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University of Mohammed Seddik Ben Yahia, Jijel

Faculty of Literature and Languages

Department of English



**An Investigation of the Textbook Adaptation
Strategies Used by Middle School Teachers of English
The Case of Second Year middle School Teachers in
Jijel**

A Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree in
Didactics of English

Submitted by

Ouafa Serrar

Yassamine Bouhanna

Board of Examiners

Supervised by

Radia Kherbouche

Chairperson: Sabrina Hadji.....Mohamed Seddik Ben YehiaUniversity_Jijel

Supervisor: Radia Kherbouche.....Mohamed Seddik Ben YehiaUniversity_Jijel

Examiner: Messaouda Arzim.....Mohamed Seddik Ben YehiaUniversity_Jijel

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Dedication

In the Name of Allah the Most Merciful and the Most Compassionate

And peace be upon his Messenger Mohammed.

*“Yesterday is a history, tomorrow is a mystery, today is a gift that is why
we call it the present.”*

I dedicate this humble work:

To the river of tenderness,

to the reason of my smile,

Mamity.

To the source of support,

Baba.

The ones who without their sacrifices I would not have been what I am.

May Allah preserve them

To the rest of my lovely family.

To my best friends.

To my secrets’ diary Yassamine,

the Ear who is always there,

the only person who I can leave my phone unlocked in her presence.

To me

Ouafa (Ayloul)

Dedication

In the Name of Allah the Most Merciful and the Most Compassionate

And peace be upon his Messenger Mohammed.

To the most precious persons in my life, the ones without them, their encouragement, care,

and support I would not

*have been what I am. Thank you, **mother** and **father**, for all your sacrifices.*

To the one with whom I shared the bittersweet of life under one roof.

*My sisters: **Chahrazed, Abir, and Nada***

*My Brother: **Bilel***

*To all **relatives** and **friends***

*To my destiny; **Mohamed***

To the most valuable friend, the source of strength in my good and bad times, to the one who

*most deserves to be dedicated, to **Ouafa**.*

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Abstract

The current study has investigated the textbook adaptation strategies used by middle school teachers of English as a foreign language. The research departed from the assumption that middle school teachers of English practise adapting textbook materials in their classes, and it strived to explore the different types of textbook adaptation strategies they use. Also, it investigated whether there is a difference between novice and experienced teachers in terms of their use of these adaptations, as well as their rationale behind adapting textbook materials. Therefore, in order to achieve the aims of the study, a descriptive quantitative approach was used for both data collection and interpretation by using a questionnaire responded by 70 second year middle school teachers of Jijel in order to investigate their perceptions of the currently used textbook (2MS My Book of English) and the way they adapt it to cope with the learners needs and interests. The research results revealed that the most frequently used textbook adaptation strategies are respectively: simplification and replacement. The main reasons for textbook adaptations are basically related to some teachers' factors, time factors, materials nature and students' factors respectively.

Key Words: Textbook Use, Textbook Adaptation, Adaptive Strategies

List of Abbreviations and Symbols

%: Percentage

2MS: Second Year Middle School

BEM: Brevet Exam

CBA: Competency Based Approach

CBC: Competency Based Curriculum

CBLT: Competency Based Language Teaching

EFL: English as a Foreign Language

EL: English Language

ELT: English Language Teaching

KSA: Knowledge, Skills, Attitudes

MoE: Ministry of Education

N: Number of Participant

OBA: Objective Based Approach

List of Figures

Figure1: The Cycle of Textbook Adaptation.....66

List of Tables

Table 1: The Structure of the ‘2MS My Book of English’	33
Table 2: Teaching Experience.....	86
Table 3: Teaching Second Year Level by the Surveyed Teachers.....	87
Table 4: Teachers’ Perceptions about Their Centeredness in the Classroom.....	87
Table 5: The Roles of the Teachers in the Classroom.....	88
Table 6: The Extent to Which ‘2MS My Book of English’ is Advantageous.....	90
Table 7: The Advantages of the Textbook from the teachers’ perspectives	92
Table 8: The Disadvantages of the Textbook from the teachers’ perspectives.....	93
Table 9: Teachers’ Satisfaction with the Way of using ‘2MS My Book of English’	94
Table 10: The Use of Textbook Adaptation.....	95
Table 11: Frequency of Textbook Adaptation.....	96
Table 12: The Inappropriateness of ‘2MS My Book of English’ Layout.....	97
Table 13: The length of ‘2MS My Book of English’.....	98
Table 14: Disorganisation of ‘2MS My Book of English Sequences’	99
Table 15: The Length of Reading Texts and the Difficulty of their Vocabulary.....	100
Table 16: The Insufficiency of ‘2MS My Book of English’ Materials.....	100
Table 17: The Mismatch between Students’ Needs and the Teaching Objectives.....	101

Table 18: The Neglect of Students’ Level in Designing and Grading the Textbook Materials.....	102
Table 19: The Inflexibility of ‘2MS My Book of English’.....	103
Table 20: Teachers’ Perceptions about Time Limitation	104
Table 21: The In-authenticity of Tasks and Activities.....	105
Table 22: The Mismatch between Tasks and Objectives.....	106
Table 23: Teachers Perception on the Practicability of Tasks in Classroom Terms.....	107
Table 24: Lack of Motivation and Challenge in Tasks.....	108
Table 25: The repetitiveness and predictability of Tasks.....	109
Table 26: Task Dependence on Unavailable Equipments.....	110
Table 27: The Ignorance of Different Teaching Styles.....	111
Table 28: The Learners’ Involvement with New Materials.....	112
Table 29: Aims of ‘2MS My Book of English’ Adaptation.....	113
Table 30: Levels of ‘2MS My Book of English’.....	113
Table 31: Types of adaptation.....	114
Table 32: Textbook Adaptation Strategies.....	116
Table 33: Novice and Experienced teaches’ Most Frequently Used Adaptation Strategies.....	117
Table 34: Teachers’ Perceptions of the relationship between Textbook Adaptation and Motivation.....	118
Table 35: Textbook Adaptation and Teachers’ Autonomous Behaviour.....	119

Table 36: Textbook and Learners' Independence.....120

Table of Content

Dedication.....	2
Acknowledgements.....	4
Abstract.....	5
List of Abbreviations.....	6
List of Figures.....	7
List of Tables.....	8
Table of Content.....	11
 General Introduction	
1. Background of the Study.....	16
2. Statement of the Problem.....	17
3. Aims of the Study.....	18
4. Significance of the Study	19
5. Research Assumption.....	19
6. Research Questions.....	19
7. Research Means.....	20
8. Structure of the Study.....	20
 Chapter One: Literature Review	
Introduction.....	21
Section One: English Language Teaching in Algeria (in the Algerian Middle School)	
Introduction.....	21
1. The Importance of English Language Teaching In Algeria.....	21
2. Approaches to English Language Teaching in Algeria.....	22
2.1. The Aural-Oral Approach.....	22

2.2.The Objective Based Approach.....	23
2.3.The Competency - Based Approach.....	23
2.3.1.Characteristics of Competency-Based Approach.....	25
2.3.2.Teachers’ and Learners’ Autonomy under the Competency-Based Approach....	26
2.3.2.1.Teachers’ Autonomy.....	27
2.3.2.2.Learners’ Autonomy.....	27
3. The Teaching Materials.....	30
4. Objectives of English Language Teaching in the Algerian Middle School.....	31
5. ‘2MS My Book of English’ Structure.....	32
6.The Teacher Roles and Competencies in the Algerian Middle School.....	34
7.Assessment in the Algerian Middle School.....	37
Conclusion.....	39
Section Two: Textbook Adaptation	
Introduction.....	40
1. The Textbook.....	40
1.1. The Role of Textbooks in English Foreign Language Contexts.....	41
1.1. 1.Advantages of the Textbook.....	41
1.1.2.Disadvantages of the Textbook.....	45
2. Textbook Evaluation.....	48
3. Textbook Adaptation.....	49
3.1. The Importance of Textbook Adaptation.....	50

3.2. When to use Textbook Adaptation?	51
3.3. Why to use Textbook Adaptation?	57
3.3.1. Localisation.....	57
3.3.2. Personalisation.....	58
3.3.3. Individualisation.....	58
3.3.4. Modernisation.....	59
3.4. Levels of Textbook Adaptation.....	60
3.4.1. Syllabus Level.....	60
3.4.2. Unit Level.....	61
3.4.3. Activity Level.....	62
3.5. Steps and Procedures of Textbook Adaptation.....	64
3.6. Textbook Adaptation Strategies.....	71
3.6.1. Addition (Expanding/Extending).....	71
3.6.2. Deletion (Subtracting and abridging).....	73
3.6.3. Simplifying (Rewriting)	74
3.6.4. Reordering	74
3.6.5. Modifying (Rewriting/Restructuring).....	75
3.6.6. Replacement.....	77
3.7. Textbook Adaptation and Motivation.....	77
Conclusion.....	78
Chapter Two: Research Methodology, Data analysis and Data Discussion and Interpretation	

Introduction.....80

Section One: Research Methodology

1. Research Paradigm.....80

2. Participants.....81

3. Research Instruments.....82

4. The Questionnaire.....82

4.1. Response Rate to the 2MS teacher questionnaire.....83

4.2. Description of the Questionnaire.....83

4.2.1. Section One: Introductory Section.....83

4.2.2. Section Two: Textbook Adaptation.....84

4.2.3. Section Three: Advantages of Textbook Adaptation.....84

5. Procedures.....84

6. The Data Analysis Description.....85

Section Two: Analysis, Interpretation and Discussion of the Questionnaire

1. The analysis of the Questionnaire.....86

2. Discussion of the Results.....123

3. Limitations of the Study.....126

4. Pedagogical Recommendations.....127

Conclusion.....129

General Conclusion.....130

References.....132

Appendices

Résumé

ملخص

General Introduction

1. Background of the Study

English has become the lingua franca of the globe; it enables people all over the world to communicate with each other as well as to maintain personal, professional, or diplomatic relationships. In Algeria, the history of English language teaching witnessed many changes in the curricula and, therefore, a series of textbooks were adopted. According to Benrabah (1999, p, 23-30), the primary textbooks of English language curriculum in Algeria were ‘L’Anglais Par La Littérature’ of Richard Hall. They were used for the Algerian secondary schools. However, the difficulty of these textbooks urged the Algerian educational authorities to introduce new textbooks of English in the early 1970s, namely: ‘Practice and Progress’ for grades one and two of secondary schools, and ‘Developing Skills’ for grade three of secondary school. In 1972, the Algerian educational authorities wanted to “Algerianise” the English language textbook by designing two Algerian textbooks entitled ‘Andy in Algeria’ and ‘Madjid in England’ for the third and the fourth grades of middle school respectively. In 1980s, new curricula were introduced to the Algerian schools. Hence, new series of textbooks were designed. ‘Spring 1’ and ‘Spring 2’ for the third year and fourth year of middle school, and ‘New Lines One’ and ‘New Lines Two’ for first year and second year of secondary school respectively. This new generation of the Algerian textbooks drew an end to the inconsistent imported textbooks, and it was followed by many other textbooks until nowadays such as middle school ‘My Book of English’ series.

Not only in Algeria, but in any educational system in the world, the textbook undoubtedly has a crucial role in the process of teaching and learning especially when they are being used in English as a foreign language (EFL) classes. Many designed syllabi of the English textbooks seek to guide English teaching and learning in the national educational

system. They help in guiding the path of teachers and learners since they are designed in a sequence and an order that help to know what to teach now, and what is coming next so as to determine where the progress occurs. According to Tomlinson (1998, p. iix), textbooks provide the teacher with the entire needed materials in just one book which includes many aspects of the language such as: Grammar, vocabulary, pronunciation, and the four skills. However, no textbook is perfect in for all teaching and learning situation. It sometimes contains non-interesting materials and unnecessary topics to be covered, and which do not meet the needs of students and may kill the teacher's creativity. Thus, the question 'How to make English teaching effective?' raises the interest of many scholars and researchers (Tomlinson, 1996; Harmer 1998 ...). Undoubtedly, then, in order to make a textbook effective in teaching, teachers need to adapt it to cater for the students' learning styles, needs and interests.

According to Tomlinson (1998, p. 150), in order to make the textbook content suitable for each learner, some changes should be made; either by reduction, addition, deletion, modification or supplementation, and this is known as adaptation. For him (2012, p. 151), the main goal of textbook adaptation is "to make the materials of more value to the students using them". However, teachers' adaptation of textbooks may be restricted by some constraints and factors. Woods (1996) claims that many factors including teachers' beliefs, routines, goals, experiences, view of their roles, instructions, curricular and theoretical information, may interfere in the interpretation of the textbook, as well as the extent of its adaptation.

2. Statement of the Problem

Although textbooks are carefully designed and relevant to a certain extent to the current English language teaching (ELT) approaches in Algeria, their content may not be of a

great usefulness since they have been designed to cover elements and topics that learners need in broader contexts and areas such as politics, society, history, culture, economy; etc.

Moreover, the language used in textbooks is artificial along with their content. They are not always clear, simple and understandable. Syllabus designers often design the same format of texts and activities for all units. This kind of uniformity has some advantages for both designers and teachers. For instance, it makes textbook easy to write and to use in the teaching process, especially for novice teachers. However, unifying the format of materials also has some disadvantages; it deskills the teacher and creates boredom by following the same sequence each time.

Moreover, textbooks are made too general and they are compulsory for all students to learn their content, although they have different interests and needs in reality. Hence, by being “slaves” to the textbooks, teachers choose to be a blocking barrier to their students’ progress. Therefore, for the sake of bringing innovation, creativity and interest to the EFL classroom, teachers are urged to well adapt textbooks materials.

3. Aims of the Study

The main objective of the study is to explore the types of textbook adaptation strategies used by second year middle school teachers of English in Jijel. Additionally, it seeks to know the frequency of using those strategies, as well as to investigate whether there is a difference between novice and experienced teachers in terms of adaptation use, frequency and kinds of adaptation strategies they make use of. Moreover, the study attempts to know the teachers’ rationale behind the use of these adaptive strategies.

4. Significance of the Study

Many theoretical frameworks related to the importance of using textbooks in ELT do exist in the literature. However, there is a lack of research studies about the teachers' use and adaptation of the textbook in the classroom. Furthermore, the topic of 'textbook adaptation strategies' has not been investigated before as a research study in Mohammed Seddik Ben Yehia University- Jijel. Thus, the results of this study may add to the literature as they will disclose how teachers of English in middle school levels make decisions about the adaptive strategies and why they use them. The results may also lead to a distinction between novice and experienced teachers, in terms of their use of textbook adaptation. Moreover, the study may give insights for course designers and textbooks writers to take teachers' classroom practices into account when deciding upon the materials to include in textbooks.

5. Research Assumption

The study departs from the assumption that middle school EFL teachers practice adapting textbook materials in their classes

6. Research Questions

1. What are the textbook adaptation strategies that middle school EFL teachers make use of?
2. What is the frequency of using those adaptation strategies by middle school EFL teachers?
3. Is there a difference between novice and experienced teachers in terms of their use of adaptation strategies?
4. What is the rationale behind the teachers' decision of using textbook adaptive strategies?

7. Research Means

Any research work relies on specific research tools to gather the necessary data and to fulfill the intended aims. So, in order to achieve the objectives of the ongoing study, a quantitative descriptive approach will be adopted, in which a questionnaire will be submitted to 70 second year middle school teachers of English from different middle schools in Jijel.

8. Structure of the Study

The research encompasses two chapters. The first chapter is devoted to the theoretical part and the second chapter is for the practical one. The first chapter is divided into two sections where the literature on ELT in Algeria and on textbook adaptation is reviewed. The first section treats some aspects related to ELT in Algeria, mainly: its importance, its objectives, the Competency Based Approach (CBA), Learners and teachers autonomy, as well as the role of middle school EFL teachers. The second section starts by providing definitions of some key terms, mainly: the textbook, the textbook adaptation. It also discusses the textbook advantages and disadvantages. Additionally, it highlights the reasons and the objectives of textbook adaptation, as it deals with the textbook adaptive strategies in details. The second chapter presents the research methodology, the analysis of the data obtained from the questionnaire, the discussion and interpretation of the results, limitations of the study and some recommendations for further research.

Chapter One: Literature Review

This chapter is concerned with the theoretical part of the current study. It is divided into two main sections; English Language Teaching in Algeria, with a particular reference to middle school level, and Textbook Adaptation. The first section deals with elements related to teaching English as a foreign language in Algeria; its importance, its approaches, materials and roles of the teachers. The second sections deals with textbook and textbook adaptation.

Section One: English Language Teaching in Algeria (in the Algerian Middle School Level)

Introduction

In this section, the literature is reviewed seeking to find the importance of ELT in Algeria, the approaches used in the process of teaching including aural-oral approach, objective based approach and the competency based approach (CBA). Furthermore, it deals with teachers and learners' autonomy under the CBA. Additionally, it highlights the teaching objectives of the '2MS My Book of English' and its structure. Finally, the teaching materials, the teachers' roles and the process of assessment are tackled with reference to the Curriculum of English for Middle School Education (2015).

1. The Importance of English Language Teaching In Algeria

The Algerian linguistic background is too rich and complex, encompassing languages such as Arabic (standard and Colloquial Algerian Arabic) as the first, official and national language, and French as the second "official" language. It also encompasses many dialects such as Tamazight and other various Berber dialects. In the Algerian schools, Arabic is the language of instruction, French is obligatorily taught as a first foreign language starting from primary school grade three till secondary school grade three, while English is compulsory as a

second foreign language starting from grade one of middle school to grade three of secondary school.

However, as English is now the lingua franca of the world and people are aware of the necessity and the importance of its learning, it begins to receive more interest in Algeria as well, because of some political, economic and institutional developments. Moreover, new curricula and textbooks were introduced by the Ministry of Education (MoE) to the Algerian schools to improve the teaching-learning process and encourage autonomous learning of English. Additionally, more and more private schools that are concerned with teaching foreign languages including English has become widespread, the fact that led parents to encourage their children to learn foreign languages especially English.

2. Approaches to English Language Teaching in Algeria

Teaching English in Algeria witnessed the adoption of different teaching approaches that were changed each time according to the surrounding developments. Benzerroug (2019, p. 52-56) mentioned three main approaches introduced in the Algerian school after the independence: The Aural-Oral approach (the structural approach), the Objective Based Approach (OBA) and the Competency Based Approach (CBA).

2.1. The Aural-Oral Approach

After the independence, the Aural-Oral Approach was applied in English language teaching (ELT) in the Algerian schools. The focus of this approach was on the usage of the language rather than its use, i.e. the approach was directed to teach the 'what' about the language rather than the 'how' to using it. English Teaching aimed at providing learners with grammar structures so they repeat and imitate following the behaviourist view of B.F. Skinner that is based on habit formation, stimulus-response and reinforcement. Learners were

supposed to correctly produce full grammar sentences through drilling. However, this approach has had major drawbacks including the absence of creativity, the lack of motivation, and the teachers' centeredness and passivity of learners.

The Ministry of Education (MoE) recognised the failure of this approach after almost ten years of its implementation since learners were not able to use what they learnt spontaneously in real situations of communication; they just learnt the language forms, but not how to use them. Later on, the failure of this approach led to the adoption of another new approach which was the Objective Based Approach (OBA). (Benzerroug, 2019, p. 52)

2.2. The Objective Based Approach

According to Benzerroug (2019, pp. 52-53), after 1984, the OBA was introduced to English language teaching in Algeria, it was based on and related to the final objectives of educational levels so as to make learners ready for the next levels and raise their chances for success. The approach aimed at improving the learners' intellectual skills such as problem solving skill, analysing, anticipating...The OBA identifies the teaching objectives of each unit as well as the methodologies that help in reaching those objectives. However, it failed because of the ambiguous and unclear definition and statement of objectives (too general, no specification) and it was difficult for teachers to interpret them, too. The failure of that approach led the MoE to introduce the CBA to the Algerian classroom of English.

2.3. The Competency - Based Approach

According to Bentadjine (2018, p.21), the CBA was first introduced in the United States in 1980, and because it shows great success, it has been implemented in many English as a second language (ESL) and English as a foreign language (EFL) school programmes all over the world. On September 9th, 2003, the reform project of the CBA was issued in Algeria,

and it was adopted in 2005 in the new textbooks of English. Its main goal was to prepare learners to cope with the universal developments as well as to cover the learning skills related to real life communication but without changing the Algerian social values. It also aims at developing different competencies among students (Bentadjine, 2018; Benzerroug, 2019). Therefore, it can be said that the key component of the CBA is the notion of ‘competence’. According to the Report of the National Postsecondary Education Cooperative Working Group on Competency-based Initiatives in Post Secondary Education (NPEC Report, Jones, & Voorhees, 2002, p. 7),

[competencies] are the result of integrative learning experiences in which skills, abilities, and knowledge interact to form bundles that have currency in relation to tasks for which they are assembled and demonstrations are the result of applying competencies. It is at this level that performance can be assessed (Quoted in Bader, 2018).

Thus, the term ‘Competency’ is the integration of the KSA resources (knowledge, skills and attitudes) that lead the way to the provable behaviours as a clarification of this competency. Additionally, according to Richards and Schmidt (1985, p. 94), competency is “the students’ ability to apply different basic skills in situations that are commonly encountered in everyday life” (cited in Fedoul, 2010, p. 31). This definition indicates that for a learner to be qualified and successful in a language, he/she has to be competent in using it in real life situations. For instance, in order to be able to make shopping, one needs to learn some competences related to it such as to ask for prices, to read instructions, etc.

Hence, the competency based curriculum (CBC) according to Fedoul (2010, p. 31) is:

[A] performance-based outline of language tasks that lead to demonstrate mastery of language associated with specific skills that are necessary for individuals to function, proficiently in the society in which they live (Grognet&Grandall, 1982, p. 3. Cited in Auerbach Elsa Robert, 1986, p. 431)

That is to say, the competency based curriculum and programme will allow the Algerian students to improve their capacities to perform according to their view about the world that they will build daily. The major focus of Competency Based Language Teaching (CBLT) in Algeria is to facilitate the process of improving the school curricula aligned to a CBA by working with the MoE so as to guarantee that trained teachers and supervisors carry out ELT in Algerian schools (Mirza, 2016, p. 31)

2.3.1. Characteristics of Competency Based Approach

According to Fedoul (2018, pp. 31-32), there are eight major characteristics involved in the application of the CBA to language teaching programmes stated by Auerbach (1986):

1. A focus on successful functioning in society: this feature aims at promoting students' autonomy to make them able to cope with real world requirements.
2. A focus on life skills: only skills and forms that are needed for real life communication and performances are taught to students.
3. Task- or performance-centred orientation: what really matters is what students can perform based on instructions given in the class, among KSA resources the emphasis is on the attitudes and behaviours rather than the ability to talk about knowledge and skills.
4. Modularized instruction: Objectives are divided into sub-objectives to facilitate the things for both students and teachers to achieve progress.

5. Outcomes which are made explicit a priori: Students are aware of what is expected from them since outcomes are specified concerning behavioural objectives.
6. Continuous and on-going assessment: it involves a pre-test to know which skills learners have and lack, and a post-test after instruction in that skill, if they do not master it, they continue to work and then will be retested, final assessment is based on the results of tests.
7. Demonstrated mastery-of performance objectives: students are assessed on the basis of their ability to demonstrate predetermined behaviours.
8. Individualised, student-centred instruction. In this regard, Auerbach (1986, pp. 414-415) said:

In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time based; students' progress at their own rates and concentrate on just those areas in which they lack competence (cited in Fedoul, 2009-2010, p. 32)

2.3.2. Teachers' and Learners' Autonomy under the Competency-Based Approach

According to Littlewood (1996, p. 428), an autonomous person is the "one who has an independent capacity to make and carry out choices which govern his or her actions". He also emphasizes that such "capacity depends on two main components which are: ability and willingness". This definition highlights two essential aspects and ideas are necessary for promoting autonomous behaviour within persons: choice and capacity of change. Thus, autonomy is the independence and the ability to take responsibilities, to make choices and to make change.

2.3.2.1. Teachers' Autonomy

Little (1995) claimed that it is very essential to draw more attention on having autonomous teachers so as to encourage learners' autonomy. He stated:

Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest degree of affective and cognitive control of the teaching process, and exploring the freedom that this confers. (p. 179)

Thus, good, professional and successful teachers should always be responsible for their teaching decisions by having autonomous and independent behaviours so as to effectively control their classes through continuous reflection and assessment. Since autonomy is the capacity of change, then teachers can be autonomous through creating change in the class such as to adapt materials of the given textbook according to the learners' needs, interests and level so as to make them more accessible, more understandable and easier.

Ramos (2006, p. 188) quoted that autonomy is "the teacher's ability and willingness to help learners take responsibility for their own learning" (Thavenius, in Cotterall & Crabbe 1999, p. 160). That is to say, the CBA is a learner-centred approach, thus, teachers are not the only active participants, they are only guides and facilitators, they help their students in acquiring competences through providing them with good instructions and through facilitating content so that all learners can understand the content (Bader, 2018, p. 54).

2.3.2.2. Learners' Autonomy

In the 1980's and 1990's, young learners received much attention as autonomy became very crucial to language learning especially after the emergence of a considerable number of learner-centred approaches which aimed at including autonomy and independence

of learning among their goals (Benson & Voller, 1997, p.7). Thus, the role of students' autonomy is undeniable in education. Wenden(1991) defines learner autonomy as follows:

...successful' or 'expert' or 'intelligent' learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher.(p. 15)

Therefore, learners are no more passive; they do not just receive information from the teacher, they are involved in cooperative learning and are supposed to use their capacities and competencies to interpret the received information so as to construct knowledge.

Sturjie (2012), (as cited in Mirza, 2016, p. 41) stated that learners should play an active role by counting on themselves in their own learning and work hard to promote autonomous behaviour within themselves through integration, production and extension of knowledge. That is to say, learners are required to rely on themselves so as to efficiently, sufficiently and effectively learn the language by continuously asking questions and searching for their responses and try to validate them using different resources and instructions; all this can help in developing learning independence.

Marcellino (2005) and Wong (2008) saw that students need to develop their critical thinking and to use the learnt knowledge in appropriate and different situations (as cited in Mirza, 2016, p. 41). Moreover, learners try to assess themselves through comparing their background knowledge and performances with those of their classmates. In this respect, Little (1997, p. 99) stated that:

Autonomy in language learning is not merely a matter of control over learning activities and resources. It is also a matter of a

particular orientation toward language learning, in which ‘for the truly autonomous learner, each occasion of language use is an occasion of language learning, and *vice versa*’. (Cited in Ramos, 2006, p. 186)

That is; for learners to be autonomous, it is worthy for them to use language for the sake of learning and to learn it for the sake of communication, as well as to use several and different strategies such as cognitive, affective and motivational ones so as to create a balance between their schemata and their new acquired knowledge. When learners reflect on their own learning processes, this reflection will assure good acquisition of knowledge and its long lasting retention (Mirza, 2016, p. 42). Additionally, in the same vein of thought, if the learners master the determined competencies, then they are said to be successful. Ramos (2006) claimed:

In language learning, the level of language proficiency seems to be linked to the presence and degree of achievable autonomy; likewise, the use of learning strategies which are effective for a given individual are also important. (p. 185)

Furthermore, Little and Leni (1998) contended that when the learners accept that they are responsible for their own learning, then their autonomy grows. Three stages suggested by Scharle and Szabo (2000), must be gone through before learners assume responsibility for their own learning; this are raising awareness through the presentation of new experiences and opinions, changing attitudes through practice and preparation of learners to play new roles and to get rid of old practices and habits, and transferring roles between teachers and learners, by giving more freedom to learners to accomplish tasks and decide about them. (Bader, 2008, p. 185)

In a nutshell, teachers and learners autonomy are interrelated and connected, Little 2000 (in Smith 2001, p. 7) noted that “it is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner.” (Cited in Ramos, 2006, p.189), that is to say, teachers need to know how to be autonomous learners when teaching the language.

3.The Teaching Materials

According to the curriculum of English for Middle School Education (2015, pp. 61-62), in addition to the textbook, there are other facilitative materials or aids including: the board, posters, websites, blogs, social networks, digital devices (Laptop, Ipad, Ipod), the interactive board and the Library (classical/digital).

1. Board: It is an aid for the presentation of the lesson, it can be a black board (using the chalk to write) or a white board (using markers).
2. Posters: They can be designed either by learners to present a project, or revise lessons to make a group assessment or to remediate as they can be used to present the input that has a relationship with teaching and learning.
3. Internet resources: They include websites that can be used to gather documents and data related to a research work or a project topic such as videos, pictures. They can also be blogs, web pages, chats, forms, social networks, these resources are used to motivate learners through their engagement in group work, learners themselves can use them to post their home works online so as to make the learning process easier. Moreover, they help in improving target and cross-curricula competences and promote learners independence in learning through self assessment.
4. Digital devices: They can be: Laptops, digital, Ipod, Ipad and MP3 devices ...etc.

They are used to make power point presentation for projects, etc, as well as to display audio, visual and audio-visual materials such as pictures, songs and videos.

5. Interactive board: It is used for lesson presentation and for the sake of correction, as it encourages students' autonomy.
6. Library: it can be classical or digital; it is a beneficial aid especially when tasks and activities require referring to books, newspaper/magazine articles... It enhances reading skills either for pleasure or for learning.

4. Objectives of English Language Teaching in the Algerian Middle School

Every teaching syllabus has specific goals to achieve by the end of the learning and teaching process, those goals are divided into sub objectives which are linked to all sequences or units of the textbook. According to the Curriculum of English for Middle School Education (2015, pp. 4-5), there are five main objectives that should be met through ELT in the Algerian middle school.

First, ELT at middle school aims at improving learners' communicative competence in the language. For this reason, the current curriculum has made a shift from a linguistic knowledge transmission paradigm to a paradigm that is based on groups interaction and integration of the different language skills and competences on the basis of the social constructivism so as to make the Algerian society up to date to modernity and to get learners involved in an active learning atmosphere to develop their cognitive abilities and competences, especially the strategic competence, as well as to foster their acquisition of the language.

Second, learning English helps in promoting values, such as national conscience, within learners as well as cross-curricula competences which are social, personal, methodological, intellectual and communicative. Third, teaching English makes students open

mind to the world through overcoming the limited thinking and developing the critical one, the fact that makes them more socialized, and knowing how to communicate and interact within a society. Forth, English language makes them aware of life challenges and changes, as it help them form an image of good citizens for themselves. Fifth, since English is the language of the world, it is, therefore, the language of science, learning it enables learners to easily, have access to the new technologies(internet: Facebook, Zoom, Google...) and to the world cultures .

Moreover, according to the Curriculum of English for Middle School Education (2015, p. 33-37), yearly syllabus, by the end of 2MS (2nd Year Middle School), learners will be able to interact, interpret and produce short oral and written messages/ texts of descriptive, narrative and prescriptive types, using written, visual or oral supports in meaningful situations of communication related to their environment and interests, they will be able to understand messages consisting of formulaic phrases, simple sentences and frequently used expressions related to familiar topics or situations (personal shopping, local place) as they will be able to use memorised phrases to communicate simply every day, and use simple grammar structures correctly.

5. '2MS My Book of English' Structure

According to Tamrabet, Chenni, Bouazid, Smara, andBoukri(2017-2018, p. 9-21, The textbook "My Book of English contains four sequences that are entitled: 'Me, my friends and my family', 'Me and my Shopping', 'Me and my Health', 'Me and my Travel', each sequence of these is divided into sub-sequences : I Listen and Do, I Pronounce, My Grammar Tools, I Practise, I Read and Do, I Learn to Integrate, I Think and Write, Now I Can Do, I Play and Enjoy, My Project, I Read for Pleasure, and My Trilingual Glossary. (see Table 1)

Table 1

The structure of '2MS My Book of English' (Adapted from Tamrabet et al., 2017,2018, p. 9-21)

Sections of the textbook sequences	Basics
I listen I do	Consists of listening tasks which depend on listening scripts. It requires the integration of the four skills.
I pronounce	Concerned with rules of phonemic pronunciation. It consists of listening and repetition. The rules dealt with are chosen in relation to what is dealt with in the sequence.
My grammar tools	It contains the grammar rules and structures to be used as learning aids.
I practice	It is devoted to the practice of the previously acquired knowledge in the entire sequence.
I read and do	It is devoted to the reading comprehension or to the performance of tasks.
I learn to integrate	It is an integrated section which draws on the previous tasks in the sequence to summarize knowledge, skills, and attitudes to perform a task.
I think and write	It contains one task, as it aimed at training learners to acquire the conventions of writing.
Now I can	It is for learners to express freely what they can do and what they cannot do through a suggested rubric. It is a kind of self-assessment. It helps the teacher to know

	what he has to work more on.
I play and enjoy	It is designed as joyful section where learners would learn and at the same time have fun. It may include songs, riddles, idioms, proverbs, word search, etc
My project	It is devoted to a cooperative group work.
I read for pleasure	Incorporates short texts on the topic already dealt with in the sequence. They are designed as extra text for learners to enjoy reading and at the same time to enrich their vocabulary and most importantly to develop a reading habit in the learners
My trilingual glossary	It contains lexis in English and their translation to Arabic and French

6. The Teacher Roles and Competencies in the Algerian Middle School

According to the Curriculum of English for Middle School Education (2015, p. 56-59), there is a set of teacher roles related to nine major principles for teaching English. First, since English is considered as the lingua franca of the world, it is a beneficial tool that helps students interact with others and express themselves. Based on this principle, the role of the teacher is to design tasks and activities that serve real life communication skills so as to enable them to write, speak, read and listen effectively. For instance, teachers can choose activities like: Writing a diary, debates, reading a letter and listening to an interview. Moreover, the teacher chooses topics that allow learners to express their opinions about themselves, the community, the country and the world, as they select varied topics that

impress learners, meet their interests and make them aware to the cultural differences among people around the world.

Second, the main aim of ELT is to develop the learners' communicative competence that requires the integration of both receptive and productive skills and use the appropriate lexis and grammar as well as the needed strategies to transmit the intended meaning. In addition to the previously mentioned roles, teachers plan lesson that correspond with communicative objectives as well as the procedures to appropriately meet them. They also need to focus on communicating meaning through the use of meaning association to create context for them to easily understand grammar, pronunciation, and vocabulary.

The third principle says that successful learning depends on supported and purposeful development through involving learners in activities that need investment of the previously learnt knowledge or schemata to develop specific competencies. Therefore, the teacher's role is to present realistic language chunks for learners to process through breaking down functions, genres and skills into smaller units.

Fourth, learning English is supported through meaningful activities and tasks that correspond with the learners' life styles and interests and help them to communicate with the language out and in the class. Concerning this principle, the teacher' role is to supplement and adapt the textbook materials taking into account their learners' interest, back ground knowledge and experiences. In addition, the teacher has to contextualize activities and state specific purposes for them.

The fifth Principle indicates that learning a language requires learners to have opportunities so as to practice the language, commit errors and mistakes and learn from them, i.e., to perform spontaneously in the awareness of errors occurrence, in this concern, the role of the teacher is to provide a balance between accuracy and fluency in activities as well as to

design activities in which learners use them freely and spontaneously without fear of errors making since the major focus is on fluency and communication, and give them opportunities to recognize their errors and learn how to correct and figure them out.

According to the sixth principle, students should be assessed regularly and continuously in several forms and this assessment should target the learnt competencies. Thus, the role of the teacher is to realistically have both long and short term learning objectives, as well as to use a variety of assessment activities to always assess learners, those activities should assess not just the learners' knowledge but also their abilities and performances of the four skills. Moreover, the teacher must teach learners how to do self-assessment and peer assessment which make them aware of their progress.

The seventh principle states that language acquisition happens when the presented topics meet the learners' interests when they are active learners. So, the role of the teacher is to adapt activities according to the learners' interests as he/she needs to set tasks and activities which enable them to discover how form, meaning and use of the language work, and help them improve their coordinative learning and encourage peer assessment and exchanges.

The eighth principle says that the teacher should play the role of a facilitator in the classroom through designing lessons that fit their levels and interests, as well as monitoring their learning. Therefore, the teacher needs first to identify their needs, interests and language difficulties and select tasks that correspond with them, he/she needs to foster learning , cooperation, respect and trust, as he/she also must act as an organizer of the class (eg: time...) and select a variety of interaction patterns to support the objectives of the class. The teacher needs to ensure that his/her learners find involvement challenging.

The last principle states that supportive and relaxed learning atmosphere and appropriate management of the class should be arranged by the teacher; he/she should use a

satisfying environment, and reinforce learners through rewards and praising. In addition, he/she should use effective strategies to build in learners self confidence through scaffolding, using informal language to help them overcome their anxiety. Finally, he/she has to manage his class so that learners know what is expected from them.

7. Assessment in the Algerian Middle School

Assessment is a crucial and interrelated part of the learning process. It determines the level of progression of the learner in relation to the learning objectives. In Algerian middle schools, assessment is done three times a trimester, learners have two tests designed and planned by the teacher in unspecified time, and an exam arranged by the administration in a specific time of the trimester in each subject matter, while assessment of the four years is done through a Brevet (BEM) exam in a written form.

According to the Curriculum of English for Middle School Education (2015, pp. 62-63), there are three types of assessment: Diagnostic assessment formative assessment, and summative assessment. First, the diagnostic assessment is the assessment that allows the teacher to have an over view about the learners' knowledge, skills, abilities and competencies. It is considered as a retrieval assessment since it is done to refresh pupils memories so as to have an idea about their previously learnt knowledge, skills, attitudes, and competencies i.e., to recall their schemata about what they know about the language. This type of assessment takes place at the beginning of a lesson, sequence, a syllabus through a set of tasks, this helps the teacher to measure his/her students' levels and to specify their weaknesses and strengths before they start teaching to make it easier for them to plan for lessons.

Second, the formative assessment can be in a written or in an oral form or in both forms, it is done during the week and after a month of teaching. Tasks, criteria and procedures of this assessment must be targeted to learners since they own the responsibility for their

learning, as they should be aware of their progress, strengths and weaknesses. Teachers can identify the reasons behind their repetitive errors, as he/she can design what may help them overcome those errors such as further explanations and illustrations. There are four types of formative assessment tools: Conferencing, the portfolio, the log book, the debate. First, conferencing is the direct exchange between the teacher and the learner about the problems and difficulties he/she has in the process of learning, this conferencing helps the teacher to correct their errors. Second, the portfolio is related the production of a written piece by learners such as, dictations and written projects. It is the teacher's responsibility to connect these productions so as the learner can rewrite a correct. Third, the log book is a reflective journal that is written by learners themselves in which they reflect on their own progress, weaknesses and works, and state the potential solutions that they can use alone or with the teacher's interference. Fourth, the debate is the tool that allows the learner to express his/her thoughts and views and exchange them with the rest of learners; this helps them to develop their communicative skills and enables them to solve problems in cooperation with others.

The third type of assessment is the summative or the formal assessment, it is done at the end of a learning cycle, stage or a school year. It includes tests and examinations to provide learners with marks, scores and grades. As mentioned earlier, at the end of the middle schools, a BEM official exam takes place in all Algerian middle schools and covers every subject matter including English, in which learners are required to, effectively, employ their learnt knowledge and skills to successfully pass the exam. Additionally, formal assessment helps both the teachers and the administration to decide on the learners ranking, succeeding and moving to the next level or rather the year repetition. In the Algerian middle school system, formal assessment is done usually in the form of texts followed by reading comprehension questions as well as grammar questions and writing comprehension question,

as it can be in the form of multiple choice questions (MCQ), or a series of exercises.

(Curriculum of English for Middle School Education, 2015, pp. 62 – 63).

Conclusion

To wrap up, the foregoing chapter contained two sections, the first section sought to highlight issues related to ELT in Algeria referring to the middle school level, as it summarises three of the major teaching approaches that were adopted through the history of ELT in Algeria including the CBA which the currently used approach and its principles. Moreover, the teaching objectives, materials, teachers' roles, and assessment were tackled. The second section aimed at reviewing the theoretical background related to textbooks role, textbook use, and textbook adaptation. Indeed, the chapter stood as a platform for the next chapter that is concerned with the practical part of the research study.

Section Two: Textbook Adaptation

Introduction

No teaching seems to be done without the use of a textbook as the core of instruction and its components. However, its benefit depends on its appropriate use. Therefore, the upcoming section attempts to review the literature on the textbook use. At the beginning, it provides a definition of the textbook as well as its role in ELT (its advantages and disadvantages). Additionally, it sheds light on the textbook evaluation, then the emphasis shifts to textbook adaptation: its importance, reasons, objectives, levels, steps, and kinds of adaptive strategies. Finally, it highlights the effects of textbook adaptation on the learners' motivation.

1. Defining the Textbook

Anything that can be used to facilitate the acquisition of a second/ foreign language is called a teaching material. It can be printed such as textbooks, dictionaries, newspapers, or non-printed such as cassettes, CD-ROM, DVD or internet. Although the development in technology which led to the appearance of these several resources of information that serve the process of teaching and learning, most educational systems and institutions around the world still consider textbooks as the most reliable instructional materials.(Tomlinson, 1998, p. xii)

The textbook is a printed instructional material made up by syllabus designers for both teachers and learners as a guide to provide them with the learning objectives, lessons, and activities needed for the process of teaching and learning. For Harris and Hodges (1995), the textbook is “a book used for instructional purposes, especially in schools and colleges” (p. 124). In addition, Hutchinson and Torres (1994) defined the textbook as “an almost universal element of ELT. Millions of books are sold every year, and numerous aid projects have been

set up to produce them in countries...” (p.315). This indicates that textbooks are used in almost all educational institutions in the world for teaching foreign languages and have an undeniable role. In this respect, Graves (2000, p. 175) added that the textbook is a book used as an instrument for teaching and learning as well as a standard source of data for formally studying a subject.

1.1.The Role of Textbooks in English Foreign Language Contexts

The success of English language teaching /learning process is achieved through the use of several teaching materials, but the textbook has often the priority among them and is used worldwide. This is mainly why it has become an impressive debatable issue to many researchers, scholars and experts (Allwright, 1981; Sheldon,1988; Hutchinson & Torres, 1994;Cunningsworth, 1995; Tomlinson, 1998; Harmer, 1998; Litz, 2005...);some of those argued about the advantages of textbooks while others went further to criticise them.

1.1.1. Advantages of the Textbook

For some scholars(Ur, 1991; Hutchinson & Torres, 1994; Cunningsworth, 1995; Harmer, 1998; Richards, 2001...), the textbook plays an important and essential role in the process of teaching and learning. Hutchinson and Torres (1994) claimed: “No teaching-learning situation, it seems, is complete until it has its relevant textbook” (p. 315).Textbooks have been the preferred instructional material in English language teaching contexts. Many teachers and learners follow the content of a certain textbook which gives them a sense of direction and guidance in the teaching-learning process. In a questionnaire submitted to ESP teachers, Hutchinson and Torres (1994, pp. 317-318) asked “Why do you want to use a published textbook?” and the surveyed teachers explained their need for the ELT textbook by saying that textbooks make the teaching process “...easier, faster, better organized, more convenient” and the learning process as well. Hutchinson and Torres (1994, p. 327)

commented on their responses by confirming that “what a textbook does is to create a degree of order within a potential chaos”. That is to say, teaching is a complex and mixed system and the role of the textbook is to organise that system by providing a visible framework for both learners and teachers to combine their experiences in a cohesive way so as to create a purpose for the class.

Richards (2001, pp. 1-2) argued that the textbook is a key component in the language programme, and the way in which it is used determines whether they are beneficial or not. He lists some advantages of the textbook: It provides clear input and structure, and it is made up as a cohesive device to language teaching and learning by providing activities for learners to practice, and directions for teachers, especially novice ones who cannot design language lessons by their own. It may also replace the teachers’ instruction in many situations. Richards further added “if textbooks are appropriately chosen and tested, then they are of good quality to be presented to learners”.

Another benefit of textbooks is that they provide accompanied materials such as CDs, CD ROMs, videos, cassettes which enrich the content. Moreover, textbooks are efficient since they save teachers from wasting time in lessons preparation rather than focusing on teaching procedures. Similarly, O’Neil (1982, p. 105) asserted that textbooks are made to face the students’ needs, even if they are not specifically designed for them, they are not time or money consuming and they can be adapted and improved. Besides, Cunningsworth (1995, p. 7) claimed that textbooks serve various roles in ELT curriculum; they are effective resources for students to learn by themselves without the interference of teachers because they provide texts and activities which learners can rely on, thus, they are a source of practice for them to foster rapid learning of the language. He adds that the textbook is the interpretation of the syllabus goals into sub-objectives that are predetermined. Moreover, similar to Richards’

(2001) claim, Cunningsworth (1995, p. 7) saw that the textbook is a good, reliable, and trusted source for inexperienced teachers who do not have the ability or the experience to make their own lessons.

Harmer (1998) stated “it should be pointed out that students feel more positive about textbooks than some teachers” (p. 117). That is to say, learners think that what the textbook includes is better than the teachers’ made materials. Moreover, for Hutchinson and Torres (1994, p. 317), the textbook has an axial role in teachers’ innovation since they can support them with the opportunity of creating change through bringing new methodologies by themselves. Hence, textbooks are the basic materials that upon their content the change may start.

Tomlinson (2003, pp. 60-61) added that the textbook helps in re-skilling teachers and not the contrary since they draw a path of instruction for the; the way they should present the lessons, they also help in saving teachers’ time in preparing materials, and they provide real illustrations such as pictures, maps, etc. The majority of teachers, either experienced or novice, used textbooks at least once or twice according to Donough’s survey (1992), this indicates that textbooks together with teachers’ oriented materials are necessary sources for information.

Ur (1991, p.184) viewed that textbooks may have advantages and disadvantages. He lists some positive sides of the textbook. First, textbooks provide a clear platform of work for teachers and learners. Second, sometimes textbooks are used as syllabus as the content is determined in a systematic way. Third, he claims that textbooks save time for teachers since they provide ready-made materials. Fourth, by the help of the textbook, huge amounts of information is provided for small prices, so they seem to be economically better than other materials. Another advantage is that they train teachers.

Moreover, Harmer (2007) summarized textbook advantages according to some teachers' opinions by saying:

Good coursebooks have a range of reading and listening material and workbooks, for example, to back them up (to say nothing of Internet tie-ins and other extras). It takes less time to prepare a good coursebook lesson than to start from the beginning each time and prepare brand new material; however ideal such freshness might be, many teachers simply do not have the time to prepare and plan as much as they would like to. Most coursebooks have an accompanying **teacher's guide** to help teachers with procedure and give them extra ideas.(p. 152)

Subsequently, Graves (2000) listed some advantages of textbooks:

- It provides a syllabus for the course because the authors have made decisions about what will be learned and in what order.
- It provides security for students because they have a kind of road map of the course: they know what to expect, they know what is expected from them
- It provides a set of visuals, activities, readings, etc., and so they save the teacher time in finding or developing such materials.
- It provides teachers with a basis for assessing students' learning. Some texts include tests or evaluation tools.
- It may include supporting materials (e.g., teachers' guide, cassettes, worksheets, videos).

-It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels.

Many of the aforementioned experts pointed out that textbooks have been considered central to English language teaching and learning. They are not only a source of knowledge that teachers rely on to prepare and present lessons but also the basis of language input for English language learners. However, some of them see that textbooks have shortcomings as they have benefits, while others claim that textbooks are totally disadvantageous.

1.1.2. Disadvantages of theTextbook

Many researchers and practitioners (Allwright, 1982; Ur, 1991;Cunningsworth, 1995; Graves, 2000; Richards, 2000; Litz, 2005...) highlighted many disadvantages of the textbook. Although textbooks have undeniable function in the process of learning and teaching English as a foreign/ or a second language, it seems that they also have some considerable problems. In Graves' viewed (2000), "what one teacher considers an advantage in a textbook, another teacher may consider a disadvantage" (p.175) i.e. what some teachers view as a positive aspect about the textbook, may be seen negatively by other teachers. Cunningsworth (1995) emphasized that "heavy dependence on course books is far from ideal" (p. 10) since doing this decreases "the contributions that good teachers make at all levels in the learning process" (p. 10). Hence, the contribution of the teacher by creating new lessons or by changing some of their content is reduced.

According to Hutchinson and Torres (1994)

The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day of day decisions that have to be made about what to teach and how to teach it. It is easy to just sit back and operate the

system, secure in the belief that wise and virtuous people who produced the textbook know what was good for us.

Unfortunately this is rarely the case. (p. 315)

This means that textbooks make teachers lazy since they simply use ready-made materials rather than preparing their own materials, justifying their reliance on the textbook with the belief that syllabus designers and course specialists are more knowledgeable and better than them, so they do not need to make changes over their decisions. Hutchinson and Torres (1994, p. 325) added that, practically, one textbook cannot fit all the students since their preferences and needs are different.

Additionally, Richards (2001) and Ur (1991) outlined some disadvantages of the textbook. First, they cannot satisfy all the learners since they do not all the time take into account their needs and preferences, the fact that raises a demand for adaptation. Second, they can deskill teachers and kill their creativity because of the over-use of textbooks as primary sources which leads to the reduction of their role as they are passive presenters of prepared materials; obeying and following textbooks blindly without change (Richards, 2001; Ur, 1991; & Littlejohn, 1992). Third, Richards (2001, p. 2) claimed that they are expensive for some learners since they are commercials more than being educational, also they lack authenticity in their language i.e., their content is made for the purpose of teaching and not to meet the real life use of the language. Fourth, debatable topics are avoided while designing a textbook, instead an idealized view of the outsider world is portrayed i.e., textbooks fail to represent the real issues. Ur (1991, p. 185) added that textbooks are homogeneous; they neglect the differences in learning styles among learners who have specific purposes.

Thus, textbooks may have the following disadvantages:

- The content or examples may not be relevant or appropriate to the group you are teaching.

- -The content may not be at the right level.
- There may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything you want to include.
- There may not be the right mix of activities (too much of X, too little of Y.)
- The sequence is lockstep.
- The activities, readings, visuals, etc. may be boring.
- The material may go out of date.
- The timetable for completing the textbook or parts of it may be unrealistic. (Graves, 2000, pp. 174-175)

Harmer (1998) in his turn stated:

There are some teachers have a very poor opinion of textbooks.

They say they are boring, stifling (for both teacher and students) and often inappropriate for the class in front of them. Such people want to rely on their own ideas, snippets from reference books, pages from magazines, ideas from the students themselves and a variety of other sources. (p. 116)

Furthermore, authors like Porreca (1984), Florent and Walter (1989), Clarke and Clarke (1990), Carrell and Korwitz (1994), and Renner (1997), (cited in Litz, 2005, p. 6), criticized textbooks because of their content that contains biases either socially or culturally, such as: Gender biases and stereotypes. Allwright (1982), (as cited in Litz, 2005, p. 6), is one of the opponents to the textbook use. He advocated the inflexibility of the textbook and claims that it reflects the pedagogic, psychological and linguistic biases of its authors. The textbook restricts and controls language learning and teaching procedures, processes, methodologies, strategies and approaches. Thus it should not be regarded as the primary instructional material since language learning is a complex process that needs materials that

go with the needs of the learners. Advocates of authentic materials use such as Cathcart (1989); Bardovi-Harligetal, (1991); Yule et al (1992) saw that the language that is used in the textbooks is artificial, unauthentic, and far from the language that is used in real life, except some few examples (cited in Litz, 2005, p. 7). Therefore, the textbook does not prepare them for real situations and they will not be able to communicate outside the classroom.

2. Textbook Evaluation

The decision about whether to use a specific textbook for a specific teaching context can be taken based on some criteria; those criteria are related to textbook evaluation which can be defined as “the principled and systematic collection of information for purposes of decision making” (Dickens, 1994, p. 91). Textbook evaluation is done through asking some questions concerning the existing materials, their answers, hence, will help in deciding on the way of using that textbook. In this respect, Harmer (1998) stated:

When teachers open a page in their course book, they have to decide whether or not they should use the lesson on that page. Is the language at the right level? Is the topic/content suitable to the students? Is the sequencing of the lesson logical? (p. 111).

Furthermore, Cunningsworth (1995, p.2) suggested three types of materials evaluation: Pre-use evaluation, in-use evaluation and post-use evaluation. The most familiar type of evaluation is the pre-use one which is also known as the harder type, it takes place prior to the use of the textbook so as to predict how it would work. While using the textbook, the in-use evaluation is conducted to check whether textbook materials need replacements or change. The last type of evaluation is done after using the textbook to determine its strengths and weaknesses. Additionally, Cunningsworth (1995, p. 2) set some areas, in which textbook materials can be evaluated, they are stated in the following questions which he considered as his favourite ones:

- How does the coursebook present the present perfect, with particular reference to its meaning and use?
- How does it teach the use of articles?
- Does it include anything on intonation?
- Does it deal with the organisation of language above the level of the sentence, eg in conversation or in continuous writing?

Therefore, there are two possible decisions derived from the answers of the textbook evaluation questions: The first one is to adopt the textbook, and the second one is to adapt it.

3. Textbook Adaptation

To define textbook adaptation, one needs first to think of the difference between ‘adaptation’ and ‘adoption’. According to Oxford Learners’ Pocket Dictionary, the verb to adapt means “to make something suitable for a new use” and adaptation is “the process of adapting” (p. 5). Furthermore, Stevick (1971) claimed that adaptation is ‘to put the same thing in another way...’(p. 62), those definitions clarify that the term adaptation is usually used to describe the process of changing something that already existed. The same dictionary defined the verb to adopt as follows “to take and use (something)”(p. 6). The previously mentioned definitions of the terms indicate that textbooks can be used as they are or they can be changed to suit some criteria.

The literature contains a considerable number of textbook adaptation definitions because of its huge importance in the process of teaching and learning for both teachers and learners. Harmer (1998) claimed that textbook adaptation is the teachers’ reuse of materials that exist in the course book, but in another way. By doing so, teachers can particularize and make the lessons more interesting and impressive for the learners. In addition, Graves (2000, p. 205) defined the textbook adaptation cycle as a series of steps which includes: planning (including needs analysis and textbook structure analysis), teaching (implementing

modifications), re-planning (after the completion of one course, plan again using all conclusions made during the previous course) and re-teaching (the implementation of new conclusions and decisions made on the basis of the previous course and re-planning). This is followed by continuous assessment. Moreover, according to Cunningsworth (1995) materials adaptation is "...a very worthwhile activity, giving added life and impact to even very ordinary course books" (p. 137). This definition emphasises that textbook adaptation is a way to create satisfaction in EFL classes, among both teachers who bring new things and learners who receive things that are not included in the ordinary textbook. Textbook adaptation is an art that no one can draw a mechanical procedure for it (Stevick, 1971, p. 64). This indicates that not all teachers can simply adapt the textbook materials, unless they are experienced in identifying what to change, when and how this change should take place.

3.1. The Importance of Textbook Adaptation

McGrath (2013, chapter 3) stated that textbook adaptation has a widely considerable importance. In this concern, he mentions some scholars' perspectives (Prodromou, 2002; Richards, 2001; Islam & Mars 2003...). Prodromou (2002, p. 27) pointed out that textbook materials are dead and cannot be useful and impressive unless the teacher collaborates with learners to bring them to life, it is the enthusiasm and the motivating soul of the teacher that can transform a usual, artificial textbook to a creative, authentic one, otherwise the textbook will remain boring if the teacher obeys it as a holy book (McGrath, 2013, chapter 3).

Moreover, Islam and Mares (2003, p. 86) claimed that the textbook needs adaptation as a necessity even if it suits the teaching-learning context, teachers who always and strictly use the ready-made materials of the textbook for their classes do not give themselves the chance to create and design new materials. However, every single teacher has to adapt textbook materials either spontaneously or deliberately even when he/she selects the book, knows his students and uses materials that are made for the context in which he teaches.

Furthermore, it is well-known and spread that professional and experienced teachers usually adapt the textbook in an unconscious way, the fact that be proved with concrete evidence (McGrath, 2013, chapter 3). In this respect, Hutchinson and Torres (1994) supported similar view on the basis of a study made by Torres about how English for specific purposes is used in the classroom by two teachers, they stated:

A task-by-task analysis of selected modules reveals that, even in the kind of teacher-fronted classrooms found in the study, teachers and learners do not follow the textbook script. Most often teachers follow their own scripts by adapting or changing textbook-based tasks, adding new tasks or deleting some, changing the management of the tasks, changing task inputs or expected outputs, and so on. Moreover, what is also clear from the study is that the teacher's planned task is reshaped and reinterpreted by the interaction of teacher and learners during the lesson. (p. 325)

3.2. When to Use Textbook Adaptation?

Some teachers may wonder about what would make them adapt textbooks, or why they have to alter and make changes on their materials if syllabus designers who are more knowledgeable than them have included in them everything they need to achieve the process of teaching. In fact, teaching is a regular decision making process since teachers are different in the way they present lessons, and learners have different learning styles. In another expression, classes differ from each other and no textbook is perfect to all teaching-learning situations. Experts (Madsen and Bowen, 1978; Wood, 1996; Ur, 1991; Shavelson& Stern, 1981, Graves, 2000; Gabriellatos, 2004; Richards, 2001...) outlined reasons for the need of textbook materials adaptation.

Graves (2000) summarized the reasons or the factors that lead to textbook adaptation under three categories. She stated: “In order to make decisions about how to adapt a textbook [...] it is important to be aware of your beliefs and understandings, the givens of your context [or the institutional context in which you work], and what you know about students and their needs [and preferences]” (p. 203). First, teachers’ beliefs and understandings include what teachers consider as interesting and essential for learners to learn and how its learning should be achieved, or which way is more effective for learning an aspect of the language. They are the basis through which they can choose what content to keep, what to substitute, to shorten or lengthen. For instance, one verb is superior in use to be learnt instead of another verb, students may learn better if they work cooperatively, or they may learn better through playing games, or through the integration of the four skills together... etc. Second, the givens of the context such as time factor, schedule, students’ number and level... are very important too. The level of students for example is important for determining the needed amount of adaptation, the more learners are familiar to the language the more becomes a considerable reason for the teacher to take the risk for further adaptation of the materials. Third, students’ needs, interests and preferences cover what and how learners prefer to learn, what they seek for by learning the language or why they need the language, and whether the given content serves them in reality. For instance, whether they need to focus on the structure or on the function of the language to communicate outside the class, or for academic purposes such as professions, etc, that is to say what are the aims behind their learning of the language. For practice, some students prefer role play activities; others are interested in debates, and so on. (Graves, 2000, p. 203)

A research made by McNair (as cited in Shavelson and Stern, 1981) resulted in “teachers apparently focus much of their attention on what was occurring during the lesson, i.e., what the students were hearing, saying, doing and feeling” (p.472). This indicates that

teachers may decide to adapt textbooks if the presented materials are not paid attention to, i.e. if the “teaching routine” receives interference of low participation of the students, or by “unsanctioned behaviour” (Shavelson and Stern, 1981, p. 487). Then, students are either not interested with the content or not satisfied with the way it is presented which lead them to behave unexpectedly or to feel bored. Hence, this becomes a reason for changing content or methodology. If it is the case, changes made by teachers to ‘fine-tuning [i.e. refining the materials]’ (p. 487), and this depends on the degree of students’ satisfaction which is represented in their behaviours.

Furthermore, according to Gabrielatos (2004), there are at least two reasons that make teachers adapt textbooks. First, he stated, “coursebooks are not always clear regarding the methodology they use in terms of ‘what’ and ‘how’ to teach. Second, course books cannot be suitable to all teaching and learning contexts...”, so, textbook adaptation is inevitable in any educational setting. In addition, Richards (1998) emphasized the reasons of adaptation which are teacher and student dependent. He stated “deconstruct and reconstruct” the materials and “tailor them...to students’ needs and teachers’ teaching style -processes that constitute the art and craft of teaching” (p. 135).

According to Stevick (1971) “with the growing shortage of time and money for writing new textbooks, particularly in the seldom-taught languages, there is a premium on making effective use of what already exists” (p. 44). This indicates that because of the lack of time for preparing new generated materials, teachers need to adapt materials that are included in the textbook by editing them, adding, omitting, substituting, etc. Moreover, Tomlinson (2013) mentioned some reasons for adapting materials. First, he states “...many examples of materials produced for language teaching and learning purposes seem to follow a very similar format: they only differ in shape and visual impact, but are very often based on similar topics and activities, hence similar objectives” (p. 49), this quote reflects that textbook materials are

presented in the same format, the same way, each time and this raises the need for their adaptation to avoid boredom from similarity since when students receive input the same way every time, they automatically modified not to focus. Tomlinson (2013), in this concern, provided some examples that illustrate the similarity between materials format:

- *The activities* are mostly based on language manipulation, such as drills, comprehension tests, substitution tables;
- *The topics* are generally trivial and very often not relevant to the learners' needs and interests;
- *The objectives* are usually based on the main format of the Presentation, Practice, Production Approach (PPP), which seems to be still overwhelmingly present in so many textbooks for language teaching and yet has very little basis in research. (p. 49)

Second, he pointed out that "...the topics seem to reoccur particularly in many low-level books, where the lower the level, the less controversial and provocative the content seems to be particularly for materials published for beginners'' (p. 50). Some common instances are: Introductions, numbers, food and drink, time expressions..... There are some disadvantages of those kinds of selected materials that can be summarized as follow:

- They tend to undermine and de-motivate learners.
- They are rather trivial.
- They are not new or innovative.
- They tend to give a very stereotypical image of the target language.
- They do not take into consideration their main users, more specifically learners and teachers. (Tomlinson, 2013, p. 50)

Another reason for textbook adaptation is the presentation of materials in forms of texts and tasks, according to Ur (1991, p. 188) texts may be "too easy" or "too difficult",

hence, texts should be slightly above to the level of students in order to be efficient and effective, otherwise they should be adapted. He added, “the texts may be unsatisfactory, even if of the right level, because they are boring; or trivial in content or because [similar to Tomlinson’s (2013) view] all the texts in the book seem to be the same genre, style and overall topic” (p. 188). Thus, though texts may suit the level of students, the uniformity of the content and form remains a problem that requires adapting materials to create a sort of difference between them. Ur (1991, p.188) claimed that activities of the textbook do not seek to enrich the acquired knowledge or to add further clarification to the lessons, rather, they are used as means of assessment of students’ level and progress. Therefore, supplementing materials may be a good solution to “provide materials that are more relevant to their individual or group needs” (p.188). Furthermore, Harmer (1998) stated:

When teachers open a page in their textbook, they have to decide whether they have to use the lesson on that page with their class. Is the language at the right level? Is the topic/content suitable for the students? Are there the right kinds of activities in the book? Is the sequence of the lesson logical? If the language content and sequencing of the textbook are appropriate, the teacher will want to go ahead and use it. If, however, there is something wrong with the textbook, the teacher has to decide what to do next.” (p. 111)

According to Harmer’s (1998, p. 111) viewpoint, first, lessons that are included in the textbook are not always ready for use as they are, so teachers need to wonder about the usefulness of each lesson before they present it to the learners. Second, they need to check whether the complexity of the materials serves the level of the students. Third, some topics may not be suitable for all students, as they may not be favoured by them, activities as well may not be well-selected to fit the content of the lesson. Fourth, the gradation of the content

may lack logic, and primary things come after, all these circumstances require adaptation and alteration of the materials to fit the needs of the class.

Moreover, Cunningsworth (1995) saw that the content of the textbooks cannot perfectly suit the requirements, needs and interests of the students. He listed some reasons for textbook adaptation, justifying that textbooks are not ideal as teachers may think:

- Methods (e.g., an exercise may be too mechanical, lacking in meaning, too complicated)
- Language content (e.g., there may be too much emphasis on grammar items that your students learn easily and not enough emphasis on those that they find difficult)
- Subject matter (e.g., topics may not be interesting to the students or they may be outdated or not authentic enough)
- Balance of skills (e.g., there may be too much emphasis on skills in the written language or on skills in the spoken language, or there may not be enough on integrating skills)
- Progression and grading (the order of language items may need changing to fit an outside syllabus or the staging may need to be made steeper or shallower)
- Cultural content (there may be some cultural references that need omitting or changing)
- Image (a course book may project an unfriendly image through poor layout, low quality visuals, etc). (pp. 136-137)

For all the above mentioned reasons, materials should be adapted taking into consideration learners' needs, learning styles and motivation factors. (Cunningsworth, 1995, p. 137). Other potential reasons may be the following:

- Vocabulary: Many words are not familiar for learners.

- Grammar: Some important aspects are not covered.
- Questions of comprehension are easy, usually.
- Less authenticity.
- The amount of materials may be too much or too little to be covered in the time arranged for the sessions.
- Further practice is needed.

3.3. Why to use Textbook Adaptation?

Teachers do not take the decision of textbook adaptation randomly. They have objectives and intentions to be achieved. In fact, stating an objective for the adaptation of materials is a very crucial and unnecessary step for the process. When teachers set the objective of adaptation they will be able to decide upon the content to include in the lesson; what to omit, what to add and what to change. Thus, materials adaptation can serve many purposes. McDonough, Shaw and Masuhara (2013) and McGrath (2013) suggested four important objectives for textbook adaptation: Localisation, personalisation, individualisation and modernisation.

3.3.1. Localisation

To localise means to adapt the textbook to a particular context in terms of geography. This indicates that before adapting the textbook, the teacher needs to take into account the area in which the lesson takes place and the environment in which learners live. For instance, by omitting some elements that have relationship with external cultural issues and topics that are not related to (does not have to do with) the learners' geographical context, this may be beneficial for students to know more about their region or country. Therefore, bringing to the class texts that provide events or news about the place of teaching and learning may help in the localisation of the materials. In Algeria, for example, each teacher can adapt his/her materials on the basis of the geographical context his/ her students belong to, i.e., if the city of

Jijel is taken as an instance, and the lesson is about dishes and food, the teacher can adapt the examples given in the textbook by mentioning 'fish' as a category of food which Jijel is famous of, as he may mention the 'strawberry event' which takes place every year on April the twenty first. The reason behind localisation is that learners prefer to learn moving from familiar things to unknown ones, from near to far, from national to universal, in order to go step by step.

3.3.2. Personalisation

Personalising means "increasing the relevance of content in relation to learners' interests and their academic, educational or professional needs" (McDonough, Shaw & Masuhara, 2013, p. 69). That is to say, by altering and adapting materials, teachers aim at making them suitable to their learners' needs and preferences by including what they are interested in, in terms of content or methodology as well as taking into consideration to what extent the adapted materials will serve the learners in the future, either in the field of work and professional life or in their academic career. For instance, when the teacher adds some materials, s/he may aim at integrating the personalities of his/her students in the lesson so as they feel that they are central to the class and that what they receive is directed to them; this is mainly because learners are motivated and interested in the adapted materials, and feel the teacher is interested in what they want to learn.

3.3.3. Individualisation

Individualisation is "(to) address a variety of learning styles both of the individuals and of the members of a class working closely together" (McDonough et al., 2013, p. 69). This indicates that by individualising materials, teachers aim at discovering the learning styles of the individuals; that is, they aim at making materials suitable for the different styles of learning so as to be easily understandable. Therefore, students will be satisfied since materials are oriented to their preferred ways of leaning. For instance some students prefer to learn in

peers, some prefer to learn through debates, role play, and others like to learn through games.

In this concern, Graves (2000), in her book ‘Designing Language Course’, mentioned an experience of one teacher ‘Mary Batten’ who tried to adapt the textbook at the level of syllabus saying:

I also feel that it is important to integrate the individual into the learning process in ways that allow the learner to make the learning personally meaningful. A further extension of this idea is that learning in a classroom situation means that a learning community exists, and as such, it can be utilized as a resource.

(p. 197)

3.3.4. Modernisation

Additionally, modernisation is to make materials up to date and up to the current developments, each element in the lesson needs adaptation, either content, its sequencing, its organisation, methodology, context, or the way the four skills are integrated. The use of new methods in the class reflects modernisation of materials; it may be reflected also in using developed technologies to support the presentation of the materials such as the use of power point presentations, Slide shows, etc. In addition, bringing some authenticity to the classroom is a way of making materials modern. (McGrath, 2013, chapter 3)

In our own point of view as future teachers, textbook modernisation may have the following objectives:

- To exclude content that teachers feel unnecessary and marginal. .
- To create an atmosphere of challenge among learners so as to accomplish specific goals,
- To maximize and raise the learners’ engagement in the learning process,
- To raise self esteem among students and abolish stress and anxiety.

3.4. Levels of Textbook Adaptation

According to Graves (2000), there is a range of choices in respect with textbook adaptation. Textbooks can be adapted at three different levels: at the syllabus level; the unit level or the activity level.

3.4.1. The Syllabus Level

Ur (1991, p. 176) defined the syllabus as a document that is based on a list which determines what is to be taught in the course, the targeted group of the syllabus, its components may be related either to the content (structures...) or to the process (methodology...). Graves (2000, p. 197) gave an example of one teacher called Mary Patten, who has adapted the textbook at the level syllabus in her course that took place in Rabat, Morocco, she did so by adding two important components for her which are: community building and cultural understanding.

Therefore, one can determine what the adaptation of the textbook at the syllabus level is. It can be done through the addition of some aspects or even entire units that the teacher sees important and have a crucial role in the understanding of the language, it can be done also by the omission of unessential items or units which have no priority to be learnt or known, or those that do not add considerable input to students' knowledge. Throughout the process of syllabus adaptation, the learner is/should be involved, exactly as the teacher is, i.e. a collaborated work in decision making between both the teacher and the learner, in order to guarantee that students' needs and interests within the course are taken into account. (Graves, 2000, p. 197)

3.4.2. The Unit Level

Any textbook encompasses a number of units that build it up; each unit has a specific theme and structure. When adapting at the level of the unit the teacher may add extra elements such as tasks or he may reorder, rewrite, and combine activities when they are suitable and important to enrich the lesson by providing extra practice to things that need more time and explanation, as well as he may omit or supplement items that are not relative to the teaching situation or that are not of that degree of importance to be taught. Graves (2000) provided an example of a teacher named 'Michael Gatto' who taught in El Salvador, in a language institute and had an experience adapting a textbook unit. After his return from El Salvador he attended Graves' course design seminar in which he favored to work on the course that he taught before in El Salvador. He said:

Luckily that week Kathleen Graves had given us a demonstration on how we can re-sequence the textbooks we use to fit the courses we're teaching. She just photocopied a unit from an English textbook, took out a pair of scissors, chopped away, and then had us re-sequence the unit and then give our rationale for re-sequencing it that way. (Graves, 2000, p 191-192)

He further added about adaptation, especially at the unit level:

The goals and objectives were clearer than they had ever been. What was even more important was that for the first time since I started teaching, my beliefs about learning, teaching, and language acquisition were clearly defined in the way I rationalized why I sequenced various aspects of the course the

way I did. It was like looking in a mirror and seeing the reflection of a true professional. (Graves, 2000, p. 192)

Re-sequencing and adapting the units of the textbook was a way in which 'Gatto' satisfied the needs of students, the institution he was teaching at, and his needs as a teacher.

Moreover, adapting a unit of the textbook makes goals and objectives easy to be fulfilled, and creates a sort of cohesion and smoothing in the process of teaching .

3.4.3. The Activity Level

The third level at which teachers can adapt textbook materials is the activity level. In her book 'Designing Language Course', Graves (2000, pp. 188-189) identified four types of activities according to the classification of one teacher at a language institute (ACBEU) in Preto, Brazil, called Simone Machado Camillo. Thus, she developed four types of activities which are: Warm-up activities, presentation activities, practice activities, and consolidation activities. The classification is similar to the three-stage lesson planning: Presentation, Practice and Production.

- **Warm up activities:** They are usually given as introductory activities or as an entry to the learning session, they can be done in a creative and motivating way so as to break the routine of the class. They can be based on a previously discussed topic, so they can play the role of reviewing activities. For instance, to start the lesson of the present simple tense, the teacher may start his class by asking his students about their daily routines.

- **Presentation activities:** They are sorts of introducing new topics, usually the topics that are included in the textbook, they are presented with a closed book. For instance, if the topic is the World War One, the teacher may start his class asking the learners questions that are related to their background knowledge about the history of the World War One.

- **Practice activities:** they are the activities and tasks provided after teaching a particular lesson. The teacher can develop these kinds of activities prior to, during or post to the bookwork. They are considered as a chance for learners to put into practice what they learnt in a more suitable, realistic and meaningful context.

- **Consolidation activities:** They take place post to practice, they are a sort of support and reinforcement to the learnt materials, and also can be used as review activities to recall what was learnt before. Furthermore, these activities create a fun factor since students may enjoy reviewing previously taught knowledge. (Graves, p. 189)

Doubtlessly, activities of the textbook are of great importance to the teaching and learning process, yet, some activities may miss the good design, or may not be suitable to a particular class or group. In those cases and others, the teacher has some options to choose from, either to give up the activity or to adapt it to the learning situation using one of textbook adaptation strategy respecting the principles of the process. Therefore, the teacher can omit, add to the activity, reduce, extend, re-write, replace, re-order, or branch the activity.

Graves (2000) describes the way she makes adaptations at the activity level and why as she said:

I have been developing activities to provide my students the opportunity to learn in a more pleasurable way. The activities are based on two books we use at ACBEU, *Touchdown* and *Intercom 2000*, although they could be adapted and used in any class since most of them are focused on grammar. My main concern was to develop activities that would focus on learners' needs, give some control to the students, allow for students' creativity and innovation to enhance students' sense of competence and self-worth.

3.5. Steps and Procedures of Textbook Adaptation

If teachers take the decision of adapting and altering materials of the textbook, undoubtedly, it would take considerable time and effort for them to effectively design and apply adapted materials. Thus, the process cannot be done randomly since everything in life should follow a sequence so as to be better done. As syllabus designers consider grading and sequencing the content of the textbook an important element in designing the language curriculum, teachers, too, should follow some steps to accomplish the process of adaptation in a well organized and sequenced way. Some researchers and experts in the field (Graves, 2000; Stevick, 1971; Lenz & Schumaker 2003) proposed some steps and procedures of textbook adaptation according to their view points or experiences.

Graves (2000,pp. 203-204) suggested some steps to follow in making adaptation of textbook materials after investigating the answers of the questions about the reasons behind doing this process (i.e., to what extent textbook materials meet the learners' needs, teachers' beliefs and understandings, and institutional context?). First, teachers need to draw up a plan for the way they want to teach the unit on the basis of the information they know about their students' needs, their own beliefs and understanding as well as their context. She stated that they have several options to do so:

- "Draw up a mind map.
- "Cut up the unit, re-sequence it, and write notes on it..." Teachers can break up the unit and reorder its content, and write "post it" (p. 205).
- "Write comments in the textbook itself" i.e., what teachers find unsuitable or missing directly on the textbook itself.
- "Use a format that works for you". Another alternative is to follow one's own way to draw the plan of adaptation. (p. 204)

Second, Graves (2000, pp. 204-205) offered what she called the Cycle of Textbook Adaptation which is an “ongoing assessment and decision making”. The plan which was drawn before is just one part of this cycle which is composed of: Planning how to teach with the text, teaching with the text, re-planning how to teach and re-teaching as it is illustrated in the under figure. Primarily, teachers need to make a plan on how they can use the available text and teach with it, i.e. they need to decide on a plan so as to adapt the unit for their specific context. For instance, they can write down expressions or words that help in taking into account students’ needs, conceptual factors and their own beliefs and understandings, as they can re-sequence the unit, make a chart for the unit or they can analyze its language and activities, etc. Indeed, planning for the adaptation of one unit paved the way for them and helps them adapt other units. Next, they need to use the previously made plan and teach with the textbook.

In fact, by planning teaching, the teacher is doing a continuous adjustment of the textbook. Once teachers have the chance to teach with it using their own plan, this provides the basis for further changes. In this stage, teachers take the opinions of students about the materials, by asking: Are they satisfied with the adaptation? Are they motivated? Does the content presented and the methodology used really fit their interests, and represent what they are looking for? Third, teachers after getting the students’ opinions, they re-plan the lesson on that basis. In the final stage, teachers will re-teach using a second plan; a more appropriate content is presented in a more suitable way. In addition Graves (2000, p.205) linked the idea of the ongoing process of a ‘doing and re-doing’ to the piano; one cannot be able to play in a perfect way except if s/he keeps training as a process of playing and replaying and practicing until becoming skilful and produce a good piece of music. Hence, if teachers keep practicing the adaptation of the textbook by planning and re-planning, they will be able to provide better lessons for their classes.

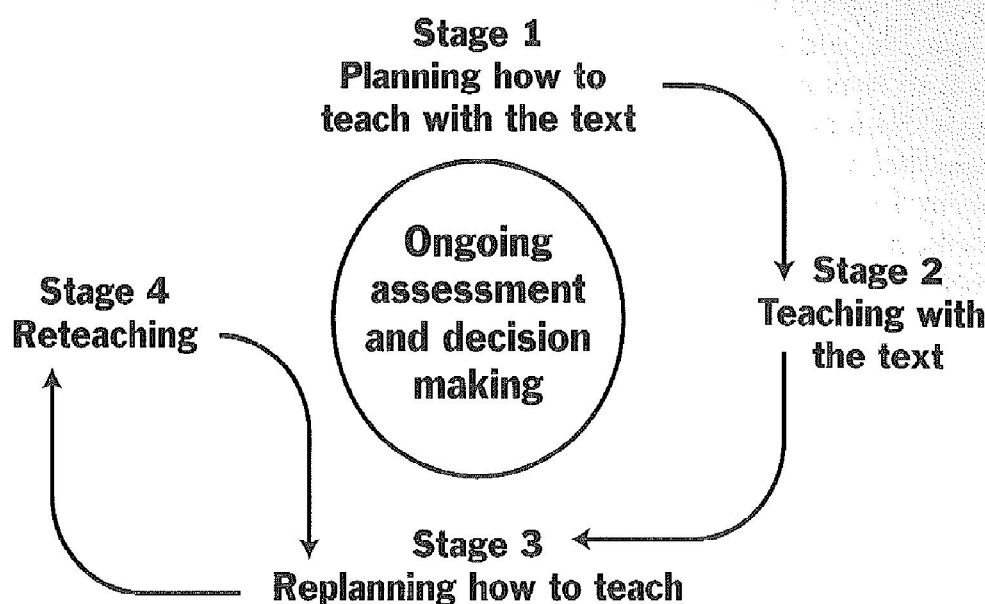


Figure.1: The Cycle of Textbook Adaptation (Graves, 2000, p. 205)

Furthermore, similar to Graves' (2000) viewpoint, Stevick (1971) claimed that "Consultation with students must take place during adaptation, and it is largely to enhance the status of adaptation [...]" (p. 132). He also stated "[...]building into the materials a number of clearly-defined options relating to the choice of material, its possible replacement, and the ways in which it may be used". In other words, if teachers decide to adapt materials, they need to do the process in a successful way without making them over-flexible since too much flexibility may make them disastrous "[...]there must be clear indication of how to select, rearrange, and complement without destroying" (p.133). Then, teachers need to make what Stevick (1971) called "Course-grained Specification"; that is; which "socio-cultural, topical and linguistic" dimensions are taken into consideration. First, the socio-cultural dimension answers the question: "What will be the "[student]'s position relative to speakers of the language -- and bearers of the culture -- in which he is interested?". Second, the topical dimension is the response for the following question "what kind of messages will the

[student] need to handle?”. Third, the third dimension will be clarified when answering the question “how well will the student need to understand, speak, read and write the language?”. The teacher needs to predict the needs of the learners in terms of these dimensions as a crucial step to effectively adapt the materials. This can be done by means of questionnaires, discussions, surveys or all in combination (pp. 135-136). On the basis of these dimensions, materials should be evaluated and the decision on what to add, omit or change should be made, as the last step.

Moreover, Lenz and Schumaker (2003, pp. 2-5) claimed that materials adaptation will guarantee effectiveness, as long as it follows a careful process. They described a process of interrelated steps in which one step complete the other steps. It comprises of nine steps which are:

Step1. Creating plan for adapting materials

Effective adaptations require sustained development and support. They must be made within the framework of a larger plan that includes consideration of (a) basic and strategic skills instruction and (b) the roles of people involved in the adaptation process. It is important to involve different parts from the beginning, and identify exactly who will be responsible for making, implementing, supporting and evaluating the adaptation over the course of the year. Adaptations that can benefit an entire class or several classes are more likely to be supported and maintained.

Step 2: Identify and evaluate the demands that students are not meeting

The purpose of this step is to define the problem to be addressed by the adaptation. Observing students' performance when they use typical instructional materials is crucial. They may have difficulty acquiring or getting the important information from written materials (level1), storing or remembering the information presented in the materials (level 2), or expressing the

information or demonstrating competence on written tests (level 3). If students have difficulty with a given task, different solutions may be required depending on the level of difficulty.

Step 3: Develop goals for teaching strategies and making adaptations

Some problems can be solved by adaptations; other problems may signal the need for intensive instruction in skills or strategies. Often, teachers may need to provide adaptations while simultaneously teaching the students the learning strategies they need in order to perform the work. All adaptations lead students to become dependent on the person who makes them. Before an adaptation is made for an individual student, educators must carefully consider the best approach to addressing the students' disability and promoting success.

Adaptations should be approached as short-term solutions within a long-term plan for teaching skills and strategies that will promote the student's independence as a learner and ultimately reduce the need for adaptations

Step4: Determine Whether Content or Format Adaptation are Needed

Content adaptations must meet local and state education standards. The teacher must decide which parts of the curriculum the student will be required to learn and will constitute mastery of the course content. When the curriculum is considered appropriate for the student, adaptations may focus on format rather than content. Again, the teacher must identify the critical elements of course content that students must learn: First, he may identify the critical course ideas or concepts. Then, he can identify the information that must be mastered in each unit to ensure that the critical course ideas are mastered. Finally, he will determine how students will demonstrate their mastery at the end of each unit and at the end of the course.

Format adaptations are made to compensate for mismatches between the presentation or design of the materials and the skills and strategies of the student. In format adaptations, the content is not altered.

Step 5: Identify the features of the materials that need to be adapted

The design of materials can present many different types of problems for students who struggle. Teachers should examine each curricular unit for features that might cause a learning problem. For example, the content may be very abstract, complex, or poorly organized, or it might present too much information. It may not be relevant to students or it may be boring. Further, it may call for skills or strategies or background information that the students do not possess. It may present activities that do not lead to mastery, or it may fail to give students cues about how to think about or study the information. Materials also may not provide a variety of flexible options through which students can demonstrate competence. Guidelines for identifying these and other problems in the design of instructional materials may be found in resources like the teachers' guide.

Step 6: Determine the type of adaptation that will enable the students to meet the demand

Once the materials have been evaluated and possible problem areas have been identified, the type of format adaptation must be selected. Format adaptations can be made by:

a. Altering existing materials:

Rewrite, reorganize, add to, or recast the information so that the students can access the regular curriculum materials independently, e.g., prepare a study guide and audiotape.

b. Mediating existing materials:

Provide additional instructional support, guidance, and direction to the students in the use of the materials. Alter teachers' instruction to mediate the barriers presented by the materials so that teachers directly lead the students to interact with the materials in different ways. For example, have students survey the reading material,

collaboratively preview the text, and create an outline of the material to use as a study guide.

c. Selecting alternate materials:

Select new materials that are more sensitive to the needs of students. For example, use an interactive computer program that cues critical ideas, reads texts, inserts graphic organizers, defines and illustrates words, presents and reinforces learning in smaller increments, and provides more opportunities for practice and cumulative review.

Step 7: Inform students and parents about the adaptation

Adaptations are more successful when they are offered and introduced to students at the beginning of the year. Parents should also be informed about them at the beginning of the year. Students should be taught explicit strategies to use any adaptation effectively and how to process the information received through the adaptation. As students' progress, they should be taught how to recognize the need for and request materials adaptations.

Step 8: Implement, evaluate, and adjust the adaptation

As the adaptation is implemented, the teachers should evaluate its effects to determine whether the desired outcomes are being achieved. If not, adjustments will need to be made either in the adaptation or the instructions to the students in its use. Adaptations should significantly reduce failure and learning difficulties.

Step 9: Fade the adaptation when possible

Adaptations usually are short-term solutions to allow classroom learning and participation until the needed skills and knowledge can be achieved. Once the adaptation is in place, the teacher should begin to plan with other teachers how to teach the needed skills and knowledge. Once the students have learned the necessary skills and knowledge, the adaptation should be faded. The adaptation should not be removed until the students possess the needed

skills and knowledge to complete tasks properly. For some students, an adaptation may be required for several months, while for others; it may be maintained for years. (p. 2-5)

3.6. Textbook Adaptation Strategies (Techniques)

In order to adapt a textbook, teachers make use of a number of textbook strategies or techniques according to their understandings, their students' needs, and other factors. Adaptation can have both quantitative and qualitative effects. In other words, one can simply “change the amount of material or change its methodological nature... techniques can be used individually or in combination with others...” (McDonough et al., 2013, p. 69). According to McDonough et al, (2013), Tomlinson (2014), McGrath (2013), strategies and techniques that can be used by teachers in the process of materials adaptation are: Adding, including expanding and extending; deleting, including subtracting and abridging; modifying including rewriting and restructuring; simplifying, reordering, replacing or substituting materials.

3.6.1. Addition (Expanding/Extending)

Addition is to put something together with something else in order to raise its value. With regard to textbook adaptation, addition is to come up with additional ideas or materials to strengthen and enrich the lesson, or to make it more understandable, comprehensible, and accessible when teachers feel that there is a gap in content or methodology. Moreover, according to McDonough et al (2013), addition is “[the]supplement[ation] of the materials by putting more into them” either on a small scale as to add an activity or on a large scale as to add a whole unit, and this could be done through either expanding or extending the content.(McDonough et al, 2013, p. 70)

Extending is also called the quantitative change of the materials; in other words through extension, the teacher provides more elements of the same sort of materials, thus they add to their quantity. Therefore, this type of change can be made when teachers notice, for

instance, that the existing number of sentences within an activity is not sufficient, especially when they value that activity, thus they decide to add more sentences (Tomlinson, 2014, p. 91). Similarly, McDonough et al (2013) pointed out: "...we can add to this simple, quantitative way by the technique of extending" (p. 70). In this concern, they provide some examples in which the teacher can extend the materials. For example, in a speaking lesson that contains practice of minimal pairs (cut/cat, bin/pin, sheep/cheap/ship/ chip), due to the difference in the alphabet across languages, there may be a difficulty in producing the /p/ sound by Arabic speakers since it does not exist in their language, so they may need more practice on the p/b sounds, and the same case for Spanish speakers who may need more practice on the v/b sounds, thus, teachers by providing more examples of these minimal pairs, they are extending (p. 70).

Expanding or exploitation of "a text or topic in the course book... [is] to allow the teachers to distance themselves from the materials, this also offered an opportunity for learners to express their own views..." (McGrath, 2013, chapter 3). It involves a qualitative addition to the materials. According to McDonough et al (2013), and Tomlinson (2014), expanding is something different from extending, as to add a new component in which there is an addition to the quality and methodology of the lesson by moving outside the existed one and trying to develop it as well as to rotate it towards a new direction, as to add new components that are beneficial to the lesson.

Thus, by expansion, the teacher is adding another methodology besides the arranged one such as to add a new language skill in order to add time organization skills to writing skills. For example, when teaching phonetics and phonology, if it is programmed just to teach students how to articulate vowels and consonants correctly, the learner will not be intelligible just by mastering those, since intelligibility entails more than them, thus the teacher may add

some work on other elements such as rhythm and sentence stress (McDonough, 2013, p. 71). Furthermore, the teacher may add something that is not included in the lesson such as the differences between the ways in which the verb endings in the past simple tense are pronounced (Tomlinson, 2014, p. 91), or the way in which the letter ‘s’ is pronounced at the end of words.

3.6.2. Deletion (Subtracting and abridging)

To omit something or to delete it means to remove something or not to include it either deliberately or by accident; it is the process that is opposite to addition. (McDonough et al, 2013, p. 72). Similar to addition, the omission of materials can be done both on a quantitative basis (subtracting), and on a qualitative one (abridging) (Tomlinson, 2014; McDonough et al., 2013). Subtracting is to reduce from the length of materials, such as to make a decision to omit four sentences from an activity that is made up of twelve sentences while practicing the present simple tense, since he may feel that eight sentences are enough, or to delete a unit that is not really relevant to the learners needs. Second, abridging is to change focus; that is to say “...the teacher may decide that focusing attention on pronunciation may inhibit the learner’s fluency and decide not to do any of the pronunciation exercises in a course book” (Tomlinson, 2014, p. 92). Moreover, through abridging the teacher is changing the quality of materials, not the quantity.

Indeed, Deletion and Addition may work together, since the teacher can delete a material and replace it with another one. “Where the same kind of material I substituted, as for instance one set of minimal pairs for another, the internal balance of the lesson or the syllabus is not necessary altered. The methodological change is greater when, for example... a reading passage is replaced by a listening passage”. (McDonough et al., 2013, p. 72).

3.6.3. Simplifying (Rewriting)

To simplify is to make something easier to be done or to be understood. In textbook adaptation, simplifying is, to modify materials, or to rewrite a given activity or reword a text to make it more manageable for both teachers and learners in an accessible and understandable way for learners. Many aspects of the language can be modified; exercises, instructions or explanations. However, the over-simplification of materials may make a disaster in the language forms and structures. For instance, the teacher may tell learners that adverbs are always formed with ‘-ly’ to make the rule easier to remember, but they will find problem in understanding some irregular cases such as ‘well’ of ‘good’, and ‘hardly’ which is impossible to be driven from ‘hard’. (McDonough et al., 2013, p, 74)

Simplification has a number of further implications. First, any grammatical, lexical, or linguistic change made to a text can have an effect on style, thus, the intention or the meaning of the text can be changed from that of the original text such as with literary texts or any kind of texts in which the overall coherence can be affected. Second, as with scientific materials, when the complexity of the subject matter is regarded as being too advanced, the teacher needs to be careful and to pay more attention to the simplification of the content. Third, as the teacher can simplify the content, he can also simplify the way or the methodology the content is presented, for example, keeping the same text without change but lead the learners through it in graded stages. (McDonough et al., 2013, p. 75)

3.6.4. Reordering

To reorder means to change the way something is ordered. As far as textbook adaptation is concerned, reordering is the potential of changing the order of the course book materials, this means that when teachers decide to reorder materials, then they see that it pedagogically makes more sense to provide different sequencing for the activities

(Tomlinson, 2014, p. 92). Furthermore, when reordering, the presentation sequence can be adjusted from the original order within a unit, whereas, there are some limits the teachers should not secede since too many changes could result in an almost complete reworking of the textbook. (McDonough et al., 2013, p. 75). According to McDonough et al (2013), those are some examples in which textbook materials can be reordered:

- Materials typically present ‘the future’ by ‘will’ and ‘going to’. However, for many learners, certainly an intermediate level and above, it is helpful to show the relationship between time reference and grammatical tense in a more accurate way. In this example, we would probably wish to include the simple present and the present continuous as a part of the notion of ‘futuraity’, perhaps using ‘Next term begins on 9 September’ or ‘She retires in 2015’ as illustrations.
- The length of the teaching programme may be too short for the coursebook to be worked through from the beginning to the end. It is likely in this case that the language needs of the students will determine the sequence in which the materials will be taken.
- Finally, reordering can include separate items of the content from each other as well as regrouping them and putting them together. An obvious is a lesson on particular language function felt to contain too many new grammar points for the present proficiency level of the learners. (p. 75-76)

3.6.5. Modifying (Rewriting/Restructuring)

To modify is to change something slightly, or to make something less extreme. According to McDonough et al, (2013), in textbook adaptation, modification is too general as a term, thus, its meaning should be restricted to an internal change in the approach or focus of an activity or other materials. It can be subdivided under two different headings: Rewriting,

when it is related to some of the linguistic content, and restructuring which is related to classroom management.

Rewriting: It is known that the course book materials are too artificial, contain less authentic language, the central purpose of modifying or rewriting textbook materials is to make them 'more communicative'. In fact, the authors of the textbook, usually, focus on making the structural and linguistic items of the language to be understood for learners, whereas they do not give importance to the learners cultural backgrounds and their daily life interests, so, by rewriting, the teacher seeks to involve activities and tasks that are related to the students' needs, interest and culture, such as to include task solving activities, etc. (pp. 73-74)

Restructuring: When it required from many teachers to follow the textbook, the only possible strategy of adaptation they may use is changing the structure of the material. For instance, if the task is a role play one and roles are limited comparing with the number of students, so it will be a necessity to assign one role to a number of students at the same time. According to McDonough et al (2013):

Sometimes a written language explanation designed to be read and studied can be made more meaningful if it is turned into an interactive exercise where all students participate. For instance, it is straightforward matter to ask learners to practice certain verb structures in pairs (...the present perfect: 'Have you been to/done X?'; or conditional; 'What would you do if...?'), and it can be made more authentic by inviting students to refer to topics of direct interest to themselves (p. 74).

In addition, Richards (2001, p. 4) claimed that modification of the content can be related to some students' factors that are not taken into consideration when designing the course book

such as religion, social class, age, gender, cultural backgrounds and occupation. In short, modification of textbook materials has a wide range of applications, it refers to a ‘modality change’ i.e. the focus or the nature of an exercise, a text, or a classroom activity is changed.

3.6.6. Replacing Materials

According to Tomlinson (2014, p. 92), when the teacher feels that one piece of materials is more suitable to a learning/teaching situation than the one exists in the published textbook, he may decide to replace it with another one that will serve the teaching objectives, especially with activities that are related to culture and time. For instance, the teacher can entirely replace an activity depending on the intended goals of the class or the lesson, such as to replace a reading activity with a listening activity or vice versa.

3.7. Textbook Adaptation and Motivation

According to Oxford Learner’s Pocket Dictionary, the verb “to motivate” means to be the reason why somebody does something, or to make somebody want to do something (p. 286). Thus, motivation is the act of making someone excited to do something; a sort of psychological encouragement for people to make them looking forward to accomplish a goal. Similarly, in his book “The Practice of English Language Teaching”, Harmer (2007) defined motivation as:” ...some kind of internal drive which pushes someone to do things to achieve something” (p.98). That is to say, motivation is a positive stimulus that reinforces someone to achieve a previously set goal. Brown (1994), as cited in Duarte and Escobar (2008), defined motivation as the extent to which someone makes choices about goals to pursue and the effort he/she will devote to that pursuit. This means that results or achievements are linked mostly to the degree of motivation that someone has.

In many fields including education and foreign languages learning, motivation can make a difference between success and failure, “motivation is essential to success... Without

such motivation we will almost certainly fail to make the necessary effort” (Harmer, 2007, p. 98). That is to say, in the process of teaching English as a second or foreign language, course books are essential to any classroom, whereas, the question that poses itself is: are the well shape design, colors, and beauty of papers enough and efficient in motivating students to learn the language through the use of previously made materials, mainly textbooks? Or some modification and alteration of these materials are needed to let them enjoy lessons?

Therefore, the teacher by adapting the textbook materials is not just seeking to simplify the input, but he/she tries to motivate learners to provide more, and to make the most of their efforts to accommodate and learn the language better; since he/she is not presenting its elements and components as they appear, some modifications are made to fit their levels, their interests and their capacities as foreign language learners. Madsen (1978), as cited in Lopera (2014), claimed: “Adaptation is often required in order to increase motivation for learning by making the language more real, the situation more relevant, the illustrations (visual or printed) more vivid and interesting. It is sometimes required to ensure greater ease of acquisition-by providing sufficient practice, logical explanations, plus examples or exercises that are on the level of the learner” (p. 61). In other words, adaptation of the textbook is a great motivator to students since teachers are making the language more real, authentic, easier and sensitive to their needs, so as it will be much more accessible and easier for comprehension, this in turn, will facilitate the acquisition of the language.

Conclusion

To wrap up, the foregoing chapter contained two sections, the first section sought to highlight issues related to ELT in Algeria referring to the middle school level, as it summarises three of the major teaching approaches that were adopted through the history of ELT in Algeria including the CBA which the currently used approach and its principles. Moreover, the teaching objectives, materials, teachers’ roles, and assessment were tackled.

The second section aimed at reviewing the theoretical background related to textbooks role, textbook use, and textbook adaptation. Indeed, the entire chapter stood as a platform for the next chapter that is concerned with the practical part of the research study.

Chapter Two: Research Methodology, Data analysis and Data Interpretation and Discussion

Introduction

As the previous two sections in chapter one highlighted the main related literature to the research topic, the chapter in hands is devoted to the field work. It encompasses two sections; one is concerned with the research methodology (Research paradigm, population and sampling, research instruments and data analysis procedures, and the second section is concerned with the analysis and interpretation of the teachers' questionnaire as well as the discussion of the obtained results. After that, the chapter ends up with the limitations of the current research work along with some pedagogical recommendations for the future researchers of a similar topic.

Section One: Research Methodology

According to James and Sampson (2012, p. 34), the 'Research Methodology' section "helps the reader to judge if the methodology used in the research provided an adequate opportunity to examine the research questions and hypotheses". The section also "helps other researchers to replicate the dissertation or to design similar studies". This section is devoted to the aspects related to the research methodology including the research paradigm, the participants (population and sampling), and the description of data analysis procedures.

1. Research Paradigm

In an attempt to investigate the main textbook adaptation strategies used by EFL middle school teachers, the descriptive approach was used to reach the aims of the study; it was used since it, appropriately and directly, serves the actual research. A teachers'

questionnaire was used to gather the needed data for the study as it opted for a quantitative approach for data analysis.

2. Participants

The population and sampling of the research study and the rationale behind their choice in particular are described below:

- Population

The current study targeted middle school EFL teachers in Jijel. It was chosen based on some reasons. First, in the Algerian educational system, English is compulsory to be learnt for the first time at middle school. Therefore, it is significant to have the middle school as a subject of the research. It is also crucial to make research studies on the textbooks that are designed for ELT in middle school, as to investigate their relevance to learners' needs, level and interests based on the teachers' perceptions and evaluations.

- Sampling

In practice, it is impossible to put all the population under investigation; therefore, sampling is the suitable way to decide on the specific participants of the research work so as to reach reliable results. The study targeted second year middle school EFL teachers in Jijel based on a number of previously made evaluations of the '2MS My Book of English', which revealed that the majority of teachers were not satisfied with its layout and agreed that it is not suitable for learners' level. Thus, the choice of the sample is based on the assumption that teachers adapt resort to textbook adaptation.

According to Cohen et al (2000, p.77), there is no exact size of the sample to carry out a particular research. That is to say, the sample depends on "the purpose of the study and the nature of the population under scrutiny" (p. 77). Therefore, the sample of the current study

was not previously determined since the questionnaire was administered online to second year middle school EFL teachers of Jijel; the available size of the sample responding to the questionnaire was '70 teachers'.

3. Research Instruments

In this research, a teachers' questionnaire was adopted so as to reach the objectives of the study. This research tool was very crucial to the research work since it results in collecting the needed data for the study on a large scale and in an easy way.

4. The Questionnaire

According to Brown (2001), questionnaires are "any written instruments that present respondents with a series of questions or statements to which they have to react either by writing out their answers or selecting from among existing answers" (p. 6). That is to say, the questionnaire is a research instrument that contains multiple choice questions, check box questions, ranking questions, scale questions, or statements to be answered, explained or justified. Bryman (2004, p.132) classifies questionnaires into two types: self completion questionnaire and mail questionnaire; the former type is personally handed by the researcher, while the latter type is delivered via post or mail. Questions of the questionnaire can be open-ended questions i.e. their answers are in full statement as they can be close-ended questions including yes/no questions, ranking questions, check box questions. Responses of open-ended question are somehow difficult to be analysed and need deeper processing; whereas, answers of close-ended questions are easier for analysis. What matters is not the type of the questions whether they are close-ended or open-ended, but rather the explicitness, the clarity and the relevance of questions to the research objectives. Moreover, according to Phellas et al (2011, p. 184), questionnaires have some advantages that can be summarized in the following:

- They are cheap to administer.

- They allow for a grater geographical coverage than face to face interview.
- They reduce biasing errors.
- The respondent of the questionnaire feels comfortable while answering the questionnaire because of the researcher absence.

This does not indicate that questionnaires do not have some disadvantages:

- They have to be short and the questions must be simple as there is no opportunity to probe or clarify misunderstandings.
- Response rates tend to be low. (Phellas et al., 2011, pp. 184-185)

4.1. Response Rate to the 2MS Teachers Questionnaire

The subjects of the sample to whom the questionnaire was administered were EFL teachers of second year middle school. The questionnaire was answered by 70 teachers of second year level in Jijel. They were a mixture of 35 novice teachers, 16 of medium experience and 19 were highly experienced teachers. Teachers were of both sexes and they answered.

4.2. Description of the Questionnaire

The questionnaire started with an introductory paragraph that gave the respondents an idea about the research work and its objectives. Teachers were asked both close-ended questions (checkbox questions, multiple choice questions, and ranking questions) and open ended questions (justification, explanations, further comments, etc). Three sections formed the entire questionnaire; each section focused on a particular aspect of the study.

4.2.1. Section One: Introductory Section (4 Questions)

The section aimed at gathering data related to some personal and professional aspectsof teachers; first of all, teachers were asked to mention their teaching experience (Q1),

the second question aimed at ensuring that all participants have taught second year level of middle school. The third question was about teachers' perception on their centeredness in the class; and the fourth question was about the teachers' roles in the classroom where seven roles were to be chosen from.

4.2.2. Section Two: Textbook Adaptation (11 Questions)

It sought to investigate the way teachers view the '2MS My Book of English' and the way they use it. The first three questions were about the advantages and disadvantages of the textbook. The fourth question was about the teachers' opinion on their use of the textbook. The rest of questions were linked to textbook adaptation: Its frequency of use, reasons behind adaptation presented in the form a four scale Likert scale (agree, strongly agree, disagree, and strongly disagree), and objectives of textbook adaptation. The next question was about the levels at which the textbook is adapted, a question was asked about the kinds of textbook adaptation and the last question is about textbook adaptation strategies that can be used by the surveyed teachers.

4.2.3. Section Three: Advantages of Textbook Adaptation (5 Questions)

The questions under this section were related to textbook use and its effect on learners' and teachers' autonomy and motivation, as it treated the roles of the teachers' as textbook adapters in the their' own perspectives. Finally, the last question was meant to give the teachers the chance to express their opinions freely and to add further comments.

5. Procedures

Because the quarantine due to COVID19, the questionnaire was posted online on September the 1st, 2020 through the use of Facebook groups of Jijel middle school EFL

teachers, Facebook Messenger, and mailing. Only 70 responses were retrieved back in a period of 15 days.

6. Data Analysis Description

The research work aimed at exploring the textbook adaptation strategies used by EFL middle school teachers, the differences between novice and experienced teachers in terms of textbook adaptive strategies, as it also aimed at finding and determining the reasons behind their use. First, as mentioned earlier, the study used a quantitative approach for both data collection and analysis. Then, the data obtained were statistically presented in forms of percentages organized in tables. After that, the data in tables was analysed and interpreted in the form of paragraphs under each table.

Section Two: Data Analysis, Interpretation and Discussion of the Results

1. The analysis of the Questionnaire

Section One: Introductory Section

Question1. How long have you been teaching English?

Table 2

Teaching Experience

Experience (year)	Participants (N)	Percentage (%)
1-5	35	50 %
5-10	16	22.86 %
10	19	27.14 %
Total	70	100

The aim of this question was to categorise the surveyed teachers according to their teaching experience so as to find (in the following sections) whether there is a distinction between novice and experienced teachers in terms of the way they adapt the textbook as well as the types of adaptation strategies they use. The data presented in Table 1 shows that half the sample (50% or 35 participants) have been teaching English for 5 years or less. More than one-third (i.e., 22.86% or 16 participants) has an experience that ranges from 5 to 10 years. The rest of the participants (27.14% or 19 teachers) have been teaching English for more than 10 years.

Question 2. Have you taught second year level before?

Table 3

Teaching Second Year Level by the Surveyed Teachers

Options	N	%
Yes	70	100 %
No	0	0 %
Total	70	100 %

This question aimed at checking whether the participants of the study have taught the second year level (the case of the current research work). As shown in Table 2, all the respondents of the questionnaire (100%) have taught the second year level and hence, are teaching using ‘2MS My Book of English’.

Question3. Do you think that the teacher plays the central role in the class?

Table 4

Teachers’ Perceptions about their Centeredness in the Classroom

Options	N	%
Yes	44	62.86 %
No	26	37.14%
Total	70	100%

Data presented in Table 4 shows that more than half the surveyed teachers (62.86%) thought that they play the central role in the classroom, whereas the rest of teachers (37.14%) do not perceive their role as central.

The answers of this question may explain the teachers' perceptions about their roles; whether their classes are teacher-centred or not, and whether they consider themselves the actors of the biggest role in the process of teaching and learning. Those teachers (62.86%) who still believe they have a central role in the class might not receive adequate pre-service and in-service training offered by the educational authorities to middle school teachers about the CBA, which is the currently used approach of teaching, and its principles. The latter is a learner-centred approach in which the teacher is no more the absolute authority in the classroom.

Question 4. What is your role in the classroom? (You can tick more than one choice). Others:

Table 5

The Roles of Teachers in the Classroom

Teachers' roles	N	(%)
Controller/ Monitor	<u>56</u>	80%
Prompter	25	35.71%
Participant	27	38.57%
Resource	<u>46</u>	65.71%
Facilitator	<u>67</u>	95.71%
Guide	<u>64</u>	91.42%
Manager of learning	41	58.57%
Tutor	35	50%

The aim of *question 4* was to figure out what roles the teachers think they play in the classroom. Table 4 shows their perceptions about their roles as follow: Facilitator (95.71% or 67), guide (91.43% or 64), controller/monitor (80% or 56), resource (65.71% or 46), manager of learning (58.57% or 41), tutor (50% or 35), participant (38.57% or 27), and prompter (35.71% or 25).

The results may indicate that middle school teachers believe they act most as facilitators, guides, controllers and resources in their classes. Thus, it can be assumed that they are aware of their real roles as facilitators and guides. However, some of them (46 teachers) still believe that they are the only source of knowledge. This is may be due to the lack in training in relation to the CBA, or to their own beliefs and understanding of their roles and those of their learners'. Furthermore, some classroom and institutional constraints can interfere in their perceptions.

In addition to the roles suggested in question 4, 20 teachers claimed that they play other roles in the classroom: Five teachers said they act as motivators. Others claimed that the teacher is the heart of the classroom; he can act as an educator, a planner, an assessor, information provider, a role model, a mentor, a leader and an organizer. The teacher can also, according to some of them, act as an adviser to his learners, as he can inspire and encourage them, and also has the chance of sharing the advantages of groups' interaction. All this can indicate that teachers do play numerous roles in the classroom, based on their understandings and beliefs.

Section Two: Textbook Adaptation

Question 5. To what extent do you think ‘2Ms My Book of English’ is advantageous to your class? Please Justify.

Table 6

The Extent to which ‘2MS My Book of English’ is Advantageous

Extent	N	%
Very advantageous	18	25.72%
Neutral	26	37.14%
Less advantageous	26	37.14%
Total	70	100%

The aim of this question was to know how advantageous ‘2MS My Book of English’ is for the teaching-learning process, according to the teachers’ perspectives. The data shows that most respondents answered with either “neutral” or “less advantageous” having a similar percentage of 37.14% (26 teachers for each answer), the rest of the participants; about 25.72% (18 teachers) answered with “very advantageous” (see Table 5).

Justifications

In the same question (Q5), teachers were asked to justify their answer. Firstly, those who saw the textbook as very advantageous claimed that it is rich of illustrating pictures, a variety of tasks, the needed grammar, vocabulary and phonetic rules which save time and facilitate things for both teachers and learners. That textbook also matches the different learning and teaching styles and helps to improve the four skills. Others claimed that it is a

good source for grammar rules and it provides summarise for young learners; as they can use them by themselves to learn and understand lessons in an easier way.

Secondly, those who have a neutral position thought, on the one hand, that 2MS textbook is advantageous since it contains valuable tasks and it enriches the learners' vocabulary. On the other hand, teachers felt that learners find it somehow difficult and they cannot memories all new vocabulary easily; so they keep changing the tasks to cope with the learners' level. Others said that the textbook provides learners with useful and interesting information about the language, yet, much of its vocabulary and structures make the tasks very hard as learners cannot grasp and memorise all of them, even with effective practice. Few teachers considered the textbook as a guide, but they did not rely just on it in the presentation of the lessons; adaptation is always needed to choose what is suitable for the pupils' level.

Thirdly, those who answered that the textbook is less advantageous thought that 'My Book of English' is not rich in content since it does not meet the interests, the needs, and most importantly the level of the Algerian learners. For instance, some tasks are meaningless and most of the time challenging. The listening and reading texts are too long and contain difficult and complex vocabulary that hinders the pupils' comprehension. Furthermore, learners are expected to write compositions about different situations by the end of each sequence while this task is very challenging for beginners. Thus, syllabus designers and textbook writers have to take into consideration that pupils lack fluency at this stage. Others claimed that the time frame is too limited to cover all the four sequences since they are so long and complicated. Moreover, the textbook tasks are not motivating and this leads teachers to prepare their own worksheets.

All in all, based on the above justifications, it can be said that most teachers are aware of the strengths and weaknesses of the '2MS My Book of English'.

Question 6. Rank the following advantages of the textbook (from the most advantageous (1) to the least advantageous (4)) according to your perspective?

Table 7

Advantages of the Textbook from the Teachers' Perspectives

Advantages	1	2	3	4
1. It saves instruction time.	13	16	<u>23</u>	18
2. It is made by syllabus designers who are knowledgeable than teachers.	15	14	22	<u>19</u>
3. It provides consistency between levels if all teachers follow the same course book.	16	<u>24</u>	22	8
4. It provides a set of visuals, activities, readings, etc., and it saves the teacher time in finding or developing such materials.	<u>23</u>	23	18	6

The question attempted to know which of the previously mentioned advantages the teachers think that the textbook mostly has in teaching and learning English. Table 7 indicates that the statement 'It provides a set of visuals, activities, readings, etc., and it saves the teacher time in finding or developing such materials' has been top ranked as the major advantage of the textbook. 'It provides consistency between levels if all teachers follow the same course book' has been placed in the second rank, 'it saves time' has been ranked in the third position,

and ‘it is made by syllabus designers who are knowledgeable than teachers’ has been placed in the fourth rank as least advantageous.

Question7. Rank the following disadvantages of the textbook from the ones you think they are more disadvantageous (1) to less advantageous (4) according to your perspective?

Table 8

Disadvantages of the Textbook from the Teachers’ Perspectives

Disadvantages	1	2	3	4
1. It does not recognize the different learning styles and teaching styles	22	17	17	<u>14</u>
2. It provides the same kind of activities and practice through its entire units.	18	20	<u>22</u>	12
3. It creates a sort of monotony	12	<u>23</u>	20	13
4. It is very artificial and does not provide authentic materials.	<u>26</u>	12	19	13

The aim of the question was to know which of the previously mentioned disadvantages teachers thought that the textbook mostly has in the teaching-learning process. The data presented in Table 8 indicates that teachers ranked the textbook disadvantages as follows respectively: ‘It is very artificial and does not provide authentic materials’ in the first rank; ‘it creates a sort of monotony’ in the second rank; ‘it provides the same kind of activities and practice through its entire units’, in the third rank, and ‘it does not recognize the different learning styles and teaching styles’ placed it in the fourth Position.

Question8. Are you satisfied with the way you have been using the ‘2MS My Book of English’ textbook?

Table 9

Teachers’ Satisfaction of The way of Using ‘2MS My Book of English’

Options	N	%
Yes	20	28.57%
Neutral	19	27.14%
No	31	44.29%

This aim of such a question was to know whether the surveyed teachers are satisfied with the way they have been using the ‘2MS Book of English’ or not. The statistics in Table 8 show that (44.29 % or 31) participants answered with no, 28.57% of them (20 teachers) answered with yes, while the rest of the participants (27.14% or 19) teachers took a neutral position.

The analysis of data presented in Table 9 shows that the percentage of the respondents who are not satisfied with their use of the textbook is more than those who are either satisfied or neutral. This can be due to the inappropriateness of the ‘2MS My Book of English’ and time constraints that hinder using it in an appropriate way.

Question 9. Do you usually use adaptation when teaching with ‘My Book of English’?

Table 10

The Use of Textbook Adaptation

Options	N	%
Yes	60	85.71%
No	10	14.29%

The aim of the question was to know whether 2MS teachers usually use textbook adaptation when teaching with ‘My Book of English’ or not. As shown in Table 10, most of teachers (85.71% or 60 respondents) do use textbook adaptation in their classes, while 14.29% of them (10 teachers) seldom adapt the textbook.

Based on the results obtained from Table 10, it is clear that the majority of the respondents of the questionnaire adapt the ‘2MS My Book of English’. This may indicate that the textbook is not suitable to be used alone in the teaching and learning of English.

Question 10. How often do you adapt the ‘2MS My Book of English’?

Table 11

Frequency of Textbook Adaptation

Frequency	N	%
Every time	35	50%
Weekly	24	34.29%
Monthly	6	8.57%
Once in a time	5	7.14%

This question aimed at investigating how frequently middle school teachers use adaptation with ‘My Book of English’ materials. The data of table 11 shows that half the participants (35 teachers) adapt materials every time, (34,29% or 24 teachers) adapt them weekly, (8,57% or 6 teachers) adapt them monthly while a minority of (7,14% or 5teachers) adapt once in a time.

The analysis of the data presented in Table 11 indicates that textbook adaptation is frequently used by the respondents either every time or weekly. It can be assumed that most materials of the textbook need adaptation, otherwise teachers would adapt it in a less frequent way. Among the respondents to the questionnaire, most of experienced teachers use textbook adaptation weekly; while, most of novice teachers use it every time. It can be said that experienced teachers do not use adaptation every time because they feel tired, or they lost motivation to accomplish the process; in contrast, novice teachers’ resort more frequently to textbook adaptation and this can be related to the fact that they are more satisfied when adapting their materials and find it more motivating for them.

Question 11. According to a previously made research work evaluating ‘2MS My Book of English’, below are some situations when you may adapt the so-called textbook, please tick the appropriate answer according to your level of agreement.

I adapt the textbook because:

Textbook factors

1. The layout of the textbook is unclear and inappropriate.

Table 12

The Inappropriateness of ‘2MS My Book of English’ Layout

Scale	N	%
Agree	28	40%
Strongly agree	19	27.14%
Disagree	17	24.29%
Strongly disagree	06	8.57%

Table 12 shows that 40% (28 teachers) agreed that the layout of the ‘2MS My Book of English’ is unclear and inappropriate, 27.14 % (19 teachers) of them strongly agreed, while 24.29% (17 teachers) disagreed and 8.57% (or 6 teachers) strongly disagreed.

From the statistics, it is noticed that up to 70% of teachers do agree that the inappropriateness of the textbook is one of the main reasons to adapt it. This can be linked to the fact that the layout of the textbook constitutes its content, format, design, and how its components and elements form the entire cohesion. Therefore, they adapt to create a good sequencing of the textbook for the sake of facilitating the teaching and learning process.

2. Sequences of the textbook are too long.

Table 13

The length of '2MS My Book of English'

Scale	N	%
Agree	38	54.29%
Strongly agree	26	37.14%
Disagree	04	5.71%
Strongly disagree	02	2.86%

As shown in Table 13, half the surveyed teachers (54.29% or 38) agreed that the sequences of the '2MS My Book of English' are too long, 37.14 % (or 26 teachers) strongly agreed, while 5.71% (4teachers) disagreed and 2.86% (2 teachers) strongly disagreed.

Almost all the respondents agreed and strongly agreed on the length of the textbook sequences. Based the textbook structure, it is clear that the textbook contains a lot of elements to be covered in just one sequence. Moreover, since teachers have previously taught with that textbook; they admitted that time is not sufficient for them to cover all the content. As a result, they make the decision of adapting its materials.

3. Sequences of the textbook are not well organized.

Table 14

Disorganisation of '2MS My Book of English Sequences'

Scale	N	%
Agree	22	31.43%
Strongly agree	15	21.43%
Disagree	23	32.86%
Strongly disagree	10	14.28%

Table 13 shows that some teachers (32.86% or 23) disagreed that the sequences of '2MS My Book of English' are not well organised, (31, 43 % or 22) of them agreed, (21.43% or 15) of them strongly agreed, while (14.28%/ 10) of them strongly disagreed on that.

Based on the analysis of Table 13, there is a convergence in percentage between teachers who show agreement on the disorganisation of the textbook sequences and those who show disagreement. This may be because the textbook sequences do not follow the principle of grading in terms of difficulty and complexity (from easy to difficult) but rather randomly. Consequently, they adapt them to meet the learners pace of learning.

4. Reading texts are too long and contain difficult vocabulary

Table 15

The Length of Reading Texts and the Difficulty of their Vocabulary

Scale	N	%
Agree	38	54.29%
Strongly agree	19	27.14%
Disagree	11	15.71%
Strongly disagree	02	2.86%

Table 15 shows that half the participants in this study (54.29% or 38) agreed that the reading texts are too long and often contain difficult vocabulary, (27.14 % or 19) of them strongly agreed, while (15.71% or 11) of them disagreed and (2.86% or 2) strongly disagree.

Data analysis revealed that more than half the participants agreed that they adapt the textbook because the reading texts are long and contain complex vocabulary. This means textbook designers did not take learners' level into account in the process of its design.

5. Materials of the textbook are not sufficient.

Table 16

The Insufficiency of '2MS My Book of English' Materials

Scale	N	%
Agree	27	38.57%
Strongly agree	23	32.86%
Disagree	16	22.86%
Strongly disagree	04	5.71%

Table 16 indicates that 27 teachers (38.57%) agreed that the materials of the ‘2MS My Book of English’ are not sufficient, 32.86 % or 23 of them strongly agreed, while 22.86% or 16 of them disagreed and 5.71% or 4 teachers strongly disagreed.

Based on the previous analysis, most of teachers agreed and strongly agreed that they adapt the textbook because materials are not sufficient, this indicates that they adapt so as to add more relevant materials to satisfy the requirements of the learning situations.

Students’ Factors

6. Students’ needs and interests do not appropriately match the teaching objectives.

Table 17

The Mismatch between Students’ Needs and the Teaching Objectives

Scale	N	%
Agree	25	35.72%
Strongly agree	19	27.14%
Disagree	18	25.71%
Strongly disagree	08	11.43%

Table 17 shows that up to 35.72% of the teachers i.e., 25 participants agreed that learners’ needs and interests do not appropriately match the teaching objectives, 27.14 % or 19 of them strongly agreed, while 25.71% or 18 of them disagreed and 11.43% or 8 strongly disagreed.

More than half of the teachers agreed that one of the reasons that make them adapt the textbook is the mismatch between the learners’ needs and the teaching objectives. This indicates that materials are not designed based on an analysis of learners needs. Therefore,

teachers adapt the textbook by designing materials that serve better in the interpretation of the stated teaching objectives.

7. The students' level is not taken into consideration when designing and grading the textbook materials.

Table 18

The Neglect of Students' Level in Designing and Grading the Textbook Materials

Scale	N	%
Agree	26	37.14%
Strongly agree	25	35.71%
Disagree	14	20%
Strongly disagree	05	7.14%

As shown in Table 18, up to (37.14% or 26) of the respondents agreed that the learners' level is not taken into consideration when designing 'My Book of English' and grading the textbook materials, (35.71 % or 25) of them strongly agreed, while (20% or 14) of them disagreed and (7.14% or 5) strongly disagreed.

Most of the teachers show a degree of agreement on that learners' level is neglected when designing and grading the textbook. This may indicate that they adapt to make materials up to the level of learners' n order to be more understandable.

8. The textbook is not flexible; students' learning styles variation is ignored.**Table 19***The Inflexibility of '2MS My Book of English'*

Scale	N	%
Agree	29	41.43%
Strongly agree	24	34.29%
Disagree	11	15.71%
Strongly disagree	06	8.57%

The statistics in Table 19 show that (41.43% or 29) of the participants agreed that 'My Book of English' is not flexible; the learners' learning styles variation is ignored and their level is not taken into consideration, (34.29 % or 24) of them strongly agreed, while (15.71% or 11) of them disagreed and (8.57% or 6) strongly disagreed.

Most of the teachers agreed that they adapt the '2MS My Book of English' because it is not flexible. Therefore, adaptation is to cope with different learning styles of the learners so as to promote their participation in the class.

Time Factors

9. Time limits: No enough time to cover all the aspects of the textbook.

Table 20

Teachers Perceptions about Time Limitation

Scale	N	%
Agree	37	52.86%
Strongly agree	27	38.57%
Disagree	02	2.86%
Strongly disagree	04	5.71%

Half of the surveyed teachers (52.86% or 37) agreed that there is no enough time to cover all aspects of '2MS My Book of English', (38.29 % or 27) of them strongly agreed, while (2.86%/ 2) of them strongly disagreed and (5.71% or 4) of them disagreed. (See Table 20)

Most of the teachers agreed that time is not enough to cover the entire sequences of the textbook. This indicates that it is compulsory for them to adapt materials to the available time frame so as to maintain balance with other classes.

Task Factors

10. Tasks and activities are not authentic.

Table 21

The Inauthenticity of Tasks and Activities

Scale	N	%
Agree	20	28.57%
Strongly agree	19	27.14%
Disagree	21	30%
Strongly disagree	10	14.29%

Table 21 shows that 30% of the teachers (21 of them) disagreed on the fact that tasks and activities of '2MS My Book of English' are not authentic, while 28.57 % (20) of them agreed, 27.14% (19) of them strongly agreed and 14.29% (10 of them) strongly disagreed.

The data analysis revealed that there is an approximate similarity between teachers who agreed that the materials of the '2MS My Book of English' are not authentic and those who believed they are. This can be linked to the teachers' own beliefs and understandings on what authenticity is.

11. Tasks do not meet teaching and learning objectives.**Table 22***The Mismatch between Tasks and Objectives*

Scale	N	%
Agree	27	38.57%
Strongly agree	16	22.86%
Disagree	21	30%
Strongly disagree	06	8.57%

The data presented in Table 22 indicates that 27 of the teachers (38.57%) agreed that tasks of '2MS My Book of English' do not meet the teaching and learning objectives, while 30% of them (30) disagreed, 22.86% (16)of them strongly agreed and 8.57% (6)of them strongly disagreed.

About 60% of the respondents agreed that there is a mismatch between tasks and objectives. That is to say, it is one of the main reasons for adaptation in their perspectives and this may hinder the appropriate and the effective learning of the target language.

12. Tasks are not practical in classroom terms.**Table 23***Teachers Perceptions on the Practicability of Tasks in the Classroom*

Scale	N	%
Agree	30	42.86%
Strongly agree	15	21.43%
Disagree	20	28.57%
Strongly disagree	05	7.14%

The obtained data shows that most of the teachers (30/ 42.86%) agreed that tasks of '2MS My Book of English' are not practical in the classroom, while (20/ 28.57 % of them disagreed, 21.43% (or 15) of them strongly agreed and 7.14% (or 5) of them strongly disagreed (see Table 23).

More than 60% of teachers agreed that they adapt textbook materials because tasks are not practical in the classroom. It can, then, be assumed that, in practise, it is difficult for them to accomplish activities especially those that require action and practice mainly because of large classes.

13. Tasks are not motivating or challenging.**Table 24***Lack of Motivation and Challenge in Tasks*

Scale	N	%
Agree	28	40%
Strongly agree	22	31.43%
Disagree	18	25.71%
Strongly disagree	02	2.86%

The statistics presented in Table 24 indicate that (40% or 28) of the participants in this study agreed that tasks of '2MS My Book of English' are not motivating or challenging, (31.43 %/ 22) of them strongly agreed, while 25.71% of them disagreed and 2.86% of them strongly disagreed.

Most of the teachers agreed that their adaptation is to increase motivation and challenge in their classes. Those characteristics are absent due to the lack in the diversity in tasks and their repetition which create monotony and hinder creativity.

14. Tasks are repetitive and predictable.**Table 25***The repetitiveness and predictability of Tasks*

Scale	N	%
Agree	25	35.71%
Strongly agree	13	18.57%
Disagree	26	37.14%
Strongly disagree	06	8.57%

Table 25 shows that 26 teachers (37.14%) disagreed that tasks of '2MS My Book of English' are repetitive and predictable, while 35.71 % (or 25) of them agreed, 18.57% (or 13) of them strongly agreed and (8.57%/ 6) of them strongly disagreed

It can be noticed, then, that there is a slight convergence between teachers who agree that their adaptation of the textbook is linked to the repetition and predictability of tasks. Therefore, those who adapt for this reason may think that repeating the tasks and patterns kills motivation since learners always receive the same sorts of practice. However, for those who do not consider it a reason for adaptation, they think that repetition helps learners to easily understand the questions of the tasks as they practise familiar tasks each time.

15. Tasks depend on the use of unavailable equipments: audio tabs, computers, etc.

Table 26

Task Dependence on Unavailable Equipment

Scale	N	%
Agree	21	30%
Strongly agree	21	30%
Disagree	23	32.86%
Strongly disagree	05	7.14%

The data presented in Table 26 shows that 32.86% (or 23) of the surveyed teachers disagreed that tasks of ‘2MS My Book of English’ depend on the use of unavailable equipments; audio tabs, computers, etc, while 30% (or 21) of them strongly agreed, 30%(or 21) of them agreed and 7.14% (or 5) of them strongly disagreed.

60% of respondents show a degree of agreement that the textbook depends on the use of the unavailable equipments. Thus, teachers may adapt because they face difficulties in the implementation of tasks without the necessary equipments.

Teachers' Factors

16. The textbook do not respect the different teaching styles.

Table 27

The Ignorance of Different Teaching Styles

Scale	N	%
Agree	27	38.57%
Strongly agree	23	32.86%
Disagree	15	21.43%
Strongly disagree	05	7.14%

The statistics in Table 27 shows that up to (38.57% or 27) agreed that '2MS My Book of English' do not respect the different teaching styles, (32.86% or 23) of them strongly agreed, while (21.43% or 15) of them agreed and (7.14% or 5) of them strongly disagreed.

Most of respondents agreed that they adapt '2MS My Book of English' because it does not cope with different teaching styles. This can be linked to the repetitive design of the lessons which are not flexible and do not reflect the teachers' own styles.

17. I want the learners to be involved more with new materials.**Table 28***The Learners' Involvement with New Materials*

Scale	N	%
Agree	42	60%
Strongly agree	23	32.86%
Disagree	04	5.71%
Strongly disagree	01	1.43%

The data shows that most of the teachers (60% or 42 teachers) agreed that they adapt the '2MS My Book of English' because they want their learners to be involved more with new materials, (32.86% or 23) of them strongly agreed, while (5.71% or 4) of them agreed and (1.43% or 1) of them strongly disagreed (see Table 28).

Almost all the teachers agreed that they adapt the textbook materials to make learners involved in the design of lessons and materials; this is maybe because they think that sharing and involving learners in decision making is a chance for learners to express their needs and preferences and as result perform well in the class.

Question 12. What do you aim through the adaptation of the ‘2MS My Book of English’?

Table 29

Aims of ‘2MS My Book of English’ Adaptation

Aims	N	%
Personalization	51	72.86%
Localization	34	48.57 %
Individualization	34	48.57%
Modernisation	26	37.14%

The aim of this question was to figure out why middle school teachers decided to adapt the ‘2MS My Book of English’. The data presented in Table 2 shows that most of the participants (72.86% or 51) use adaptation in order to personalize materials of the textbook, a percentage of 48.57% of teachers or 34 of them adapt materials for their localization and the same percentage for individualization, and 37.14% or 26 teachers use it to modernize them.

Data analysis of Table 29 implies that most teachers use textbook adaptation for the sake of personalisation, the fact that can be linked again to the ignorance of learners’ levels when designing the textbook since most of its materials is above their understanding abilities.

Question 13. At which level do you usually adapt the textbook?

Table 30

Levels of ‘2MS My Book of English’ Adaptation

Levels	N	%
Syllabus	21	30%
Unit	12	17.14%
Activity	54	77.54%

The question aims at knowing on which level teachers are using textbook adaptation. The statistics show that most of the respondents (77.54 % or 54 teachers) adapt 'My Book of English' at the activity level, while the minority of them (17.14% or 12) adapt it at the unit level, and the rest of them (30% or 21) use adaptation at the syllabus level.(See table 30)

The data above indicates that most teachers adapt the textbook at the level of activity. This can reveal that the '2MS My Book of English' activities do not have a strong relation with the syllabus and the unit; as they are not appropriately interpreting the pre-determined objectives and are more difficult and complex. Thus, they adapt the activity to create a link between the stated objectives of the syllabus and the whole materials of the textbook so as to make it easier to reach those objectives. They may avoid adapting at the syllabus and unit levels due to some institutional conditions i.e. to stick to the same syllabus so as to unify the exam. Moreover, they may find it easier and time saving to change an activity sequence, content, pacing, etc, rather than altering the whole unit or syllabus.

Question14. What kind of adaptation do you think you make use of?

Table 31

Types of adaptation Used by Teachers

Types	Frequency	%
Grouping	20	28%
Pacing	7	10%
Sequencing	28	40%
Content	29	41.43%
Methodology	38	54.28%
Planned	54	77.14%
Spontaneous	6	8.57%

The aim of this question is to know which type of adaptation the target teachers make use of. The data show that the most of participants (77.14% or 54 teachers) make use of planned adaptation, while 8.57% of them (6 teachers) make use of spontaneous adaptation. Moreover, 54.28% of the participants (38 teachers) adapt the methodology (the quality) of materials, while 41.43% or 29 of them adapt the content. Furthermore, 40% or 28 of the respondents use adaptation in terms of sequencing, 28% of them (20) adapt in terms of grouping, while 10% or 7 of them adapt in terms of pacing (see Table 31).

The major use of planned adaptation indicates that teachers are aware of the inappropriateness of the textbook materials and they do prepare their own materials in advance.

Question 15. Rank the following textbook adaptation strategies from the ones you use most often to the ones you use least often.

Table 32

Textbook Adaptation Strategies

Strategies	1	2	3	4	5	6	7
Addition	26 (37.14%)	13 (18.57%)	<u>17</u> (24.28%)	7 (10%)	3 (4.29%)	3 (4.29%)	2 (2.85%)
Deletion	22 (31.43%)	14 (20%)	15 (21.42%)	6 (8.57%)	3 (4.29%)	3 (4.29%)	6 (8.57%)
Modification	33 (47.14%)	15 (21.43%)	7 (10%)	7 (10%)	2 (2.85%)	3 (4.29%)	3 (4.29%)
Simplification	48 (68.57%)	8 (11.43%)	5 (7.14%)	4 (5.71%)	4 (5.71%)	1 (1.42%)	
Reordering	6 (8.57%)	9 (12.86%)	7 (10%)	<u>22</u> (31.43%)	16 (22.85%)	5 (7.14%)	5 (7.14%)
Replacement (substitution)	27 (38.57%)	<u>31</u> (44.29%)	8 (11.43%)	3 (4.29%)	1 (1.43%)		
Adaptation as change	10 (14.29%)	10 (14.29%)	9 (12.86%)	2 (2.86%)	2 (2.86%)	14 (20%)	<u>21</u> (30%)

This question aimed at investigating the frequency of teachers' use of the above mentioned textbook adaptation strategies. The statistics in Table 32 show that the most two textbook adaptive strategies teachers make use of are simplification and replacement (they were top ranked). Then comes addition which was on the third rank by 17 teachers (24.28%)

followed by reordering which falls on the fourth rank by 31.43% of the participants. Change was less often used by teachers as it was on the last rank by 30% or 21 teachers.

Based on the two most used strategies obtained from Table 32, the number of novice and experienced is retrieved from the data of the questionnaire so as to make a distinction between them, the following table summarises data:

Table 33

Novice and Experienced teachers' Most Frequently Used Strategies

Frequently used Adaptation Strategies	Novice teachers (51)	Experienced teachers(19)
Simplification	35 (68.62%)	13 (68.42%)
Replacement	22 (43.13%)	9 (47.36%)
Addition	12 (23.33%)	5 (26.31%)

The data presented in Table 33 shows that there is a clear similarity between novice and experienced teachers in terms of their use of the most frequently used adaptation strategies: simplification, replacement and addition which were ranked first, second and third respectively (see Table 32). For instance, 68.62% of novice teachers use simplification very often and a similar percentage of experienced teachers (68.42%) do use the same strategy on regular basis.

Section Three: Advantages of Textbook Adaptation

Question 16. To what extent do you think textbook adaptation motivates your learners?

Table 34

Teachers' Perceptions of the relationship between Textbook Adaptation and Motivation

The extent	N	%
High extent	42	60%
Medium extent	21	30%
Low extent	7	10%
Total	70	100%

The aim of this question was to know the extent to which textbook adaptation has an impact on students' motivation. According to Table 34, more than half of teachers (60% or 42 participants) claimed that materials' adaptation highly motivates learners. The minority of them (10% or 10 participants) thought that learners are not motivated when adapting the textbook materials, while the rest of them (30% or 21 participants) have a neutral position.

More than half the participants saw that textbook adaptation plays a significant role in learners' motivation, and this can be linked to the monotony that is created by the repetitive drills and expected materials. Therefore, new materials and tasks always attract the attention of learners.

Question 17. Do you think that textbooks are barriers for teachers' autonomy? Please explain

Table 35

Textbook Adaptation and Teachers' Autonomous Behaviour

Options	N	%
Yes	35	50%
No	35	50%
Total	70	100%

The question seeks to investigate whether the participant of the current study consider the textbook as a barrier to their autonomous behaviour. According to the data presented Table 34, there is an equivalence between the respondents who answered with yes (50% or 35) and those who answered with no (50% or 35). It can be said that the teachers' perceptions on their autonomous behaviour are related to their own beliefs and understandings.

Teachers' Explanations

As shown in the statistics, half the respondents disagreed with the idea that textbooks are barriers for teachers' autonomous behaviour. Most teachers agreed that they are not slaves to the textbook and they do not follow it as a holy book. Some teachers claimed that they can adapt the textbook content and tackle what corresponds with their learners' needs, interests and learning styles so as to achieve the teaching objectives. One teacher claimed that the textbook is just a one tool from a variety of resources available to any teacher, the teacher is the superior authority in the class, he/she is the responsible one for his/her learners progress and achievements. Textbooks cannot be a barrier for creative teachers since they know how to use techniques and materials that ensure the learners' success. For most teachers adapting the textbook is a necessity rather than a choice

In the other hand, the rest half of the respondents agreed that the textbook hinder their autonomous behaviour. Most of them share the same explanation; they agreed that teachers are required to stick to a suggested syllabus and curriculum through the use of the textbook content to achieve the objectives of the lessons, the fact that hinders them from providing useful information to their students, but rather wasting time in teaching useless information that students do not need in reality. Others say that the textbook deskill teachers and kill their creativity when following it to the letter.

Question18. Do you think that textbooks promote the development of learners' independence (autonomy)? Please explain

Table 36

Textbook and Learners' Autonomy

Options	N	%
Yes	25	35.71%
No	45	65.29%
Total	70	100%

Since the textbook is the primarily used instructional material in most schools all over the world, the aim of this question is to explore the teachers' opinions about whether the textbook promotes the development of learners' autonomy when they use it since they know how learners perform in its presence. Most of the respondents (65.29% or 45 teachers) claimed that it does not promote the learners' independence; while the rest of them (35.71% or 25 teachers) saw that it does (see Table 36).

It can be supposed that textbook materials are teacher- dependent; therefore, they depend on the teacher to deliver the textbook because it is not explicitly designed for learners

to be used as a self-learning material but rather for teachers to be used as teaching materials.

That is to say, learners need the explanation of the teacher to understand their tasks.

Explanations

The data obtained indicated that the majority of teachers opposed the idea that textbooks promote learners' independence and autonomy, some of them saw that autonomy depends on the learners themselves since not all learners can be autonomous; autonomous learners are those who try not to always rely on the textbook but rather make use of other beneficial resources since 2MS textbook misleads them, and learners who rely just on textbook materials do not make extra researches to enrich their knowledge of the language. Thus, they are dependent on the textbook content which is not communicative or either authentic, and used only in classroom contexts. This fact leads to kill their creative thinking especially in problem solving situations. In this concern, some teachers asserted that textbooks cannot promote the development of learners' independence because they are so boring and useless, and learners cannot practice most of the listening activities at home in the absence of scripts. Additionally, some teachers said that the syllabus is too long and learners have to master at least what they have been taught, so they do not have enough time to freely express themselves.

In contrast, 35.71% of teachers supported the idea that textbooks promote the learners' autonomy. Some of them explained that textbooks doubtlessly play a major role in fostering learners' autonomy since they are designed for such purposes; whereas, designers must include motivating tasks such as games (puzzles, crosswords), short stories, anecdotes and jokes, songs and poems. In addition, some teachers said that if learners to be active enough and have interest to learn outside the classroom, textbooks are the suitable source to make them learn in the right frame since through using knowledge presented in its activities and content appropriately, learners can develop their communication. Furthermore, according to

few teachers, textbooks contain activities that aim to promote pupils' autonomy and develop their critical thinking, as they are the only available guide to depend on.

Question 19. How do you consider your role as a textbook adapter?

Many teachers said, they add, delete, or adapt activities up to their learners' levels, interests and needs so as to make the content and tasks more relevant, understandable, attractive and enjoyable. Moreover, they claimed that there is a well established principle in the domain of teaching stating that a teacher must not be a slave of the textbook. They have to adapt but this adaptation must be logical and with an optimal degree that helps them give learners organized, motivating and effective lessons; while maintaining the pupils' interests when using their textbooks outside the school confines.

Furthermore, what matters to some teachers is the learners' ability to perform well and achieve success; they adapt because they are knowledgeable of learners' level, needs, competences, interests and learning styles, so they are able to adapt accordingly to fit those aspects through the use of realia, and other materials. Other teachers changed some aspects according to the learners' needs by neglecting some unnecessary and repeated tasks and replacing them with more motivating tasks. A number of teachers claimed that they just use the structure provided in the textbook as a basic instructional material while they change tasks and texts whenever possible. Two teachers said that he adopt the textbook as the main instructional material but it is his responsibility to logically adapt and simplify its difficult content, topics and tasks so as to satisfy learners' requirements.

Question20. Further Comments

At the end of the questionnaire, teachers were invited to add further comments, but only few of them have commented. Their answers were as follow:

1. “I usually simplify difficult topics of each sequence since it is not the responsibility of teachers to write the syllabus”.
2. “I should ensure that learners understand well in the limited time and enjoy”
3. “Adaptation is very important in our task, to facilitate reaching our goals smoothly. The 2MS textbook syllabus is too long and needs more than two hours and a half a week to be covered”.
4. “Teachers leave complicated information from textbook contents, adopt suitable ones, remove unnecessary information and add what is interesting”
5. “I adapt to stimulate my learners’ imagination and innovation”.
6. “After three years of teaching English in middle school, I recently started thinking of creating my own textbook directed to my classes which is approximately close in interest with that of the ministry but being simple in the improvement of learners’ cognitive abilities, more practical and saves more time. I am a bit not grateful with all textbooks of middle school”.
7. “‘My Book of English’ is uploaded with a lot of tasks that are beyond learners’ capacities”.

2. The Discussion of the Results

This section stands as the most essential part of the research work, it provides the overall discussion of the results obtained from the questionnaire and eventually it answers the research questions. The study in hands sought to answer the following research questions:

- a. What are the textbook adaptation strategies that middle school EFL teachers make use of?
2. What is the frequency of using those adaptation strategies by middle school EFL teachers?

3. Is there a difference between novice and experienced teachers in terms of their use of the adaptation strategies?
4. What is the rationale behind the teachers' decision of using textbook adaptation strategies?

The discussion of the results fall under three main headings:

1. Textbook Adaptation Strategies

The results obtained from the analysis of the questionnaire revealed that the majority of respondents to the questionnaire do adapt "2MS My Book of English". Moreover, the majority of them (84.29%) frequently resort to this process, either in every session or on weekly basis. As revealed by the surveyed teachers, they make use of different adaptive strategies: question 15 of the questionnaire provided seven textbook adaptation strategies for teacher to be chosen from and to be ranked from the most frequently used to the least frequently used according to their perspectives. The chosen strategies were: addition, deletion, modification, simplification, reordering, replacement and adaptation as change. According to the questionnaire analysis, three major strategies were ranked as the most frequently used by teachers which are: simplification, replacement, and addition.

Additionally, most of the respondents (72.86%) claimed that they use adaptation for the sake of materials personalisation, i.e., to make them more relevant to learners needs and interests and sometimes they use it to localise materials to learners geographical characteristics; as to individualise them to their individual and group needs in collaboration. Furthermore, most of the questionnaire respondents (77.54%) adapt textbook materials at the activity level because it is easier than other two, i.e., the unit level and the syllabus level.

2. Novice and Experienced Teachers' Use of Textbook Adaptation

Half the respondents of the questionnaire are novice teachers, and the other half is a mixture of those who are of medium experience in teaching and those who have been teaching English for more than ten years. In terms of textbook adaptation strategies, it is deduced from data analysis that both experienced and novice teachers show more similarities than differences; they make use of almost the same in terms of textbook adaptation strategies when adapting materials. The most typical strategy among others is simplification, the second most useful one is replacement while the third more frequently used one is addition. Yet, they show a slight difference with regards to the rest of adaptive strategies. In terms of frequency of using textbook adaptation, most of the experienced teachers make use of textbook adaptation weekly, and some of them make it monthly; whereas, almost all the novice teachers adapt materials every time and in every session (regular basis).

3. Reasons for Textbook Adaptation:

Based on some previously made evaluations of the 2MS My Book of English, question 11 of the questionnaire stated 17 potential reasons for textbook adaptation to be agreed, strongly agreed, disagreed or strongly disagreed on. Teachers have chosen eight major reasons as the basic ones for adaptation of materials; those reasons are mostly related to time factors, the nature of materials, teachers' factors, students' factors, and task factors. First, teachers adapt the textbook because they want their learners to be involved with new materials that do not exist in the 'prescribed' textbook. Second, they need to adapt because the sequences of the textbook are too long and they cannot cover all of their content in the time frame scheduled by the administration, which is limited to two hours a week. Third, the reading texts are too long and contain complex and difficult vocabulary, so they adapt to simplify the content and lexis of texts and make them easier for comprehension. Forth,

teachers adapt the textbook materials to make them more flexible to the different learning styles of the learners which are not respected in the design of the textbook. Fifth, they adjust materials to make them suitable for the learners' level since they are above their level. Sixth, since tasks are not challenging and do not foster the learners' motivation, teachers of English adapt them to create challenge in the classroom so as to motivate their learners. Seventh, they adapt because the textbook materials are not sufficient for the accomplishment of the teaching and learning process. Least and not last, teachers adapt the textbook to meet their own teaching styles.

Therefore, the findings related to the reasons for textbook adaptation stand as a confirmation of the obtained results of the previously made evaluation of the '2MS My Book of English' which ended up with the result that the so-called textbook has many shortcomings and this is what makes teachers adapt it to fit both their own beliefs and understandings and meet their students' level, needs and interests.

3. Limitations of the Study

Throughout the process of conducting this research, some limitations have been encountered what hindered it from being fully and appropriately accomplished by the researchers. First, at the beginning of the study, the researchers decided to rely on three different research tools to carry out the research work. These were: classroom observations, an interview with two middle school inspectors of Jijel, and a questionnaire for middle school EFL teachers so as to guarantee reliable results to achieve the purposes of the study; through making a detailed comparison between the data gathered from the three tools. However, because of the current circumstances that are related to Corona Virus Disease (COVID 19), the researchers faced a lot of obstacles: schools were closed; thus, it was impossible to carry

out classroom observation which was considered as the most important research tool since it would ensure validity of the work.

Moreover, it was not possible to have contact with the two inspectors of middle school in Jijel, and thus, their ability to conduct the interviews, which were crucial to the work too, because of the quarantine and its effects. Additionally, reaching a considerable number of respondents to the questionnaire through conducting it online was not easy; considerable time and efforts were needed to reach a representative sample.

Furthermore, because of the same circumstances (COVID19), there were no available means of transportation since they were unavailable because of the quarantine; hence, it was impossible for the researchers to meet and they had to work separately which made the pressure of the work even greater

4. Pedagogical Recommendations

The current study is a humble attempt to investigate the main textbook adaptation strategies used by middle school EFL teachers and the rationale behind their use. On the basis of the limitations encountered and the remarks noted from the study, it is worthy to suggest some recommendations for future research in the field as well as for textbook writers and teachers. This research topic is original and it has never been an area of academic research in Algeria; therefore, researchers are recommended to replicate the study following a stronger design using other different research tools that best serve the research. That is to say, future researchers on the topic are advised to carry out classroom observation to directly investigate the use of textbook adaptation in middle school EFL classes since the researchers of this study could not conduct the classroom observation because of COVID19 although it was considered as the best tool for gathering data and ensuring the validity of the research since researchers are involved in the real, exact setting.

The same research can be treated and investigated differently as the aims of the researchers from that study would identify its direction. In this respect, researchers are recommended to tackle other aspects of this research topic. For instance, they can investigate middle school EFL teachers' attitudes towards textbook adaptation. Otherwise, they can follow an experimental design to measure the effect of using textbook adaptation on the learners' performance in the class.

It is the responsibility of textbook writers to design materials that appropriately suit the learners' level and meet their needs and interests; hence, some recommendations based on this research work may help them to easily and effectively design the course book. First, prior to any syllabus design, the Ministry of Education should undertake a detailed analysis of students' needs; this step is very crucial because the stated aims and objectives and the content selected is based on it. Moreover, the learners feel they are more involved in the process of syllabi design as long as their needs, preferences and lacks are reflected in the textbook. That is, needs analysis fosters motivation and autonomy within them. Additionally, educational authorities are recommended to offer good training for teachers in form of seminars, and conferences, that promote the use of textbook adaptation strategies when teaching with the pre-determined materials of the textbook, and make it compulsory for teachers to attend them. Least and not last, teachers are recommended to create a motivating atmosphere through the regular use of different textbook adaptation strategies so as to promote the learners autonomy.

Conclusion

This chapter has presented the research methodology including research paradigm, research instruments, population and sampling. Practically speaking, it includes the analysis and interpretation of the data gathered from the teachers' questionnaire which were presented in forms of statistical tables, as well as the discussion of the major findings. These findings showed that the respondents to the questionnaire frequently adapt the textbook materials and the most frequently used adaptive strategies are replacement, simplification, modification, and addition; as they indicated that novice and experienced teachers show more similarities than differences in terms of their use of adaptation. The teachers' rationale behind textbook adaptation is mostly teachers' factored; time factored, materials factored, students' factored, and task factored in this respect according to the teachers' perceptions.

General Conclusion

Textbooks are the most commonly used instructional material in the Algerian classes including ELT classes. 'An Investigation of the Textbook Adaptation Strategies Used by Middle School Teachers of English' is the current research study that aimed at exploring the main textbook adaptation strategies used by middle school teachers, the case of second year level '2MS My Book of English'. It also aimed to find the differences between novice and experienced teachers in terms of textbook adaptation use: frequency and kinds of strategies. Moreover, it sought to investigate the teachers' rationale behind their use of adaptation.

Theoretically speaking, the study began with an over view about the importance of English language teaching in Algeria, the approaches that were and are used to accomplish this process. Moreover, it highlighted the role of the EFL teachers in relation to the middle school curriculum. This part was upheld to help the researchers make a link between theory and practice so as to answer the research questions which revolved first around the kinds of textbook adaptation strategies that middle school EFL teachers make use of, secondly, the extent to which teachers adapt textbooks; and thirdly, the difference between novice and experienced teachers in their choice of the textbook adaptation strategies, the frequency of their use, and finally the rationale of EFL teachers behind adapting the textbook materials.

The research questions were answered throughout the practical part of the study whereby a questionnaire for 2MS teachers of English was used. The latter was submitted online to investigate their use of adaptation strategies and also their perceptions about different aspects related to adaptation and textbook use. By using Facebook groups, Facebook Messenger and mailing, 70 teachers have answered the questionnaire in a period of 15 days starting from September 1st, 2020. The analysis of the compiled data led path to the following results:

Firstly, the majority of 2MS EFL teachers make use of textbook adaptation, and the most commonly used textbook adaptation strategies are: simplification, replacement and addition respectively. Secondly, the majority of teachers use those adaptive strategies very often as they adapt textbook materials either every time or weekly. Thirdly, the obtained results have shown that there is a slight difference between novice and experienced teachers in terms of the frequency of textbook adaptation use. Both novice and experienced teachers use simplification, replacement and addition very often, but they show slight difference in shifting between the rest of strategies. Ultimately, the top eight major reasons out of 17 suggested to teachers to determine why they resort to adapting '2MS My Book of English' are respectively:

- Teachers adapt to involve learners with new materials.
- The insufficiency of time to cover all the content of sequences.
- The length of sequences and their difficult vocabulary
- The inflexibility of the textbook to cope with the learners' different learning styles.
- The ignorance of learners' level when designing and grading the textbook materials.
- The insufficiency of materials.
- The lack of motivation and challenge in tasks.
- The ignorance of different teaching styles.

In a nutshell, regarding that the current study is original, its results may contribute to the literature; providing clear insights of the textbook adaptation strategies used by middle school teachers and the rationale behind their use. According to the achieved results, it is recommended for the Algerian educational authorities to revise the new generation of middle school textbooks by adjusting them to the learners' needs, level, and learning styles.

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Appendices

Appendix 1: The Teachers' Questionnaire

Questionnaire for Middle School Teachers

Dear middle school teachers,

This questionnaire is a part of a research work carried out in the department of English at Mohammed Seddik Ben Yehia University - Jijel to get the Masters degree in Didactics. It aims at investigating the main textbook adaptation strategies used by middle school teachers of English, more specifically second year teachers. We will be very grateful if you could answer the following questions by ticking the appropriate answer or providing justifications and comments whenever necessary. You can tick more than one option in multiple choice questions.

Thank you for your valuable time and contribution

Serrar Ouafa

Bouhanna Yassamine

SECTION ONE: Introductory Section

Q1. How long have you been teaching English?

Q2. Have you taught second year level before?

Yes No

Q3. Do you think that the teacher plays the central role in the class?

Yes No

Q4. What is your role in the classroom? (You can tick more than one)

- Controller/Monitor Prompter Participant Resource
 Facilitator Guide Manager of learning Tutor

Others:

SECTION TWO: Textbook Adaptation

Q1. To what extent do you think 2MS 'My Book of English' is advantageous to your class?

- Very advantageous Neutral Less advantageous

Please justify:

.....

Q2. Rank the following advantages of the textbook from the most advantageous 1 to the least advantageous 4 according to your perspective?

- It saves the instruction time.
- It is made by syllabus designers who are knowledgeable than teachers.
- It provides consistency between levels if all teachers follow the same course book.
- It provides a set of visuals, activities, readings, etc., and so savesthe teacher time in finding or developing such materials.

Q3. Rank the following disadvantages of the textbook from the ones you think they are more disadvantageous 1 to the less advantageous 4, according to your perspective?

- It does not recognize the different learning styles and teaching styles.

It provides the same kind of activities and practice through its entire units.

It creates a sort of monotony.

It is very artificial and does not provide authentic materials.

Q4. Are you satisfied with the way you have been using the ‘2MS My Book of English’ textbook?

Yes

No

Q5. Do you usually use adaptation when teaching with the ‘2MS My Book of English’?

Yes

No

Q6. How often do you adapt the ‘2MS My Book of English’?

Every time

Weekly

Monthly

Once in a while

Q7. According to a previously made research work evaluating ‘2MS My Book of English’, below are some situations when you may adapt the so-called textbook, please tick the appropriate answer according to your level of agreement.

I adapt textbook because:

Reasons	Agree	Strongly Agree	Disagree	Strongly Disagree
1.The layout of the textbook is unclear and inappropriate.				
2.Sequences of the textbook are too long.				

3. Sequences of the textbook are not well organized.				
4. Reading texts are too long and contain difficult vocabulary.				
5. Materials of the textbook are not sufficient.				
6. Students' needs and interests do not appropriately match the teaching objectives.				
7. Students' level is not taken into consideration when designing and grading the textbook materials.				
8. The textbook is not flexible; students' learning styles variation is ignored.				
9. Time limits: No enough time to cover all the aspects of the textbook.				
10. Tasks and activities are not authentic.				
11. Tasks do not meet teaching and learning objectives.				
12. Tasks are not practical in classroom terms.				
13. Tasks are not motivating or challenging.				
14. Tasks are repetitive and predictable.				
15. Tasks depend on the use of unavailable equipments; audio tabs, computers, etc.				
16. The textbook do not respect the different teaching styles.				

17. I want the learners to be involved more with new materials.				
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Q8. What do you aim through the adaptation of the '2MS My Book of English'?

Personalisation: Increasing the relevance of content in relation to learners' interests and their academic, educational or professional needs.

Localisation: Adapting the textbook according to your geographical context.

Individualisation: Addressing a variety of learning styles.

Modernisation: Making materials up to date to the current technological development.

Q9. On which level do you usually adapt the textbook?

Syllabus level Unit level Activity level

Q10. What type of adaptation do you think you make use of?

Planned adaptation Spontaneous adaptation

Methodology adaptation Content adaptation

adaptation in terms of:

Sequencing Pacing Grouping?

Q11. Rank the following textbook adaptation techniques from the ones you use more often to the ones you use less often:

Addition

Deletion

Modification

Simplification

Reordering

Replacing (substitution)

Adaptation as change

Section Three: Benefits of Textbook Adaptation

Q1. To what extent do you think textbook adaptation motivates your learners?

High extent Medium extent Low extent

Q2. Do you think that textbooks are barriers for teachers' autonomy?

Yes No

Please explain:

Q3. Do you think that textbooks promote the development of learners' independence (autonomy)?

Yes No

Please explain:

Q4. How do you consider your role as a textbook adapter?

.....
.....

Further comments:

.....

Great regards

Résumé

L'étude actuelle a examinée les stratégies d'adaptation des manuels utilisés par les enseignants d'anglais comme une langue étrangère au cycle moyen. La recherche s'est écartés la perspective selon laquelle les enseignants ALE (L'Anglais come une langue étrangère) pratiquent l'adaptation du matériel (des manuels) dans leur classes. Cette étude a aussi est pour but d'explorer les stratégies d'adaptation des manuels utilisés par les enseignants ciblés et s'il y a une différence entre les enseignants novices est expérimentés en terme d'utilisation de ses adaptations, ainsi que leurs raisons derrière l'adaptation de ces manuels. Afin d'atteindre les objectives de recherche, une approche descriptive a était utilisée pour la collection et l'interprétation des données par moyen d'un questionnaire soumis en ligne aux enseignants de la deuxième année moyenne a Jijel afin d'enquêté sur leur perception du manuel actuel (2MS My Book of English) est la façon dont ils l'adaptent faire face aux besoins et aux intérêts des étudiants. L'échantillon répondants au questionnaire était composé de 70 enseignants. Les résultats de la recherche en révéle que les type de stratégies d'adaptation des manuelles les plus fréquemment utilisés sont respectivement : Replacement, simplification et addition. Les raisons principales des adaptations du manuel scolaires son essentiellement liées a certains facteurs : aux facteurs des enseignants, facteurs de temps, la nature des matériaux, et aussi des facteurs relatifs aux élèves.

ملخص

تهدف الدراسة الحالية إلى التحقيق في استراتيجيات تعديل الكتاب المدرسي التي يستخدمها أساتذة التعليم المتوسط للغة الانجليزية كلغة أجنبية. انطلق البحث من الاحتمال الذي بنص بان أساتذة التعليم المتوسط للغة الانجليزية يطبقون تعديل أدوات الكتاب المدرسي في أقسامهم؛ ليصل إلى اكتشاف أنواع استراتيجيات تعديل الكتاب المدرسي المستخدمة من طرف الاساتذة المعنيين واكتشاف ما إذا كان هناك اختلاف بين الاساتذة المبتدئين و الاساتذة ذوي الخبرة في استعمالهم لهذه التعديلات؛ كما هدف إلى معرفة أسباب استعمالهم لها. ومنه، ولأجل تحقيق أهداف البحث؛ فقد اعتمد المنهج الوصفي من اجل جمع و تفسير المعطيات عن طريق إرسال استبيان الكتروني لأساتذة السنة الثانية للتعليم المتوسط بولاية جيجل من اجل التحقيق في تصوراتهم بالنسبة للكتاب المستعمل حالياً 'كتابي في اللغة الانجليزية للسنة الثانية متوسط' وطريقة تعديلهم وقد أظهرت له من اجل الإلمام بمتطلبات و اهتمامات المتعلمين. تكونت العينة التي أجابت على الاستبيان من 70 أستاذا. نتائج البحث أن أكثر أنواع استراتيجيات تعديل الكتاب المدرسي استعمالا هي على التوالي: التبسيط ، الاستبدال والإضافة أما ابرز أسباب تعديلات الكتاب المدرسي فهي متعلقة في الأساس ببعض العوامل المرتبطة بالأساتذة، عوامل الوقت، طبيعة أدوات الكتاب المدرسي، و عوامل مرتبطة بالتلاميذ على التوالي