognitive skills, most of the participants agreed (72.22%)/ strongly agreed (25%) with it. Only one participant (2.33%) strongly disagreed with it. The results imply that the majority of the teachers believe the adaptation can encourage higher-level cognitive skills during the learning process.

Focusing on the language input, based on the answers received from the participants, the adaptation was to make it more accessible to the learners as all of the participants agreed (66.66%) or strongly agreed (33.33%) with that particular point. It is obvious that the majority of the teachers agreed that the adaptation was to make the language content more accessible. In a similar vein, the participants were asked about the adaptation to make the language input more engaging. Their answers were like agreement (58.33%), strongly agree (33.33%), and disagree (8.30%) which implies that that the teachers agree the adaptation is to make the input more engaging. Overall, the average of the agree answer is greater the disagree, likewise, the average of the strongly agree is also greater than the strongly agree answers (See Table below).

Items	Agree	S. Agree	Disagree	S. Disagree
1	69.44%	8.30%	8.30%	13.88%
2	69.44%	11.11%	2.33%	16.66%
3	77.77%	19.44%	2.33%	0.00%
4	72.22%	25%	2.33%	0.00%
5	66.66%	33.33%	0.00%	0.00%
6	58.33%	33.33%	8.30%	0.00%
Average	68.98%	21.75%	3.93%	5.09%

Table: The average of all the options.

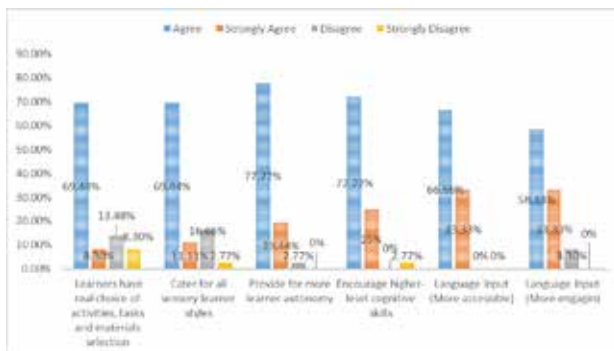


Figure 14. Various Reasons and Motives for Adaptation

Conclusion

In general, EFL teachers in this context adapted the materials based on sound practical reasons and motives. The main conclusions are as the following:

1. Evidences of pre-planned/systematic, conscious adaptation of materials are available in the EFL context based on the results of the study. Meanwhile, on the other side of the continuum, spontaneous, ad hoc, need-induced sort of adaptation are also noticed and observed.
2. Most of the adaptation techniques are practiced by the teachers. The arrangement of the most to the least common technique types is like: simplifying, adding/extending and expanding, omission/subtracting and abridging, re-ordering and replacement.
3. The time constraints and the amount of materials correlated as primary reasons in motivating the teachers to adapt the materials. Hence, the curriculum constraints lead the adaptation to take course.
4. The teachers adapt the materials to compensate for what cannot be provided the activities and tasks such as individual, co-participation communicating and meta communicating opportunities. Similarly, the materials cannot prepare the ground for interaction between learners, teacher and learner and peers in the

classroom.

5. The teachers' motives to adapt the materials are mainly to practice the best method which makes the materials suit the learners level, efficiently use the available time and make the materials' content suitable too.

6. The teachers strive to enhance the students' learning by adapting the materials to add real choice to the learners and autonomy, cater for their sensory styles, encourage higher cognition. They also adapted the materials to make the language input more engaging and accessible.

Suggestions and Recommendations

In the light of the results and conclusions, teachers, educators, curriculum designers and education policy makers in that particular EFL context need to reconsider the current language teaching materials. These materials need further adaptability before they are put into widespread use. It is also recommended that the quantity of language teaching materials needs to be amended because it does not suit the available class time.

Based on the results and conclusions, there are specific areas which need to be studied. It is recommended for researchers to conduct a study to evaluate the suitability of the textbook to this particular context. The study can address the content which seems like outdated and needs to be changed.

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Appendix A

Materials Adaptation Check-list

Grades 1-9

No	Items	Yes	No	Notes
1.	The teacher consciously adapted the materials.	70	16	
2.	The teacher unconsciously adapted the materials.	21	65	
3.	The adaptation was pre-planned.	65	21	
4.	The adaptation was spontaneous.	36	50	
5.	Adding is used (extending)	55	30	
6.	Adding is used (Expanding)	38	47	
7.	Omission is used (Subtracting)	49	37	
8.	Omission is used (Abridging)	32	53	
9.	Simplifying is used by the teachers	73	13	
10.	Reordering is used	44	41	
11.	Replacement is used	35	49	
12.	Various types of activities were used	44	41	

22. 19. I omit exercises, activities and tasks by subtracting technique. له تەکنیکی لابردنی بەشێک له چالاکی و راهێنان و ئەرکەکان بەکار دەهێنم *

Check all that apply.

- Strongly agree
 Agree
 Disagree
 Strongly Disagree

23. 20. I omit exercises, activities and tasks by using the abridging technique. له تەکنیکی پەڕاندن و لابردنی تەواوەتی چالاکی و راهێنانەکان بەکار دەهێنم *

Check all that apply.

- Strongly agree
 Agree
 Disagree
 Strongly Disagree

24. 21. I use simplifying technique with materials in the classroom. من تەکنیکی ئاسانکردنی بابەتەکان و چالاکی و راهێنانەکان بەکار دەهێنم له ناو پۆل *

Check all that apply.

- Strongly disagree
 Disagree
 Agree
 Strongly agree

25. 22. I use reordering technique to adapt the materials. من تەکنیکی چۆڵکردنی (خوێندن) بابەتێک له بەشی سێیم له جێی بەشی یەکەم به (نۆهه) بەکار دەهێنم بۆ نوێی چالاکی و تێکست و راهێنانەکان بۆ گۆڕین *

Check all that apply.

- Strongly disagree
 Disagree
 Agree
 Strongly agree

9/10

26. 23. I use replacement technique to adapt the materials in Sunrise. چالاکی و تێکست و راهێنانەکانی ناوسەن رابەر دەرگۆڕم و شتی تر دێنم له جێگایان *

Check all that apply.

- Strongly disagree
 Disagree
 Agree
 Strongly agree

10/10

پوخته

فێرکردنی زمانی ئینگلیزی بۆ خوێندکارانی ئی ئی ئی ئی له روانگهی بیردۆزی فره زیرهکی لیکۆلینهوه که ی ئیستا لیکۆلینهوه له په یوهندی ئیوان بیردۆزی فرهی زیرهکی و فێرکردنی وشه. بیردۆزی فرهی زیرهکی هانی هه ندیک له په روه ده کاران و زانیانی زمان داوه بۆ دووباره هه لسه نگاندنه وهی کرداره کانی پۆل له په روه ده و لایه نه کانی تری فێرکردن و فێربوونی زمان. ئه م وتاره هه ول ده دات که ئه م تیورییه له چوارچیهی فێرکردن و فێربوونی وشه دا پروون بکاته وه. ئه م لیکۆلینه وه یه ۱۸ مامۆستای ئی ئی ئی و ۵۰ خوێندکاری ئی ئی ئی سۆفۆمۆری تیدابوو. هه ندیک له بابه ته کان بۆ مامۆستایان و خوێندکاران وه رگی راون. دوا ی ته وا و کردنی پرسیاره که، ئه نجامه کانی مامۆستایان به راورد کران له گه ل لیستی چاودێری پۆل بۆ دۆزینه وهی ئه وهی که ئایا په یوهندی هه یه له ئیوان پرۆفایل و جوۆری زیرهکی که له پۆلدا به کاریان ده هینن. تاقیکردنه وهی چی-چوارگۆشه و په یوهندی سپیرمان په یوهندییه کیان نیشاندا له ئیوان چه ندین زیرهکی و نزیکبوونه وهی رینماییه کانی مامۆستایانی ئی ئی ئی. له گه ل ئه وه شدا، ته مه ن، بواری خویندن و په گه ز کاریگه ریه کی به رچاوی نه بوو له سه ر چه ندین ستراتیژی فێرکردنی زیرهکی مامۆستایان و شیوازی فێربوونی خویندکاره کانیان. کلیله وشه: بیردۆزی زیرهکی فره، فێرکردنی وشه، مامۆستایانی ئی ئی ئی و خویندکارانی ئی ئی ئی

الملخص

التحقيق في تدريس مفردات اللغة الإنجليزية لطلاب اللغة الإنجليزية كلغة أجنبية من منظور نظرية الذكاءات المتعددة تبحث الدراسة الحالية في العلاقة بين نظرية الذكاء المتعدد و تعليم المفردات. دفعت بعض المعلمين وعلماء اللغات إلى إعادة تقييم ممارسات الفصول الدراسية في التعليم والجوانب الأخرى لتدريس اللغة وتعلمها. تحاول هذه الورقة توضيح تطبيقات هذه النظرية في سياق التدريس وتعلم المفردات. تضمنت هذه الدراسة ۱۸ مدرس و ۵۰ طالبًا في السنة الثانية. تم تكييف بعض العناصر للمعلمين والطلاب. بعد الانتهاء من الاستبيان، تمت مقارنة نتائج المدرسين بقائمة مراجعة مراقبة الفصل الدراسي لاكتشاف ما إذا كان هناك ارتباط بين ملف الخاص بهم ونوع الذكاء الذي يستخدمونه في الفصل الدراسي. أظهر اختبار مربع كاي وارتباط سبيرمان ارتباطًا بين الذكاءات المتعددة والمناهج التعليمية لمدرسي. ومع ذلك لم يؤثر العمر ومجال الدراسة والجنس بشكل كبير على استراتيجيات تعليم الذكاء المتعددة لمدرسي وأساليب تعلم طلابهم الكلمات المفتاحية: نظرية الذكاء المتعدد ، تدريس المفردات ، مدرسو اللغة الإنجليزية كلغة أجنبية ، وطلاب اللغة الإنجليزية كلغة أجنبية