


STRATEGIES FOR EVALUATING AND ADAPTING STEP BY STEP ENGLISH COURSEBOOK THROUGH VILLAGES

ESTRATÉGIAS PARA AVALIAR E ADAPTAR O LIVRO DE INGLÊS STEP BY STEP NAS ALDEIAS

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ABSTRACT

Any instructional materials are distinctly and deeply conceived to help both instructors and learners to conduct the tasks of teaching and learning effectively. By using these resources, first and foremost, the instructor has to be well-acquainted with effective strategies and his or her learners' local cultural activities so as to be able to evaluate and adapt appropriate materials before using them. As a matter of fact, the purpose of this article is Get Teachers of Villages schools Aware of some Effective Strategies to Evaluate and Adapt English Language Teaching coursebook. To obtain some information regarding the ways that the book has been used as well as how such book was conceived, two methods were used: observation and text analysis.

RESUMO

Quaisquer materiais instrucionais são concebidas de forma distinta e profunda para ajudar os instrutores e os alunos a conduzir as tarefas de ensino e aprendizagem de forma eficaz. Ao utilizar estes recursos, em primeiro lugar, o instrutor deve estar bem familiarizado com estratégias eficazes e com as actividades culturais locais dos seus alunos, de modo a poder avaliar e adaptar os materiais apropriados antes de os utilizar. Na verdade, o objectivos deste artigo é sensibilizar os professores das escolas das aldeias para algumas estratégias eficazes para avaliar e adaptar o manual de ensino da língua inglesa. Para obter algumas informações sobre as formas como o livro foi utilizado e como o livro foi concebido, foram utilizados dois métodos: a observação e a análise de texto. Com os

With former we observed some lessons to see how the educators conduct didactic materials. And then with the latter method, we analyzed entirely the coursebook (Step by Step grade 8). Surely both methods provide qualitative outcomes. All in all, some of the ways to make teaching-learning happening smoothly and make learners understand is considering firstly the make-up of the class and each one's reality and bringing in effect all effective evaluation and adaptation strategies in classroom activities.

Keywords: Coursebook; Evaluation strategies; Adaptation strategies.

primeiros observámos algumas aulas para ver como os educadores conduzem os materiais didácticos. E depois, com o último método, analisamos inteiramente o livro de texto (Passo a Passo, 8º ano). Certamente que ambos os métodos fornecem resultados qualitativos. Em suma, uma das formas de fazer com que o processo de Ensino-aprendizagem aconteça de forma harmoniosa e fazer com que os alunos compreendam é considerar, em primeiro lugar, a composição da turma e a realidade de cada um, e implementar todas as estratégias eficazes de avaliação e adaptação nas actividades de sala de aula.

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

Introduction

A wide range of didactic materials produced by well-known publishers are poured in the market 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 casebooks, should be used judiciously 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 academic visit, sessions held at the various levels and grades in schools located through 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. From this fact, we have decided to evaluate and adapt didactic materials before using them.

A brief overview concerning Wacu-Cungo Villagers' reality

To begin with, Wacu-Cungo is a Village whose Municipality is Cela, and its Province is called Cuanza Sul, in Angola country. The municipality of Wacu-Kungo (Cela) is surrounded by many municipalities. Most of which is Quibala to the north part, to the east Wacu-Cungo borders on Andulo (Bie Municipality), to the south part it borders on Bailundo (Huambo Municipality) as well as Cassongue both are Municipalities, and west side Wacu-Kungo borders on Seles and Ebo, both of which are also Municipalities of Cuanza Sul.

Wacu-Cungo is a small Village with a rich culture. As a matter of fact, its population, in its daily activities, has been performing a wide range of tasks, some of which are as follows: hunting, fishing, breeding and grazing. The population also carries out the agriculture and forming. And this region is also rich in gastronomy and traditional drinks, because the population has a rich sole for growing organic products. In addition, this population is considered as trilingual due to three languages used in this region, such Ngoia, Umbundu and Portuguese.

Certainly, these are not the be-all and end-all realities of this wonderful Village. There are still many more traditional things which are truly typical to this population.

By all accounts, the unique and effective strategies to learn any linguistic items is receive from the teachers only the language point that the students have been dealing with through their daily lives activities (the items that always make part in their daily lives) and also grading and sequencing such language point to students' realities, (level, needs, wants, contexts, proficiency).

After giving a brief overview of Wacu-Kungo Village's reality, it is high time to present didactic material (Step by Step Grade 8 Coursebook) used by the instructors of Wacu-Kungo Village Liceu school.

Short presentation of the coursebook: Step by Step Grade 8 in English

Step by Step is a coursebook conceived for 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 particularly those urbanized areas rather than villages. The 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.

Other aspects related to the physical form of the coursebook, Step by Step in English will be illustrated deeply 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, without doubt, 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 student 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 both places undergo. Unquestionably, every single year there is a wide range of teaching and learning materials produced all over the Angola country and sent to regional's territories with multiple purposes. Year after, new materials, like coursebooks, grammar books, flash card, charts, picture dictionaries, etc., have been published by very notable publishers like Mayanga Editora, Popular Editora, Moderna Editora, and many others around the Angola country. These materials are conceived and designed to cover several types of learners,

levels and contexts. Ur (2012) presents below a list of materials easily found in our markets:

- Pictures: posters, flash cards;
- Textbooks/course books;
- The interactive whiteboard (IWBs) and data projectors;
- Internet websites (You tube videos);
- Work sheets, test papers, work cards, (pp. 210, 214).

The world of teaching and learning materials is wide and endless. There are many materials available in open markets to teach and learn different types of subjects. These materials are presented in two formats: paper format (books, textbooks, handbooks, etc.) and in digital format (e-books, IWBs, websites, blogs, etc.).

Coursebooks

There is a wide range of coursebooks produced all over the world. The coursebook provides texts and learning tasks which are likely to be of an appropriate level for most of the class (Ur, 1996, 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 strengths 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' needs and level.

Advantage and Disadvantage of Coursebook

Coursebook offers ups and downs, just as any textbooks or other materials. Ur (2012) lists the following advantages and disadvantages of coursebooks (p. 198):



Advantage

Coursebooks have several advantageous aspects which constitute a kind of call to teachers to use them . Some of the most advantageous aspects presented by coursebooks teaching-learning process are:

- Framework- a coursebook provides a clear framework – teacher and students know where they are going and what is coming next so that there is a sense of structure and process;
- Syllabus- In many places the coursebook serves as a syllabus – if it is followed systematically, a carefully planned and balanced selection of language contents will be covered;
- Ready-made texts and tasks- the coursebook provides texts and learning tasks which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own; and

Disadvantages of a coursebook

Apart from a good deal of advantages, a coursebook presents some downsides, as mentioned below:

- Inadequacy- every class, in fact, every learner has their own learning needs- no one coursebook can possibly supply these satisfactorily. Like what is discussed in the field of language teaching methodology, there are no such homogeneous classes. Every class is mushroom with different kind of needs and learning styles. No coursebook can cover these learners' learning needs at full range;
- Irrelevance – lack of interest – the topics dealt with in the coursebook may not necessarily be relevant or interesting for the class. For instance, if a given topic is about football, most boys will be more interested in learning about football vocabulary items, like goals, referee, coach, penalty zone, goalkeeper, and so on; and

Coursebook Evaluation Methods

Evaluating materials, especially in today's computer age where sophisticated learners demand high standards in materials and presentation, an educator must use appropriate methods to do so. 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. So, it is

important that teachers make informed and appropriate choices when selecting coursebook for their students.

There are methods that should be used when evaluating materials. Nunan (1991) states that the selection process can be greatly facilitated using 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. Certainly, the evaluation process is never static; when materials are deemed appropriate for a particular course after a preliminary evaluation, their ultimate success or failure may only be determined after a certain amount of classroom use (while-and post-use evaluation) (p. 209).

McDonough and Shaw (1993) provide a flexible two-stage model for the comprehensive evaluation of coursebooks. A brief external evaluation includes criteria which gives an overview of the organizational foundation of the coursebook, to see how far the materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program.' (p. 64).

If we squint in what has been said about methods to be used to evaluate materials, we can quickly come to extensive checklists such as these suggested by former authors mentioned above, which means that designers are striving for comprehensiveness in evaluation procedures. Moreover, evaluating ELT materials covers basically two types of evaluations: one of the methods used to evaluate ELT materials is to a predictive evaluation, as well as for those teachers looking to identify strengths and weaknesses in coursebooks already used in their working context, a retrospective evaluation. In this evaluation teachers should fully assess the strengths and weaknesses of the materials.

In general, authors identify three methods of coursebook evaluations: external, internal and overall:

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 flows: 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, (Cunningsworth,1984) investigation of this kind can justify or disprove author's/publisher's claims (p. 67). 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 (p. 54).

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 not 10 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 some national experience, has worked hard to produce this coursebook considering only those urbanized areas of the country and overlooking the realities of some villages of the country.

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, p. 54) 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 blur 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 a very important aspect to be considered. We need to establish whether the materials are for teaching general learners or perhaps for teaching English for specific purposes (McDonough & Shaw, 2003, p. 98). 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 author's views on language and methodology- when looking at the author's view on language and methodology, it is important to consider the relationship between the language, the learning process and the learner.

When looking at the author's view we need to analyse the increasing ability on a range of communicative criteria while, at the same time, acknowledging the need to provide systematic practice in the formal functions of language. As well as advocating communicative language teaching, this statement adheres to a functional view of language, whose characteristics are provided by Richards and Rogers (1986):

- Language is a system for the expression of meaning.



- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative uses, The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse, (p. 215).

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 learners, 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, op. cit, p. 117).

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 term integrated skills, according to Brown (1998) means “the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing”(p.189).

The new approach in language teaching stresses the point language skills cannot be taught separately. Teachers should teach language integration so that learners evolve both receptive and productive skills simultaneously.

When assessing internally a book we need to check if 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 discreetly 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.

Grading and Sequencing of the materials - if language is a system, gradation is of great importance. As White (1988) said, “for in a system one thing fits into another, one thing goes with another, and one thing depends on another,” (p. 48). The grading and sequencing of materials should be done in logical order by following the criteria level of difficulties. This criterion is an important one and merits some investigation as it is not always patently clear what the principle is. Some materials are quite ‘steeply’ graded while others claim to have no grading at all.

According to Tomlinson (1998) grading of the materials will be within the unit, other materials will be graded across units allowing a progression of difficulty in a linear fashion. Other materials claim to be modular by grouping a set of units at approximately the same level, (pp. 125-126). In case where there is virtually no grading at all, as he argues, “most of the units do not have to be taught in any order...” - we have to investigate the extent to which we think this is true, and how such a book would suit our learners. Sheldon (1987) proposes three broad categories that are essential for evaluation:

- The learner’s needs, goals and pedagogical requirements;
- The teacher’s skills, abilities, theories and beliefs;
- The thinking underlying the materials writer’s presentation of the content and approach to teaching and learning respectively, (p. 145).

There seems to be few guidelines or principles following the assumption that language can be divided into structures for organizing language content. Teacher should look at the way materials are organized in logical sequence.

It is important to consider a certain logical sequence in terms of contents. For instance- the topic: *the cardinal numbers* should precede the topic: *telling the time* because the students should first be aware of the cardinal numbers before using them to tell the time. This is the logical grading sequencing in presenting the coursebook contents. The logical grading sequence which occurs in language learning in terms of language skills is structured as follows: first people learn how to speak a language, and then they will learn how to read, and finally they learn how to write. This is the good way to organize the grading sequence of contents in terms of language skills. This means that when teaching General English at

grade 8 and so forth, teachers should focus on speaking without forgetting the inclusion of the other three language competences (reading , writing and listening).

The use of authentic and artificial materials- in most books dealing with language teaching methodology there is much debate concerning the use of authentic language in coursebook activities. Nunan (1991) defines authentic language as samples of spoken and written language that have not been specifically written for the purpose of teaching language, which learners will encounter outside the classroom, (pp. 37-38).

Speaking about the use of authentic language, Cunningsworth (1995) believes that its use occurs generally English –speaking countries outside the classroom and such a language allows unconsciously the student’s mechanisms of language acquisition to operate effectively (p. 66). In addition, authentic materials are those materials using authentic language. These kinds of materials can bring greater realism and relevance while increasing motivation to learn.

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.

Language learning is not a skill “where you can simply bone up on rules and words in isolation”, advocates (Brown, 1994, p. 177). 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).

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?

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 claim.

The overall evaluation

At this stage we hope that we now make an overall assessment as to the suitability of the materials by considering the following factors broadly pointed out by (Lake 1999, p. 142):

The usability factor- this is about the extent the materials could be integrated into a particular syllabus as ‘core’ or supplementary. For example, we may need to select materials that suit a particular syllabus or set of objectives that we must work to. The materials may or may not be able to do this.

The generalizability factor - is there a restricted use of ‘core’ features that make the materials more generally useful? Perhaps not all the materials will be useful for a given individual or group, but some parts might be. This factor can in turn lead us to consider the next point.

The adaptability factor - can parts be added/extracted/used in another context/modified for local circumstances? There may be some very good qualities in the materials but, for example, we may judge the listening material or the reading passages to be unsuitable and need modification. If we think that adaptation is feasible, we may choose to do this.

Strategies for approaching materials adaptation

Adaptation is the altering of materials performed according to a well-known method or procedure to improve or to make them more suitable for a particular type of 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).

It is always necessary and easier for the affectivity of the process of adaptation to follow some patterns, rules or frameworks when selecting a coursebook, designing, adapting or supplementing materials. We have found the following framework from MacDonough, et al. (2013) is handy and easy to follow: - 1. Adding; 2. Deleting or Omitting ; 3. Modifying ; 4. Simplifying and 5. Re-ordering, (p. 77).

Principle and criteria for adapting ELT materials

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

Adding, including, expanding and extending - the notion of adding is, on 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, Skiersen (1991): The 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 is 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). 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 several 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 (McDonough et. al, *ibid*, p. 75, & Weir & Roberts 1994, p. 125):

- 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.

The length of teaching program may be too short for the course to be worked through from beginning to end. It is likely in this case that the language needs of the students will determine the sequence in which the material will be taken. Finally, “reordering” can include separating items of content from each other as well as regrouping them and putting them together. An obvious example is a lesson on a particular language function felt to contain too many new grammar points for the present proficiency level of the learners.

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

As we know, adapting materials is a daily activity that a teacher should consider every time. The overt market provides a wide range of coursebooks designed for different purposes and target groups like, beginners, elementary, intermediate, etc. Evaluation gives room for materials adaptation and adoption.

Throughout this body, we have tackled aspects related to coursebook evaluation and adaptation, with some attention to material adoption. In fact, there are many ELT materials, including coursebooks, extensively spread in the markets. So, teachers should be familiar with strategies, procedures and principles to cope with adaptation of ELT materials.

Methodology

In here, we are explaining methods and tools used to collect data while carrying out the research in the field.

We analyzed the coursebook (grade 8 Step by Step in English), by using text analysis. Finally, we observed some lessons taught by the teachers, and we used classroom observation charts to check whether the contents of the coursebook taught in the classroom have been passing through the process of evaluation and adaptation considering the students’ realities.

Design of the text analysis - we have set to use this tool to evaluate qualitatively the contents of the Step-by-Step grade 8 coursebook in comparison to the learners’ level. From the criteria discussed in main body of this article for evaluating coursebook, we have

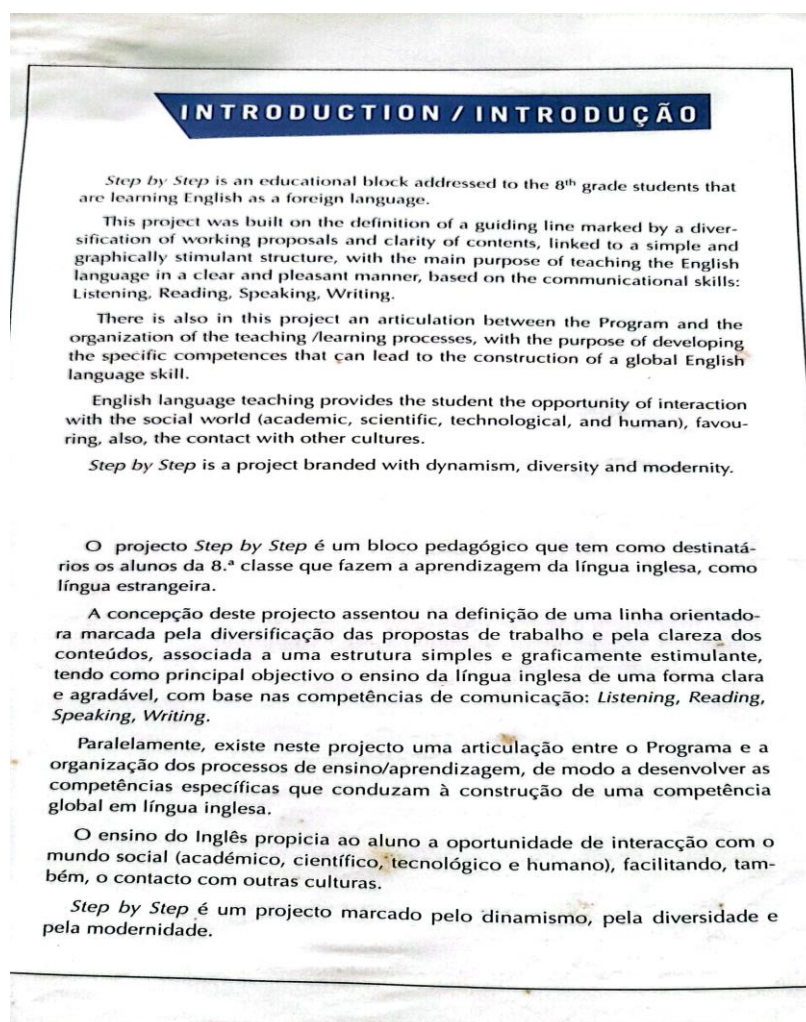


designed them and then applied them to go through step by step grade 8 coursebook, by looking at the following categories: authentic language, contents, contextualized contents, coursebook layout, grading and sequencing, grammar integrated in context, pronunciation activities, reading activities, skills integration, topics and tasks, visual materials, and vocabulary activities.

Results from text analyses

The first thing to be considered in this section is ‘coursebook. Obviously, by looking at the book level it was conceived for grade 8 not for 10. The illustrations are as follows:

Sample of Grade 8 Step by Step Coursebook Introduction



Source: Silva (2014)

Samples of Grade 8 Step by Step Coursebook Outline

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


Source: Silva (Ibid).



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

UNIT 7: Lesson 2 I 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.

90 | ninety

Source: Silva (Ibid)

UNIT 7: Lesson

2. Answer the following questions based on the text.

a. Who is Cristiano Ronaldo?

b. How old is Cristiano?

c. Why was Cristiano far from his family?

d. How is he also known? And why?

e. How old was he when he had to leave home?

f. Was that easy for him? Why?

g. How many best player in the world awards does he have?

3.

Writing

Write the text as an interview.

Interviewer: _____

CR: _____

Interviewer: _____

CR: _____

Source: Silva (Ibid)



Sample of Grade 8 Step by Step Coursebook Grammar Activity

Grammar

"Be going to" future

"Be going to" is usually used when something is already planned or definite. You first put "be" into the correct form to agree with the subject, and then add "going to" + the simple form of the verb.

Subject	Affirmative	Question	Negative
I	I am going to leave.	Am I going to leave?	I am not going to leave.
You	You are going to leave.	Are you going to leave?	You are not going to leave.
He	He is going to leave.	Is he going to leave?	He is not going to leave.
She	She is going to leave.	Is she going to leave?	She is not going to leave.
It	It is going to leave.	Is it going to leave?	It is not going to leave.
We	We are going to leave.	Are we going to leave?	We are not going to leave.
They	They are going to leave.	Are they going to leave?	They are not going to leave.

4. Choose the correct option.

- She _____ going to her drama class.
- They _____ going to have their swimming lesson.
- We _____ going to play in the park.
- You _____ going to ride your bike.
- I _____ going to work in the circus.

5. Use the "be going to" future correctly.

a. He _____ (to phone) his sister.	f. John _____ (to go) Rome next week.
b. She _____ (to visit) her grandparents.	g. She _____ (to give) a kiss to him.
c. Chris _____ (to write) a letter.	h. You _____ (to eat) pizza for dinner.
d. We _____ (to go) to Athens next week.	i. Paul _____ (to play) tennis this afternoon.
e. They _____ (have lunch) in a restaurant.	j. We _____ (to watch) a film on TV.

twenty-seven 2

Source: Silva (Ibid)

As we could follow critically some parts of the target book, the first point to emphasize is the layout of the coursebook. The layout seems to be less attractive; there is lack of junk 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 element to be considered here, is the content of the book. Contents, despite belonging to lower level (grade 8), are very tough for grade 10 learners' language background. Topic like 'Formal e-mail' are not well-dealt with in grade 10 because of not having well contextualized in this coursebook.

Apart from the two elements, we have also investigated grammar. Step by Step coursebook presents oddness regarding grammatical contents. The grammatical issues are not taught in integration; therefore, they are thoroughly 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 the length of time (one year learning English language) they have been dealing with English language. Surely, texts with foreign people's names and culture, like 50 Cent musician, can be easily adapted to the learners' reality only if the teachers implement such effective strategies, principles and 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.

After having analyzed and discussed the results from text analysis, it is time to look at 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 10 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 most of the participants failed to use 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 teachers 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 as well as bibliography

Conclusion

We concluded that by knowing and putting in practice almost all the students' local cultural activities for examples, hunting, grazing and farming animals, cultivating the sole for growing some products, vocabulary items concerning traditional drinks, food, and so on, and evaluating and adapting all mismatch language points from the adopted coursebook to suit to students' cultural activities using effective strategies, both educator and learner could be capable of conducting and learning every educational activity with less degree of difficulty. For examples, Wacu-Kungo has not 'ocean', 'airport', it is imperative that these unfamiliar items to students must be either deleted, reordered..., or taught in parallel with some local lexical set that may resemble (have almost the same functions) the words that are in adopted coursebook.

As a matter of fact, this article presented some strategies, procedures and principles of evaluation and adaptation that surely will enable the educators to succeed in using ELT materials in English class. In this respect, the work was entitled: **strategies for evaluating and adapting step by step English coursebook through villages.**

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