


TAILORING COURSEBOOKS CONTENTS TO MEET REAL BEGINNER'S LOCAL CULTURE REALITY: CASE STUDY OF GRADE 10 STUDENTS IN LICEU OF WACU-KUNGO

ADAPTAR OS CONTEÚDOS DOS LIVROS PARA ATENDER À REALIDADE DA CULTURA LOCAL DO INICIANTE: ESTUDO DE CASO DE ALUNOS DO 10ª CLASSES DO LICEU DO WACU-KUNGO

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ABSTRACT

Any instructional materials are conceived to help both instructor and learner to conduct the tasks of teaching and learning effectively. By using these resources accordingly, the instructor, first and foremost, has to be well-acquainted with learners' local culture reality in order to adopt effective strategies for tailoring coursebooks contents to meet their real beginner's local culture reality. As a matter of fact, the purpose of this work is getting Grade 10 Teachers aware of some Effective Strategies for tailoring English Language coursebook to learners' local culture reality. To be aware of educators' difficulties in tailoring the coursebook contents to meet learners' reality, three methods were used such as, questionnaire (teacher-student questionnaires), which provided quantitative data. Second, observation method, some lessons were observed to see how the educators using coursebook contents in accordance with learners' reality. This method supplied qualitative data. Yet, coursebook contents (Step by Step grade 8) were analyzed entirely by

RESUMO

Quaisquer materiais institucionais são concebidos para ajudar tanto o instrutor quanto o aluno a conduzir as tarefas de Ensino e Aprendizagem de maneira eficaz. Na verdade, o objectivo deste trabalho é conscientizar os professores das 10ª Classes sobre algumas estratégias eficazes para adaptar o livro didáctico de língua Inglesa à realidade da cultura local dos alunos. Para conhecer as dificuldades dos educadores em adequarem os conteúdos do livro didáctico á realidade dos alunos, foram utilizados três métodos como, os questionários, (questionário do professor e do aluno) que forneceram dados quantitativos. Em segundo lugar, método de observação, algumas aulas foram observadas para aferir como os educadores utilizam os conteúdos do livro didáctico de acordo com a realidade dos alunos. Este método forneceu dados qualitativos. No entanto, os conteúdos do livro didáctico (8ª classe- Step By Step em Inglês) foram analisados inteiramente usando o método de análise de texto para obtenção de resultados qualitativos. Na verdade, uma das formas eficazes de fazer com que o



using text analysis method to obtain qualitative outcome as well. In fact, some of the effective ways of making teaching-learning process happening smoothly and logically has to do with knowing the learners' reality and what they really need English language for to solve their community drawback.

Keywords: Coursebook; Evaluation strategies; Adaptation strategies.

processo de Ensino-Aprendizagem aconteça de forma harmoniosa e lógica tem haver com o conhecimento por parte do professor a realidade dos seus alunos e o que os alunos realmente precisam aprender da língua Inglesa afim de resolverem os problemas da sua comunidade.

Palavras-chave: Livro didático; Estratégias de avaliação; Estratégias de adaptação.

Introduction

A wide range of didactic materials produced by well-known publishers are poured in the market in order to be used by teachers and learners. They are presented into various types (textbooks, pictures, charts, books, Flashcards and so forth). In fact, didactic materials, particularly coursebooks, should be used judiciously as to fit the requirements of every classroom, setting or even satisfy the needs of students from the same class. So, the use of these materials depends upon the teacher's capability to evaluate, select and adapt to the learners' needs, level and context. Evaluation and adaptation of didactic materials are key-factors for successful teaching, apart from teaching style and methodologies.

During our scholarly visit, sessions held in the various levels and grades in schools located in some villages of Cela in Cuanza Sul Province, we noticed certain disagreement between the contents of the didactic materials taught in some classes. In other words, the contents taught to such levels and grades did not allow learners to acquire the new knowledge as easily and quickly as possible due to lack of contextualization (not meets each student's cultural reality). From this fact, we have decided to evaluate and adapt didactic materials before using them.

A brief overview concerning Wacu-Cungo Villagers' reality

Wacu-Cungo is a Village whose Municipality is Cela, and Province is called Cuanza Sul, in Angola country, and is a small Village with a rich culture. As a matter of fact, its population, in their daily activities has been performing a wide range of tasks, some of which are as follows: **hunting**, fishing, **breeding** and **grazing**, and so on. Unlike previous activities performed by male population, the female population is



also intrinsically devoted to carrying out distinct activities, such as, doing the household chores, the laundry on the rivers or lakes, grazing the farm animals, trading some products and so on. And most children, both male and female, normally attend the classes few days and times per week, because after the classes they regularly go helping their parents in the field.

Short presentation of the coursebook: Step by Step Grade 8

Step by Step is a coursebook conceived for the teaching and learning process of English to Angolan learners. It was written by an Angolan author called Laura Silva who was well-informed about Angolan English teaching language realities. This coursebook has several units. The units of Step By Step in English we are dealing with is designed for grade 8 students, and it has 143 pages in which are consigned various activities based on the 4 competences of ELT (English Language Teaching). In Angola, this coursebook seems, to some extent, to fit to the best grade 8 students.

Step By Step grade 8 coursebook in English is covered by a cardboard in its front and back. It has eight units, each unit contains: topic, presentation, vocabulary, grammar and skills. The course starts with a short general introduction. The presentation was conceived in two languages such as English and Portuguese, and then, comes the table of contents pages, it ends with lists of irregular verbs. All in all, other aspects related to the physical form of the coursebook, Step by Step in English will be illustrated superficially through text analyses.

Didactic Materials

As we know, a vast range of materials are published in several Anglophone (material written in English), Francophone (material written in French), Lusophone (material written in Portuguese) and so on, countries for various didactic purposes (for general or specific purposes)and for several types of target groups. As a matter of fact, when these materials are used through a certain continent, country, province, municipality, or village, surely, they need also to be contextualized, according to the reality of each part of the certain setting. It is obvious that each material has its specific qualities with all it designed to target a specific kind of students and levels in a well-determined context (Wacu-Kungo village has different realities). For instance, a material designed for

learners learning English in Benguela towns or counties will not work efficiently with those learners who are learning English in Cela Villages owing to the different realities the both places undergo.

Coursebooks

There is a wide range of coursebooks produced all over the world. In Ur (1996) the coursebook provides texts and learning tasks which are likely to be of an appropriate level for most of the class (p.79). The learner can use the coursebook to learn new material, review and monitor progress with some degree of autonomy. A learner without a coursebook is more teacher-dependent.

Regarding the relevance of coursebook design, Tomlinson (1998) raises the following concerns: what kinds of learners are these coursebooks catering for? What are the needs and wants of the teachers and learners who use these coursebooks?

Are these coursebooks meeting the target users' needs and wants? Are these coursebooks effective? What are the strength and weaknesses of currently published coursebooks? What kinds of improvements would teachers and students like to see? (p. 17). By having these questions in mind, it is quite simple to decide which coursebook should be adopted and adapted to be used in the classroom according to learners' need and level.

The Role of Coursebooks

The role of coursebooks then, is how to select, idealize and simplify the language to make it more accessible to students Cook (1998), while still providing natural input for unconscious acquisition (p.61). Factually, in the classroom, coursebooks are an important aspect of the curriculum. Indeed, they are the most observable feature of a teacher's methodology, and can contribute greatly to a course's syllabus.

Developing Criteria for Coursebook Evaluation

In an attempt to establish criteria for coursebook evaluation, a great number of authors have suggested various and, in some cases, completely different criteria.

Grant presents the so-called three-stage process, whose main premise is the use of an in-depth evaluation in the first phase, comprising, among other aspects, the book communicativeness. Ur (1996) advocates that the main concern of the evaluator should



be to examine the suitability of the book with regard to its objectives, coverage of the syllabus and its approach to the target audience (p. 6).

There are principles established by the authors when attempting to adapt Didactic materials. Each author tries hard to put some criteria when before adapting any coursebook. There are those who focus more on the way four skills are presented in the coursebook, whether in total isolation or in integration. There are those who look into language contents selection and grading; and there are also those who scrutinize more on coursebook methodology.

One of the motives to adapt is fundamentally the vocabulary items and the reading passage containing too much unknown words, and fundamentally foreign names based on. In reading texts, teachers should work hard in a way to make texts much easier and more readable and understandable.

Criteria for Coursebook evaluation

Evaluating coursebooks is a demanding task. Teachers need to bear in mind which criteria should be applied when assessing coursebooks. Below, Ur (1996) points out some criteria to be used in this process. Each criterion corresponds to field of language teaching (p. 86). They should be considered as relevant tools to assess the book, just as following ones. In the left-hand column, note how important you think using criteria to assess coursebook below is a table of criteria suggested by Ur (ibid.):

- Stage 1: Deciding on criteria

The first thing before evaluating any material is establish appropriate criteria to be applied. Luckily, Ur (ibid) suggests the following codes:

- single tick (v) meaning ‘fairly important’
- a double tick (v v) meaning ‘meaning ‘very important’
- a question mark (?) meaning ‘not sure’
- a cross (+) for ‘not important’
- double cross (++) for ‘totally unimportant’.

Coursebook Evaluation Methods

Previously, we have dealt with criteria used to assess a coursebook. This point helps us to understand types of evaluation to be applied by using the criteria above mentioned.

Evaluating materials, especially in today's computer age where sophisticated learners demand high standards in materials and presentation. Since there is a vast choice of coursebooks available, all with competing claims to be 'communicative', focusing on real English' through' stimulating activities, and so on, teachers need to look deeper into each coursebook before using it. In fact, it is important that teachers make informed and appropriate choices when selecting coursebook for their students because there are methods that should be used when evaluating materials. As a matter of fact, Nunan (1991) states that the selection process can be greatly facilitated by the use of systematic materials evaluation procedures which help ensure that materials are consistent with the needs and interests of the learners they are intended to serve, as well as being in harmony with institutional ideologies on the nature of language and learning.

The external evaluation

At the initial overview step of the external evaluation of the coursebook starts with the teachers' first contact with external part of the coursebook that is assessing the cover and the first pages (pages not dealing with the book subject matter) of the book. The external evaluation is explained with more precision as follows: this is done by looking at what has been stated explicitly in the blurb or claims made on the cover of the teacher's student's book... the introduction and table of contents, However, being quite familiar with the content of this coursebook, prior experience and knowledge will have a retrospective effect on external analysis.

In this central stage of the model we have included criteria that will provide a comprehensive, external overview of how the materials have been organized. Our aim is basically that of examining the organization of the materials as stated explicitly by the author or publisher, by looking at Tomlinson (op. cit):

- the blurb or the claims made on the cover of the teacher's /student's book;
- the introduction and the table of contents.

When evaluating externally teaching materials the evaluator should raise questions about what the materials contain, what they aim to achieve and what they ask learners to do and the target group of the learners to whom the book was designed to. For instance, from the blurb of coursebook "Step by Step" we read "Step by Step in English is an



English method addressed to grade 8 portuguese-speaker students in Angola-Africa, and from the introduction is written and we quote:

Step by Step in English combines the features of traditional methodology with Imaginative new techniques of language learning, to develop student's communicative skills. The Angolan author, who has national experience, has worked hard to produce this coursebook for the First cycle in revision of structures and vocabulary ... The book is made up of 8 units. And each unit contains a different number of lessons, just to illustrate: the unit-1 is made up of 5 lessons, unit-2 is comprised by 3 lessons, unit-3 also by 3 lessons, the unit-4 comprises 4 lessons, unit-5 by 5 lessons, unit-6 illustrates 3 lessons, unit-7 contains 4 lessons, unit-8 is formed by 3 lessons. Moreover, each unit contains a topic, presentation, vocabulary, grammar and skills.

External evaluation is typically carried out to know why the materials have been produced. From the blurb of the book we can analyze the following aspects suggested by Allwright (1981):

- an integrated skills series which is designed to offer flexibility with different teaching and learning styles;
- fun for learners to use and easy for teachers to adapt;
- fully integrated grammar, skills and lexical syllabuses provide a balanced;
- learning experience;
- engaging topics motivate students and offer greater personalization;
- clearly structured grammar presentations are reinforced with extensive practice;
- contextualized vocabulary focuses on authentic real-world language; and
- a variety of listening and speaking activities develop learning fluency (p. 57)

According to Allen (1996) from the blurb and the introduction we can normally expect comments on the following:

The intended audience and level

According to Sambeny and Gonzales (2011) it is quite relevant to know who the textbook was devised for. That is, teachers should know if the book was designed for

children, teenagers or adults as well as the intended level, whether it was designed for beginners, elementary, intermediate or advanced learners (p. 103).

The topic that will motivate one audience will probably not be suitable for another. As claimed by Barnard and Randall (1995) most materials claim to aim at a particular level, such as false beginner or lower intermediate (p. 129). This will obviously require investigation as it could vary widely depending on the educational context. There is no claim to a particular level, though the blurb on the back cover of the book states that group activity tasks are useful for students of all levels.

The context

The context in which the materials are to be used is very important aspect to be considered. Its effectiveness in a general English conversation class has been evident in my teaching context. There is no question at all that the context in which the language is being taught plays a significant role when evaluating coursebook. Most coursebook bind contents closely related to the setting in which the book was produced. Most of these books bring things regarding different places' culture. For instance, grade 8 English coursebook brings texts about an American singer so-called 50 cent; a Portuguese football player called Cristiano Ronaldo and so on. Surely, all of these contents are quite different from reality of the learners who study in some of Cela's villages. This means that contents should be evaluated and adapted.

The external evaluation gives us the general ideas in which the book was conceived. By evaluating externally a book, we get in touch with the target group, the objectives and purposes in which the coursebook was designed. For example, a coursebook which was designed for advanced learner, New Headway Student's Book, is practically useless to be used of low language proficiency, like zero beginner learners.

Internal Evaluation

We now continue to the next stage of our evaluation procedure by performing an in-depth investigation into the materials. The essential issue at this stage is for us to analyse the extent to which the aforementioned factors in the external evaluation stage match up with the internal consistency and organization of the materials as stated by



autho/publisher, (Alderson & Berretta,1992, p. 117). In order to perform an effective internal inspection of the materials, we need to examine at least two units (preferably more) of a book or set of materials to investigate the following factors:

The presentation of the integrated skills

Integration of the receptive and productive skills is the trend in the modern coursebook design. The new approach in language teaching stresses the point language skills cannot be taught separately. Teachers should teach language in integration so that learners evolve both receptive and productive skills simultaneously. When assessing internally a book we need to check if the all language skills are covered, in what proportion, and if this proportion is appropriate to the context in which we are working. Are the skills treated discretely or in an integrated way? The author’s presentation and treatment of the skills may conflict with the way in which we wish to teach – if the skills are presented too much in isolation or if they are integrated, (White, 1988 p. 35). Integrating skills means that each unit of the coursebook should contain sections on listening, speaking and reading, while writing skills are integrated in all activities. Teachers are encouraged to familiarize themselves with different options to enrich their repertoire.

Different learning style

Teachers, coursebook designers and materials writers must be aware that the input provided by them will possibly be processed by learners in ways different than intended, (Ellis, 1996, p. 4). It is important, then, that materials meet students’ needs by allowing for different learning styles. Therefore, language learning is not a skill “where you can simply bone up on rules and words in isolation”, advocates (Brown, 1994, p. 177). Furthermore, one key reason for a retrospective appraisal of materials is to provide insight into organizational principles, and therefore make apparent possible techniques for adaptation (Kearsey, & Turner, 1999, p. 65). So, as so as we know, as teachers have different styles to teach, so do learners. Everyone learns in his or own way. So, when evaluating a coursebook we should see if the book provides different learning styles. Questions like: is the material suitable for different learning styles? Is a claim and provision made for self-study and is such a claim justified? All in all, With the growth of interest in independent learning and learner autonomy, many materials

will claim that self-study modes are also possible. From the knowledge that we have of our learners, we will need to assess this particular claim.

Strategies for approaching materials adaptation

Adaptation is the altering of materials performed according to a well-known method or procedure as to improve or to make them more suitable for a particular type of a learner or group of learners. Sheldon (1988) says that “ELT coursebooks evoke a range of responses, but are frequently seen by teachers as necessary evils” (p. 237). On the same wavelength, Ellis (2011) asserts that every teacher adapts ELT materials to suit his learners’ needs by using a number of techniques such as modernizing, simplifying, personalizing, localizing, editing or expanding, sometimes we have to adapt materials simply because they are out of date or they are not culturally or politically sensitive, lacking on authenticity, to make sure that they met learners’ and teachers’ needs (p. 47).

Principle and criteria for adapting ELT materials

The principles and procedures are the main techniques that can be applied to content in order to bring about change:

- **Adding, including, expanding and extending**

The notion of adding is, no the face of it, straightforward, implying that materials are supplemented by putting more into them, while taking into account the practical effect on time allocation. We can add in this simple, quantitative way by the technique of extending and might wish to do this in situations such as the following, for instance, Skierson (1991) says that materials contain practice in pronunciation of minimal pairs (bit/bet, hat/hate, ship/chip) but not enough examples of the difficulties for learners with a particular L1(First Language). Japanese speakers may need more l/r practice, Arabic speakers more p/b, Spanish speakers more b/v and so on;

- A second reading passage parallel to the one provided is helpful in reinforcing the key linguistic features- tenses, sentence structure, vocabulary, cohesive devices- of the first text; and

Our students find the explanation of a new grammar point rather difficult, so further exercise are added before they begin the practice materials, (pp. 125-126).



- **Deleting, excluding, subtracting and abridging**

According to McDonough et. al, (2013) deletion is clearly the opposite process to that of addition, and as such needs no further clarification as a term, (pp. 70-71). However, although material is taken out rather than supplemented, as a technique it can be thought of as “the other side of the same coin”.

- **Modifying, including, rewriting and restructuring**

Modification, as explained by Tucker (1975) is a very general term in the language applying to any kind of change (p. 89). In order to introduce further possibilities for adaptation, we shall restrict its meaning here to an internal change in the approach or focus of an exercise or other piece of materials.

- **Simplifying**

Strictly speaking the technique of simplification is one type of modification, namely, a rewriting activity. Since it has received considerable attention in its own right, it is considered here as a separate procedure. Many elements of a language course can be simplified, including the instructions and explanations that accompany exercises and activities, and even the visual layout of material so that it becomes easier to see how different parts fit together. Simplification has a number of further implications. Firstly, it is possible that any linguistic change, lexical or grammatical, will have corresponding stylistic effect, and will therefore change the meaning or intention of the original text (McDonough et. al, *ibid*, p. 74).

- **Reordering**

This final procedure refers to the possibility of putting the parts of a coursebook in a different order. This may mean adjusting the sequence of presentation within a unit, or taking units in a different sequence from that originally intended. There are limits, of course, to the scale of what teachers can do, and too many changes could result, unhelpfully, in an almost complete reworking of a coursebook. A reordering of material is appropriate in the following kinds of situations:

Materials typically present the “future” by “will” and “going to”. However, for many learners, certainly at intermediate level and above, it is helpful to show the relationship between time reference and grammatical tense in a more accurate way, by (McDonough et. al, *ibid*, p. 75, & Weir & Roberts 1994, p. 125).

As seen above, the process of materials adaptation obeys some kinds of procedures and principles. One relevant point is that teachers should strictly follow these steps in a way to get success when attempting to adapt to ELT materials.

Methodology

In here, some methods and tools were used. And also the illustration of forum in which the investigation took place. Actually, owing to nature of this work, we decided to involve the teachers and the students questionnaires. We asked questions to teachers through teacher questionnaire. Secondly, we approached the students through student questionnaire in order to get some important pieces of information for our research. we analyzed the coursebook (grade 8 Step by Step in English), by using text analysis. Finally, we observed some lessons taught by the teachers,

Participants and Setting

The current research work was carried out in some classes belonging to second cycle in secondary school Wacu-Cungo Village. We have worked with 5 classes of grade 10 in universe of 5 classes, made up of 35 students each, making 175 students, mingled in ages and sex, and 5 EFL (English as a Foreign Language) teachers. Students were teenagers and adults. Regarding teachers, among them, 1 teacher has done ELT course at ISCED (Instituto Superior de Ciências de Educação), in Benguela and 1 doing ELT in Huambo. The remaining three teachers are non-ELT teachers. Teacher C is graduated in Geography teaching, Teacher D is graduated in History teaching, both at ISCED, and Teacher E is undergraduate in computer science at IMIB (Instituto Médio Industrial de Benguela). Apart from working with agents of education, we also interviewed 5 elderly villagers (age range of 60-65) and both sex such, male female who could qualitatively enrich more this research with their input related to the real history of the target village.

Design of the teacher questionnaire

Actually, we designed a questionnaire containing 5 questions, in which all of which are closed questions.

Design of the student questionnaire



We designed student questionnaire to collect much information concerning the student’s feeling towards their coursebook used in the English classes by teachers. Like teacher questionnaire, the student questionnaire is comprised also by 5 questions and all of which are closed questions.

Design of the text analysis

We have set to use this tool to evaluate qualitatively the contents of the book in comparison to the learners’ level. From the criteria discussed in main body of this article for evaluating coursebook, we have designed them and then applied them to go through step by step grade 8 coursebook, by looking at the following categories: authentic language, contents, contextualized contents, coursebook layout, grading and sequencing, grammar integrated in context, pronunciation activities, reading activities, skills integration, topics and tasks, visual materials, and vocabulary activities.

Design of the classroom observation chart

We have designed a classroom observation chart to accompany the way teachers deal with corrective through a direct observation. In the chart, we have completed the fields like **V.GD-** very good; **GD-** good; **Satisf-** satisfactory; **I.N-** Improvement needed and **N/A-** not applicable. So, we have observed 3 EFL teachers during almost three months working in the field to collect data. In all, we could have observed five lessons that is a lesson per each teacher. This was not possible because of time, most of schools were about to finish their school year.

Results

This section looks at the presentation of the results collected in the field by using different tools, namely teacher questionnaire, student questionnaire, interview schedule, text analysis and classroom observation chart. Let us first start with the teacher results:

Results from teacher questionnaire

Question 1: what is your school degree (specialty and degree)?

Number of subjects	Participants’ specialty/degree	Field of study
Teacher A	Graduated	ELT
Teacher B	Undergraduate	ELT
Teacher C	Graduate	Geography teaching

Teacher D	Graduate	History teaching
Teacher E	Undergraduate	Computer science

Source: Our own table

Here follows the reflection on the question designed to the teachers. The very first question is about the respondents training field. The results show clearly that 1 respondents out of 5 are still attending university in ELT field, and other one has done already. And two other respondents, on the other hand, have already finished University but not in ELT field and the last one is still studying but in computer science.

Question 2: How long have you been teaching English?

Number of subjects	Participants' teaching experience
T-A	6 yeas
T-B	7years
T-C	6 years
T-D	More than 10 years
T-E	8 years

Source: Our own table

Coming up, we designed question 2 to assess the 5 teachers' teaching experience. The data show us that the teaching experience varies from 6 to mere then 10 years. This means that there is no subject who has been teaching for less than 5 years. In terms of teaching, our subjects have an acceptable teaching experience that can allow them to solve satisfactorily problems related to evaluation and adaptation of ELT materials.

Question 3: Which types of ELT materials do you often use to teach English to the grade 8 learners?

ELT materials most used by respondents	T-A	T-B	T-C	T-D	T-E
Coursebook	X	x	X	x	X
Flashcards and posters	X	x		x	
Websites (YouTube videos, or audio podcast)	X	x	X		
Songs and lyrics	X		X		
Audio (tapescript)	X	x			
Videos	X	x			

Source: Our own table



Following, we posed question 3 aiming to know ELT materials used by the subjects. All the respondents use coursebooks.

Question 4: How often do you evaluate and adapt ELT materials?

Frequency in which ELT materials are evaluated and adapted	T-A	T-B	T-C	T-D	T-E
Almost never			x	x	X
Rarely	X				
Often		x			
Always					

Source: Our own table

The table above gives the real situation about the frequency in which materials are evaluated and adapted by the subjects. Teacher A said he rarely evaluates and adapts ELT materials; Teacher B said he often applies it; and Teacher C, D and E said they almost never evaluate and adapt ELT materials used in the class.

Results from student questionnaire

Pergunta 1: A partir de que classe você começou aprender o Inglês?

Question 1: In which grade did you begin learning English?

Grade	Number of subjects	Percentage
Grade 7	36	21%
Grade 8	00	0%
Grade 9	00	0%
Grade 10	139	79%

Source: Our own table

As starting point, question one was asked to know the subjects’ experience on learning English. The results show that the majority of the learners started learning English from grade 10. From the data we can see that our subjects have been exposed to learning experience for roughly some months. This learning experience means that learners have not enough English input to tackle the complex contents found in grade 10 programme. As a matter of fact, grade 10 teachers had to adopt grade 8 Step by Step coursebook to use with their students.

Pergunta 2: Qual é a habilidade Linguística mais difícil para você?

Question 2: Which skill is the most difficult for you?

Language skills	Number of subjects	Percentage
Listening	18	10%
Speaking	22	13%
Reading	51	29%
Writing	84	48%

Source: Our own table

The second question was designed to show from the learners the language skill most difficult to them. In fact, writing stands apart from the other language skills as the most difficult language skill to cope with.

Pergunta 3: O que gostaria aprender no livro?**Question 3: What would you like learning from coursebook?**

Contents to learn from the coursebook	Number of subjects	Percentage
Communicative activities	14	8%
English grammar	47	27%
Correcting pronunciation	23	13%
Local things	91	52%

Source: Our own table

Finally, we have asked learners, in question 3, their suggestions in what they expect to learn from the coursebook. The figure illustrates that most of the learners want to master daily local activities, i.e. learners are expecting to learn things connected to their culture, that is, contextualized English.

Results from text analyses

The first thing to be considered in here has to do with ‘coursebook grade. Obviously, by looking at the book’s level it was conceived for grade 8 not for 10. Second thing to be considered in here is ‘coursebook layout’. The coursebook layout seems to be less attractive. There are lack of junks in text, which may not attract students’ interest. The visual materials inside the book are not so captivating. The pictures used in the book hardly help students understand their meanings. The way contents are displayed in the book cannot ease or hamper the learning process. Another important elements to be considered in here, is the content of the book. We could see contents displayed grade 8



coursebook are very tough for grade 8 learners' language background. Topic like 'Formal e-mail' is not well-dealt with in grade 8 because of not having well contextualized in this coursebook.

The major reason of advising teachers to evaluate and adapt this book, is the fact that the contents of this book are inappropriate for grade 10 learners. From reading texts, which extensive and difficult to the learn, to complex grammatical contents unsuitable for grade 8, like, 'Trip to Wales- at the airport and so on, the 'topics' and 'tasks' are very difficult to master by graders whose language background is very poor. Regarding contextualization, we could see that there is almost little situation where contents are contextualized, and also, there are very few situations where we can see the use of authentic language.

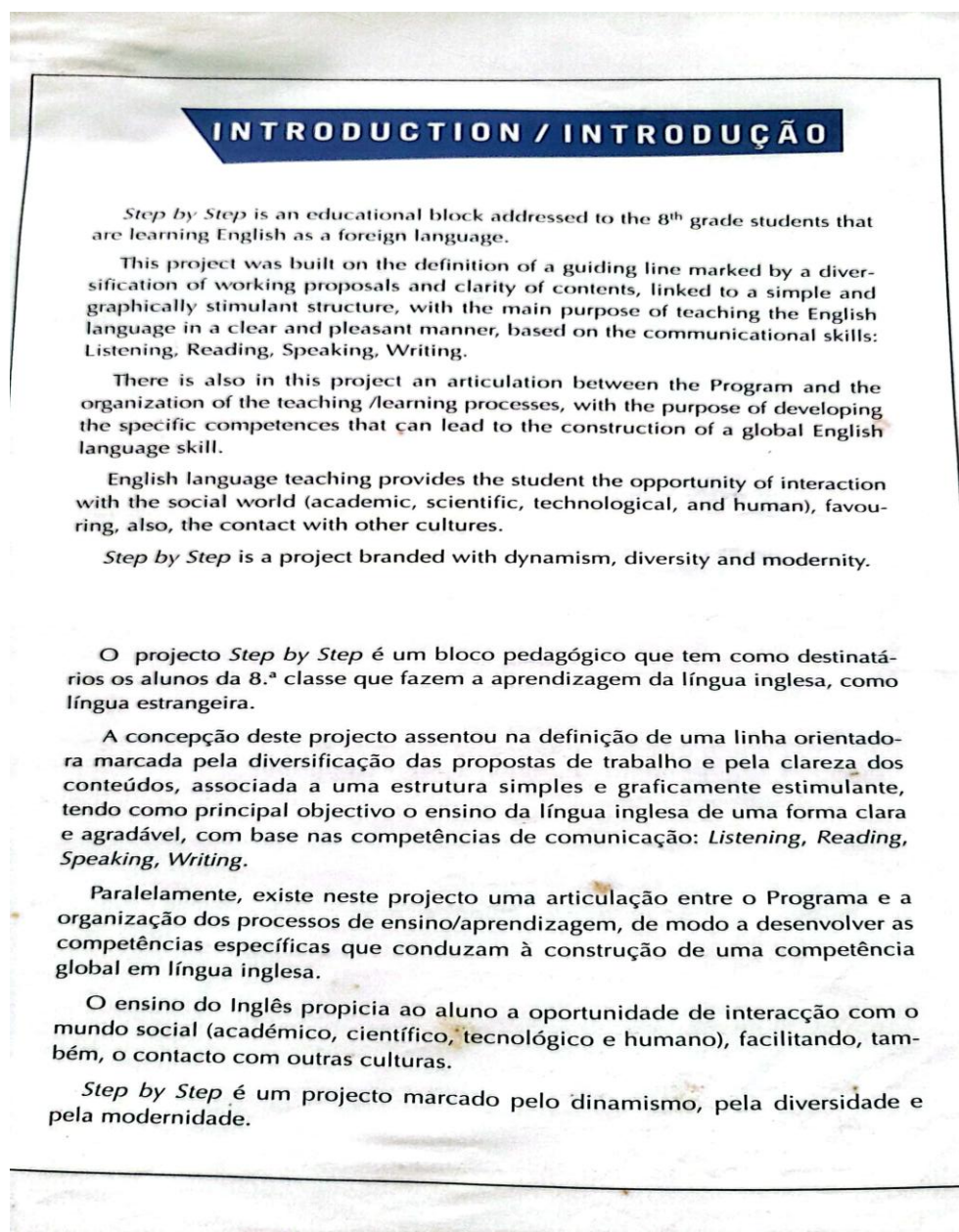
Apart from the two elements aforementioned, we have also looked into grammar. Step by Step coursebook presents oddness regarding grammatical contents. Topics are very tough and grammar is taught out of context. And grammatical issues are not taught in integration, in which makes difficult and most of them have nothing to do with students' culture. Most of texts, basically refer to people unknown to Angolans in general and Wacu-Cungo villagers in particular. Apart from this, oddness comprehension activities are too long and difficult to understand by the grade 10 learners whose level is very poor due to only the one year most of them are dealing English language in their lives. Surely, texts with foreign people's names and culture can be easily adapted to the learners' reality only if the teachers have such effective strategies and principles as well as procedures. Vocabulary activities are very important issues to help learners grasp the language items. Vocabulary should match with students' needs. Topics like 'the airport' seems not to interest students thus, most of them do not even know anything about airport in their own language. Whenever this lesson is taught, students get puzzled and confused because they never underwent this reality through their entire lives.

Teaching learners lexis that exist in their culture sounds more productive than teaching them things that simply exist in the culture of target language, or even they just experience the lexis when they leave their places of birth and move around the country.

In order to be a slightly precise and descriptive with issues related to target coursebook, we are going to illustrate some pages taken from 'Grade 8 Step by Step coursebook'

that make introduction of the standpoint, contents of pages, pictures regarding national and international people as well as the lexical items of music instruments, activities concerning grammar and reading text plus its activities. Below are some illustrations.





Sample of Grade 8 Step by Step Coursebook Introduction



Source: Silva (2014)



Samples of Grade 8 Step by Step Coursebook Outline

<p>Topic</p> 	<p>Unit</p> <p>1. Who am I?</p>	<p>Presentation</p> <p>Catherine's school</p> <p>Formal e-mail</p> <p>My favourite things</p> <p>My family</p> <p>Celebrations</p>
<p>Topic</p> 	<p>Unit</p> <p>2. My school</p>	<p>Presentation</p> <p>John Uribe's school</p> <p>After school</p> <p>My friends</p>
<p>Topic</p> 	<p>Unit</p> <p>3. Professions/Jobs</p>	<p>Presentation</p> <p>What's your job?</p> <p>Flying doctor</p> <p>A visiting professor</p>
<p>Topic</p> 	<p>Unit</p> <p>4. At the airport</p>	<p>Presentation</p> <p>Sam and Cynthia at Cape Town</p> <p>Trip to Wales</p> <p>I want to ride my bike</p> <p>Travel agency</p>

Source: Silva (Ibid)

Table of Contents			
Vocabulary	Grammar	Skills	Page
Farming and pests control	Conditional Quantifiers Modal verbs	Listening; Reading; Speaking; Writing	56
	Infinitive of purpose	Listening; Reading; Speaking; Writing	60
	Present Continuous		62
	Modal verbs	Listening; Reading; Speaking; Writing	64
		Listening; Reading; Speaking; Writing	68
Vocabulary	Grammar	Skills	Page
Adjectives Parts of the body: bild, dog, human	Adverbs of manner	Listening; Reading; Speaking; Writing	72
	Descriptive adjectives Comparative and Superlative	Listening; Reading; Speaking; Writing	76
	Time clauses Direct speech/Indirect speech	Listening; Reading; Speaking; Writing	80
Vocabulary	Grammar	Skills	Page
Angola national football team Sports Entertainment; Artistic events; Places	Progressive forms – Present continuous	Listening; Reading; Speaking; Writing	86
	Progressive forms – Past continuous tense	Listening; Reading; Speaking; Writing	90
	Conjunctions	Listening; Reading; Speaking; Writing	94
		Listening; Reading; Speaking; Writing	98
Vocabulary	Grammar	Skills	Page
Games and hobbies		Listening; Reading; Speaking; Writing	104
	Subject and verb	Listening; Reading; Speaking; Writing	106
	What part of speech does each word take	Listening; Reading; Speaking; Writing	108
			112
			137



Source: Silva (Ibid)

Samples of Grade 8 Step by Step Coursebook Reading Text and Writing Tasks about Foreign person

UNIT 7: Lesson 2 | My favourite singer

1. Reading and comprehension.

Read the dialogue.



Interviewer: Thank you for taking some time to answer a few questions about your life.

50 Cent: It's my pleasure.

Interviewer: Could you tell us how is a day in your life?

50 Cent: Sure! I get up early, at 7 in the morning. Then I have breakfast. After breakfast, to the gym.

Interviewer: Are you studying anything now?

50 Cent: Yes, I'm preparing a new movie called "The Escape Plan".

Interviewer: What do you do in the afternoon?

50 Cent: First I have lunch, then I go to the studio and play with the band. Sometimes to shoot some scenes, also.

Interviewer: Are you working in a new CD?

50 Cent: I'm preparing a world tour to promote my recent album *Street King Immortal*.

Interviewer: That's very interesting. What do you do in the evening?

50 Cent: In the evening, I go home and have dinner and study my scripts.

Interviewer: Do you go out at night?

50 Cent: Yes, always. I like going out with my friends.

Source: Silva (Ibid)

After having analyzed and discussed the results from text analysis, we might make a brief reflection on what have been pointed out concerning the target coursebook:

Put every point in clear way, we are not saying that an educator cannot teach foreign language points (50 cent's reality, airports 'lexical items, etc., etc.), to his students. What we meant with this research is that before teaching foreign cultural realities to his students, the teacher has to promote deeply the local cultures so that through such local cultures the students will have easy task to learn the foreign ones. For examples, by all accounts, Wacu-Kungo has not 'ocean', 'airport', etc, it is imperative that these unfamiliar items must be either deleted or taught in parallel with some local lexical set that may resemble (have almost the same functions) the words that are in adopted coursebook. To illustrate, instead of teaching ocean vocabulary set, the educator should replace the ocean by river or lake item, once the students normally do their laundry, or even angle some fish from these two familiar places, it would be more profitable.

To conclude methodology sections, let us focus upon analyses and discussions of the results from classroom observation chart.

Analyses and discussions of the results from classroom observation chart

We have observed carefully the teachers when delivering the sessions. From our close observation, we have noticed that EFL teachers lack some strategies to evaluate and adapt materials.

We have concluded a close classroom observation where we followed every EFL teacher while delivering one of his sessions in one of grade 8 classrooms selected. Every observation allowed us to notice that teachers still struggle to evaluate and adapt ELT materials. The relevant fact that we could observe is that regarding strategies suggested by scholars to assess ELT materials is that the most of the participants failed in using them. Just to mention some, teachers use unanimously adding and modifying strategies. Many other strategies, suggested by McDonough. These criteria or strategies, once applied, enable teacher to carry out an overall evaluation and settle ways to adapt the materials in use with grade 10 learners respectively.

Finally, we have gone through analyses and discussions, the next sections are about conclusion, recommendation as well as bibliography.



Conclusion and Recommendations

The current scientific work was thoroughly devoted to contextualize ELT materials to Learners' reality such as, language proficiency, cultural background, previous educational background, personality, age, sex, wants, motivation, learning style, needs, and so on. And this article presented some strategies, procedures and principles of evaluation and adaptation that surely would enable the teachers to succeed in using ELT materials in English class. In this respect, the work was entitled: tailoring coursebooks contents to meet real beginner's local culture reality.

After few lines of the most relevant conclusions, we have recommended as follows:

- Every educator should be acquainted with the reality of the province, municipality, Commune or Village in which he works so that when he promotes some tasks in class the students will feel comfortable with the kind of task conducted by the teacher. As a matter of fact, the teaching and learning will take place and move logically and smoothly, and the students will be likely to retain the new language point as such;
- EFL teachers should look at the process of evaluation and adaptation from a more objective view bearing in mind that any topic requires to be evaluated and adapted before being taught in the classroom.

Now, it is time to name all the scholars who could contribute qualitatively to this scientific work.

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