Chapter-1
Review of Literature on Materials Design and Adaptation
CHAPTER I

Review of Literature on Materials Design and Adaptation

1.1 Introduction

Materials design or production has always been a point of discussion for the linguists, materials producers and the teachers as well. The reasons of this discussion lie in the importance and significance of materials in a teaching-learning context. Materials occupy a central position especially in English language teaching (ELT) curriculum. As they play a crucial role to provide sound structure and a positive plan for progression in a proper direction. Through interesting activities, they provide opportunities to learners and stimulate them to learn effectively. This chapter first enquires about what materials are and their role and the significance in ESL context. The principles and models of materials design have also been discussed. Further, it presents a brief account of materials producing bodies in India.

1.2 Materials and Their Significance in ESL

Linguists and the researchers have defined materials in various ways. According to Brown (1995:139) materials are ‘…any systematic description of the techniques and exercises to be used in classroom teaching. Whereas, Tomlinson (1998:2) says that materials are anything used by teachers or learners to facilitate the learning of a language. It could be a text book, handouts; dictionary, newspaper or photograph, food packages, cassettes, CD-ROM, DVD or internet etc. However, materials always occupy a central position in ELT curriculum. Further Nunan (1988:98) asserts “Materials are the tangible manifestation of the curriculum in action. They are in fact omnipresent in the language classroom and it is difficult to imagine a class without books”. Likewise, Tomlinson (1998:2) also remarks that materials can be called, "a comprehensive blue-print or plan of a language course".

In educational institution, materials are prescribed in the form of course books that record the information according to the syllabus. They serve as a link between the teachers and the learners. The teachers facilitate learners in learning through the activities and exercises provided in the course books. Materials are recommended due to being a primary source of knowledge about the target language. Mohanraj (1992)
has defined textbooks as “It is a teaching tool and confines itself to a syllabus. A syllabus states the learning objectives of a child in a class, and the textbook attempts to achieve these through its contents. A syllabus and textbook gives directions to a teacher on what to teach”. Thus, materials mediate between theory and practice; they help in shaping and making the curriculum and syllabus clear and concrete. Though, Allright (1982) and others criticize the course books due to their inflexibility and inherent social and cultural biases.

1.3 Types of Materials

Tomlinson discusses four broad types of materials: ‘instructional, experiential, elicitative or exploratory’ (Tomlinson: 2003: 2)

1.3.1 Instructional Materials

Instructional materials are the most frequently used materials in general classroom setting. Students and teachers constantly consult the prescribed materials or course books in the classroom and very often these materials act as the major source of guidance in language teaching process. These are the materials which “inform learners about the language” (Tomlinson: 2003: 2). These are the teaching materials which teach features of language and language use overtly. Richard (2001:251) comments that “instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom”.

1.3.2 Exploratory Materials

These materials “can help learners to make discoveries about language for themselves” (Tomlinson: 2003:2). These types of learning materials are those in which the students are helped to explore a feature of language or language use and to make discoveries for themselves.

1.3.3 Experiential Materials

These materials are such type of learning materials which provide the students with a rich, holistic experience of the language in use, then getting them to derive personally the meaning of the texts and later getting them to analyse the language feature of the text.
1.3.4 Elicitative Materials

Elicitative materials ‘stimulate language use.” (Tomlinson: 2003:2). They are learning materials which try to get the students to use a certain feature of the language without telling them to do so. For example, learners may be asked to write their daily routine which would normally make considerable use of the simple present tense. So learners practice the use of present tense in real life context.

To facilitate learners in the classrooms, different forms of materials are used whether it is printed or non-printed: audio materials, visual aids and audio-visual materials. Further, pedagogists and materials developers classified ELT materials in the following categories.

Textbooks/Course Books

“A textbook provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course (Tomlinson, 1998: ix).” It is designed by the experts for specific level and specific classroom setting for ease in systematic teaching. For practicing listening and speaking skills, some course books also contain audio-visual support in the form of CD ROM.

Work Book

Work book is specifically designed to get learners involved in extra practice of language in use through activities and exercises. As Tomlinson states that workbook is “….which contains extra practice activities for learners to work on their own. Usually the book is designed so that learners can write in it and often there is an answer key provided at the back of the book to give feedback to the learners” (ibid: xiii).

Supplementary Materials

In addition to main course books, supplementary materials are designed for learners’ independent learning to develop their study habits. These materials usually comprise short stories and abridged drama that aim to provide the learners literary tastes and simultaneously inculcate assimilation of all language skills: LSRW.
Reference Materials

Dictionary, Encyclopedia and any other materials that are suggested at the end section of a course books for further reading on a related theme are classified as reference materials. Learners themselves can explore to overcome difficulty or sometimes teacher may help them.

Teachers’ Manuals

McDonough and Shaw (1993) claim that "materials and methods cannot be seen in isolation". Thus, materials or course books cannot produce the expected result until and unless it follows a proper methodology and classrooms techniques. So, along with course books, teachers’ books are also produced by the materials producers that contain teaching tips, strategies and lesson plans for teaching the prescribed text books. For example, the CBSE educational body in India produces instructional materials for secondary schools and also prepares teacher's help book based on learners’ books.

Authentic Materials

Authentic materials are such materials that are not written for classroom teaching. On the contrary any natural discourse: written or spoken like newspapers, magazines, catalogues, brochures etc, can be referred as authentic text or materials. It is a common variety of materials nowadays that are widely accepted. Breen (1985) researched four types of authenticity within language classroom. They are:

1. Authenticity of the texts which we may use as input data for our learners.
2. Authenticity of the learners’ own interpretations of such texts.
3. Authenticity of tasks conducive to language learning.
4. Authenticity of the actual social situation of the language classroom.

Authentic texts for language learning are any source of data which help the learner to develop an authentic interpretation. Learner authenticity means that the learner must discover the conventions of communication in the target language which will enable him or her to gradually interpret meaning within the text in ways which are likely to be shared with expert and fluent users of that particular language. Task authenticity reflects the purpose or objective of the given task to which language input is given. It
means that the chosen tasks should involve the learners not only in authentic communication with texts and others in the classroom, but also in learning and the purpose of learning. The authenticity of the actual situation of language classroom is a special social event and environment wherein people share a primary communicative purpose and that is learning. The authentic role of the language classroom is the availability of those conditions in which the participants can publicly share the problems, achievements and overall process of learning a language together as a social activity. A website where students use web blogs for group discussion could be an example of an authentic language classroom.

**Content and Theme Based Materials**

Keith Johnson (1983: 102) proposed framework for common core functional syllabus and materials. He argues, “The coverage of the common core might be provided by a series of teaching units each containing theme-specific and language practice materials alongside materials with a functional orientation.” Theme or content based materials are themselves a great source of inspiration, if the student is familiar with the topic. Familiarity with the topic and theme-specific organization of materials, are helpful in enhancing skills. For example, while teaching writing, content based or theme-based writing activity will help the students to express themselves in their own specific ways.

**1.4 Principles of Materials Production**

Materials are produced on the basis of certain principles. These principles were defined by different linguists time to time. Nunan (1988, cited in Tomlinson, 2013:98) identified the following six principles.

1) Materials should be clearly linked to the curriculum they serve.
2) Materials should be authentic in terms of text and task.
3) Materials should stimulate interaction.
4) Materials should allow learners to focus on formal aspects of the language.
5) Materials should encourage learners to develop learning skills, and skills in learning.
6) Materials should encourage learners to apply their developing skills to the world beyond the classroom.
Later, Richards (1990:15) mentions, the following features of good language teaching materials that must be taken in consideration during production and evaluation of materials.

1) They are based on sound theoretical learning principles.
2) They arouse and maintain learners’ interest and attention.
3) They meet the learners’ needs and background.
4) They provide example of language use.
5) They provide meaningful activities.
6) They provide opportunities for authentic language use.

Tomlinson (1998:5-22) further proposes fifteen principles for materials development which he has derived from second language acquisition research and experience. Some of them are mentioned here. Good language teaching materials should…

- achieve impact through attractive presentation and appealing content;

- help learners to develop confidence by encouraging them to use and develop their existing linguistic skills;

- provide relevant and useful content that may meet the learners’ actual needs;

- draw learners’ attention towards linguistic features of the input;

- expose learners with the opportunities to use target language for communicative ends;

- provide opportunities for authentic language use;

- take into account individual differences in their learning style;

- encourage learners’ involvement;

1.5 Models of Materials Development

Andrew Littlejohn (1992) discusses descriptive models of materials. The four models he is concerned with are Mackey’s (1965) model, Corder’s (1973) model, Breen and Candlin (1980b, 1987) and Richards & Rodgers (1982, 1986) model. According to Littlejohn, Mackey's (1965) model for the analysis of materials is based on the manner in which principles of selection, gradation, presentation and repetition are
realized in the text. Differences in materials result, according to Mackey, from (1) different theories of language, (2) different types of language description, and (3) different ideas on language learning which jointly feed into the design of the materials (1965:139). This model thus emphasizes theories of language and language learning, rather than content and organization. Theories of language and language learning are also discussed by Brian Tomlinson.

To elaborate, Corder’s (1973) model explains that such theories are determinants of the presentation techniques utilized in the materials. The emphasis of both Mackey’s and Corder’s model is on linguistic content and not on methodological aspects. Both these models emphasize contribution of applied linguistics in the design of materials.

Breen and Candlin Model (1980, further developed 1987) presents teaching materials as embodying three sets of considerations: purposes (both long-term aims and short-term objectives); methodology (means towards these purposes); and evaluation (which concerns judging the effectiveness of the methodology and the appropriateness of the original purposes). Methodology, however, can be further analyzed in their model in terms of two basic aspects: content, within which one can distinguish data (i.e. samples of the target language) and information (i.e. explanations and rules about the language and language use), and process, which refers to the actual procedures and participant roles involved in working upon the content.

Richards and Rodgers' model (1982) was originally developed to provide a model for the description and comparison of methods such as the Silent Way, Suggestopedia, Community Language Learning and so on, but it clearly has considerable relevance when looking at teaching materials. The model consists of three basic levels of analysis, (i) Approach consists of the underlying theories of language and language learning which might be either explicit or implicit. (ii) Design consists of the definition of aims and objectives, the syllabus model utilized including principles of selection and gradation, the choice of subject matter, types of teaching/learning activities, teacher and learner roles and the role of teaching materials. (iii) Procedure, is concerned with how a particular method is realized in the classroom, how lessons as events actually unfold, and the techniques and behaviors which are involved.

The aim of Hutchinson & Waters’ model (1987) presented below was to ‘provide a coherent framework for the integration of the various aspects of learning while at the
same time allowing enough room for creativity and variety to flourish’ (Cited in Ian McGrath: 2002:157). This model is simple and coherent, but lacks any kind of analysis of existing knowledge.

**Fig. 1.1: Hutchinson and Waters’ Model of Materials Development**

**Fig. 1.2 Ian McGrath’s (2002:91) Model of Material Production**
1.6 Materials Evaluation & Textbook Evaluation Checklists

Textbook evaluation checklists for English language course are tools or instruments that help in selecting the most appropriate textbook for any language teaching class. It provides an “evaluator with a list of features of successful learning-teaching materials. According to these criteria the evaluators like the teachers, researchers and students can rate the quality of materials.” (Mukundan, Hajimohammadi & Nimehchisalem: 2011). Skierso’s (1991) checklist covers the characteristics related to ‘bibliographical data’, ‘aims and goals’, ‘subject matter’, ‘vocabulary & structures’, ‘exercises and activities’, and ‘layout and physical makeup’. These domains are very much similar to Cunningsworth (1995) which include ‘aims and approaches’, ‘design and organisation’, ‘language content’, ‘skills’, ‘topic’, ‘methodology’ and ‘practical considerations’. A review of these checklists indicates a problem in their validity, reliability and practicality (Mukundan & Ahour 2010). The focus group study of Mukundan et al (2011) included six Ph.D. Students who were experienced participants, well aware of characteristics of a good textbook. The method consisted of unstructured as well as structured interview. The checklist included ‘recency of textbook’, ‘variety of topics’, ‘clarity and inclusiveness’, ‘compatibility’, ‘fun elements’, ‘clarity of instructions’ for listening tasks, ‘appropriate length’ of passage in reading skill, ‘models provided for different genres’ in writing, and ‘contextualization’ studied (Mukundan, Hajimohammadi & Nimehchisalem 2011). The checklist method is interactive enough to allow the participants to present their views freely.

Cunningsworth (1995) and Ellis (1997) propose three types of textbook evaluation- ‘pre-use’, ‘in-use’ and ‘post-use’ evaluation. Mukundan et al (2011) mention the qualitative (e.g. Skierso, 1991) and the quantitative checklists (e.g. Richards, 2001). He says, “While qualitative checklists are capable of an in-depth evaluation of textbooks, quantitative checklists are more reliable instruments and are more convenient to work with, especially when team evaluations are involved.”

1.7 Materials Adaptation

Materials adaptation is a type of classroom strategy that is used by the teachers to make teaching materials more suitable as per the contextual needs of the learners. Materials are first produced following the established principle given by Nunan
(1988), Richards (1990), Tomlinson (1998), and others. Materials are further evaluated using evaluation checklists provided by Cunningsworth (1995) and others and repaired accordingly. Thus, after these process materials or course books are considered to be ready for classroom teaching. However, ESL classes and learners are of various kinds. Classes are usually overcrowded and have learners of mixed ability groups. Due to learners’ heterogeneity on the ground of social, regional, economical, teaching with prescribed book cannot run smoothly. To achieve the maximum utility of the available books, teachers have to adapt/make it suitable as per the learners’ actual needs.

In India, various government and non-government bodies as NCERT, SCERT, and CBSE regularly produce unique materials for learners for each level and age group. These commercially produced materials are first evaluated on the basis of different criteria before taking the decision of their ‘adoption’ as the most suitable book for a particular course or situation or group. However careful the design of the materials and the evaluation process are, further actions need to be taken at some level in most teaching context. These actions are termed as “adaptation”. As Longman Dictionary of Applied linguistic defined “When teachers make changes to published materials to make them more suitable or appropriate for a particular group of learners or particular teaching needs, this is called “adaptation”. Adaptation then is a process subsequent to, and dependent on, ‘adoption’. Moreover adoption is concerned with whole course books; adaptation concerns the parts that make up that whole (Richards & Rodgers, 1995).

Furthermore, educational decision makers have to evaluate materials not only on the ground of needs of the learners but also on management issue: budgeting and allocation of time and resources. Since textbooks are written by experts so initially the teachers considered these books as sacred. In their views there are no reasons to alter these books. But with the advent of ‘CLT’ or student-centered classroom, there is a need of some adjustment and modification at various part of the course book, especially for heterogeneous groups of learners. Thus the teachers have recourse to the adaptation i.e. smaller scale process of changing to make materials more suitable and more interesting.
Another important perspective here is one cannot adapt materials without having a clear understanding of evaluation process as it develops insight into different views of learning and teaching of a language corresponding to the background of the learners also into the principle of material design corresponding to the demands and potential of our teaching situation.

Materials are evaluated keeping the two factors: external and internal, in view. Here, external factors refer to the particular teaching situation: learners’ characteristics, physical environment, resources and class size while internal factors are concerned with what the materials offer: content, organization and consistency. Materials evaluators give acceptance to those materials in which these factors are closely matched.

Sometimes even selected materials, when used in classrooms are not suitable due to heterogeneity in class, learners’ learning style, motivation, interest and their levels of proficiency in English. In this case materials despite having the internal coherence are not totally applicable. Materials are sometimes largely appropriate in terms of selection of content but in grading the items or exercises there is inconsistency. Whatever reasons behind this non-congruence or mismatch (between published teaching materials and the need and the objective of classroom) is, it is only the teachers who can bridge this gap to meet their class’ objective more closely.

Stervick (1972) has given a realistic comment on bridging this gap: “the teachers must satisfy the demand of the textbook but in ways that will be satisfying to those who learn from it”. However, Madsen and Bowen (1978) referred to this matching as the principle of ‘congruence’. They suggested that “effective adaptation is a matter of achieving congruence…the good teacher is…constantly striving for congruence among several related variables: teaching materials, methodology, students, course objectives, the target language and its context and the teachers’ own personality and teaching style”.

Again, they clearly point out that good teacher is the one who always look for equivalence among the teaching materials, learner’s level, context, the target language and the course objective. In other words, s/he constantly involves in the process of adaptation either consciously or subconsciously as planned or as spontaneous action. Teachers often add new example or provide supplementary pictures to introduce new
exercises based on earlier covered chapters. Sometimes they even leave an exercise to grasp the attention of the learners. However, adaptation activities generally need to be planned beforehand and require some hard work to address the practicalities of the material. They also mentioned that…” the teacher can respond not merely to verbal questions… but even to the raised eyebrows of his students’.

Tickoo (2003) maintains, “If the materials are such that learners either fail to enjoy them or are unable to find their engagement with them, both meaningful and satisfying, the need for adaptation becomes obvious.”

Verily, the notion of material adaptation is an integral part of a language class. It is well known fact that one does not have to be a genius to produce a successful language lesson. While instructional materials are prepared on the basis of needs analysis of learners. But needs are analyzed in a general term, so problematic area of each and every individual cannot be narrowed down. Hence, when teachers enter the classroom they have to face challenges of how to best facilitate learning for all learners. First of all they must know about the learners, about what they can do and cannot, what they like and do not and how they think and what their motivations are. To cover all this psychological concern, teachers often resort to adapt material, but this is a big challenge for them.

1.7.1 Reasons for Adapting Materials:

For making any modification or bringing any change in study materials, there may be multiple reasons that differ according to context and teachers’ own priorities. However these reasons may have a common background that material should aim to be in some sense ‘communicative’ and ‘authentic’. Mcdonough and Shaw (1993) in their book present a list of reasons for adaptation in an order from the most general ones to the most specific.

**Not enough grammatical input:** All the required aspects of grammar are not covered in some course books that may pose problem to the students who like to prepare for exams like TOEFL/ELTS etc.

**Not communicative enough:** Many course books even though they are claimed to be communicative, may lack communicative input to increase communicative
performance which may root a huge gap among overall aim, language teaching and lesson materials.

**Not appropriate level:** The level of the course book may not appeal to the level of the learners, it may be lower or higher than the aimed challenging level.

**Not appealing to learning style:** Activities may appear as only some of the learners grasp it easily while most of them miss it obviously because of having different motivation and new learning style.

**Too long too short:** Lesson sessions are most often time controlled. This obliges the teachers to manage the time in-class activities.

**Not balanced skill:** The balance of skill may be deficient in quality or there may be too much emphasis on one specific language skill area. At the moment the teacher is required to set the balance needed once more. The balance of the skills may be satisfactory enough; however teacher may think learners need to focus on a specific skill.

**Vocabulary activities:** If reading passages contains too much unknown vocabulary teacher may add some activities based on vocabulary for learners’ clear comprehension.

**Sequence on grading:** Order of activities or sometimes lessons may be changed according to the need or level of the learners.

**Inappropriate activities:** The exercise may be too mechanical filled with drills or may be too complicated for the aimed objectives.

**Cultural content:** Culture is crucial and may be even fragile in English classes. Cultural references may need to be omitted or adapted in a culture of learners that they surround.

**Not enough audio visual back up:** Audios and visuals may project poor layout and low quality. For audio materials they may be tricky in terms of level, timing and quality.
**Uninteresting topics:** Some topics in the course book may not appeal to the learner’s interest. So they need to be changed to catch more learners in terms of their attention throughout their lesson.

### 1.7.2 Objectives of Material Adaptation

With adapting materials teachers may have some objectives to realize, these objectives go parallel with the lesson of adapting materials.

Islam and Mares (2003) emphasize having a clear objective is a necessary starting point for adapting any material. Clear adaptation objective for the materials or knowing what works for a class will help in deciding the appropriate the content or language choice.

**Personalization:** By adding materials, teachers may aim, at personalizing English lessons. They can do this by adapting materials in order to appeal the learning style of the learners. The interest and the motivation of the learners may be juxtaposed with adapted activities and this let the personalities involved into the lesson.

**Localization:** With the omission of the extreme cultural information, the course book can be localized. By supplying text, mentioning an event or giving a piece of news from a society where the teaching takes place may be helpful for the localization of activities and materials. Human being has a learning system, reading from local to universal, easy to hard, close to far and known to unknown.

**Modernization:** The method, the authenticity, the context, the order and the balance of skills may need adaptation as per the needs of learners. By adapting materials, teacher may reflect the latest methods to the materials in use. Modernization of the materials may also include the technological support; namely PowerPoint presentation (PPT), OHP slides and so forth.

### 1.7.3 Techniques of adaptation

There are various techniques for adapting materials. Madson and Bowen (1978) and McDonough and Shaw (1993) mention the following five techniques for material adaptation:
1. **Adding:** Addition is very obvious and straightforward idea that simply implies that some more example or explanation are put to support or supplement the materials. Addition can be done either of two ways: *extending and expanding*. Here, extending implies that addition of some more following the same pattern while the technique of expanding refers to add some new perspective differing from the existing aspect of the content, according to the needs of the learners or the situations. Thus extending is a quantitative addition whereas expanding is qualitative as well as quantitative.

2. **Deleting or omitting:** Deletion is obviously contrary to addition but both work simultaneously. As adding some necessary items to the materials leads to omitting the irrelevant or unnecessary items. In other words taking out something gives space to put some new things to make study material more suitable for a particular group of learners. Omission may either be *quantitative: subtracting* or *qualitative: abridging*.

In techniques of subtracting usually the length of material is reduced. For example, if there are too many practices for the same thing some may be deleted. As for Indian speakers, the extra practice of p/b and l/r distinction is unnecessary. For the practice of speaking skill, role play is the best way but at the end of each chapter this exercise cannot be done because there is very limited time period for a class.

Unlike subtracting, abridging has a significant impact on overall methodology. The material contains the discussion section at the end of each unit. However, learners are not really proficient enough to tackle this adequately, since they read the passage but they don’t comprehend it completely.

Students on short term course working with communicative materials, because of their specific purpose for choosing to learn English: some of them wish to travel on international business; some just want to communicate their relatives in their language who live in abroad. They do not really need lengthy grammatical explanations. Thus, deletion is done for addition as well as for some modification.
Modifying: Modification, in general refers to any type of change but McDonough and Shaw (1993) used this term in a restricted sense that is internal change in the nature or focus of an exercise. However, even in this restricted sense, it has wide range of application. Likewise, it can also be sub divided under two related headings – rewriting and restructuring.

Rewriting: To make a lesson more interesting and more communicative in nature, teacher has to re-write activities. Usually, course books place insufficient emphasis on listening comprehension. So, teachers have to provide more material. If purchasing audio material is not possible for any reason, teacher can note down some point from the original reading text, using that, deliver it naturally for making a listening activity. Further, a story having a foreign culture can be localized that may suit the learners. For example English name of characters, food or town may be replaced with their local equivalents. Moreover, the format of questions can also be modified e.g. questions must be comprehension based not information based lifting directly from the text.

Restructuring: Sometimes teachers have to change the mode of prescribed exercise. Language explanation may simply be mold into interactive exercises or pair work. According to McDonough and Shaw ‘modifying’ refers to modality change in the nature or focus of exercise or text or classroom activity.

3. Simplifying: Simplifying is nothing but a type of modification resembling re-writing activity. But due to its own significance, McDonough and Shaw considered it as a separate procedure. Many elements of language course can be simplified including the instruction and explanation that a company exercises and activities and the vision layout of materials. Although oversimplification may mislead the learners. E.g. making plural with addition of ‘s’ or ‘es’ may cause problems as there are some irregular noun also big, tooth, man etc.

The main purpose of simplification is to make the text as per the proficiency level of learners by bringing some change as complex sentence may be re-written in simpler words; passive sentences may be converted
into active; new difficult lexical item may be replaced with the one that learners have already learnt

McDonough and Shaw also describe the different implication of this procedure. They argue that due to linguistic, lexical or grammatical change in text, text may lose its stylistic effect or the overall coherence of the text may be affected. Secondly, simplification is needed in the situation when complexity of the subject matter made the subject too advanced or far from the learners ‘own life experience. This is the case generally in scientific explanation. Thirdly, simplification here does not mean changing in the content of the text rather representing in more simplified way.

4. **Re-ordering:** As the name suggests, it means putting the content of the course in a different sequence. Sometimes units are sequenced while sometimes, the different items of a unit are re-sequenced. McDonough and Shaw discussed three situations for re-ordering. Since simple present tense is also used for future tense, so, the specific auxiliary verb for future indication ‘will’ or ‘going to’ should also be taught at the same time showing the relationship between time reference and grammatical tense. Due to short span of teaching program, teachers have to re-sequence the language item according to the need of the learners. Reordering may refer to regrouping also. For example, for making students prepare for examination teachers regroup all such items where learners usually make mistakes and teach them in detail.

1.7.4 **A Framework for Adaptation**

McDonough and Shaw point out here, that the various techniques of adaptation overlap each other. Simultaneously teachers have to use more than one of them. They present the following framework of adaptation based on its basic principles.
Thus, successful adaptation demands great skills on the part of the teachers. It is a practical activity that teachers carry either as planned or as a spontaneous action. Adaptation is also linked to the issue administration and to the whole management of education in so far as it derives from decisions taken about material to be adopted.

1.8 Materials producing bodies in India

There are various government and non-government materials producing bodies in India. Some are Central Board of Secondary Education (CBSE), National Council for Educational Research & Training (NCERT), State Council of Educational Research & Training (SCERT) and Central Institutes of English and Foreign Languages (CIEFL).

1.8.1 Central Board of Secondary Education (CBSE)

The CBSE is an eminent board and organization of school education in India. This was set by a special resolution of the government of India in 1929. It was established
with a view to play useful roles in the field of school education: to raise the standard of school education and to meet the educational needs of those students who have to move from state to state. The CBSE prepares the syllabus and produces instructional materials for students from Lower Kindergarten (L.K.G.) to Class 12. As a national Board of Education, the CBSE recognises the need and urgency for investing in education and training and bringing students at par with the emerging global trends.

It has its own adversary board and many contributors for producing quality teaching materials. The Course books prepared by CBSE follow CLT approach, and it is revised regularly to include the recent development in the field of ELT program. For any level it produces a four set of books: Main Course Book, Literature Reader, Work Book and teachers’ manuals. Main Course Book also contains a CD ROM for listening activities. Thus, the CBSE syllabus course materials are very structured, highly predictable and, highly controlled.

1.8.2 The National Council of Educational Research and Training (NCERT)

This organization was set up by the Government of India in 1961 to assist and advise the central and state governments on academic matters related to school education. The headquarter is in New Delhi. It is concerned with all problems of school education in the country, and endeavors to improve such education through developing various programs of research, publication, extension training. NCERT possesses a production workshop with huge qualities of materials flowing in and flowing out. The central Institute of Education which is a constituent college of the University of Delhi maintained by the NCERT and provides facilities for courses of study leading to the B.Ed and M.Ed degrees. It also assists several states in their curriculum development, writing of text books and reviewing of school text-books. It is the academic adviser to Ministry of Human Resources development (HRD) of the government of India. The ministry draws upon NCERT’s expertise while formulating and implementing policies and programs in the areas of school and teacher education.

Objectives of NCERT

- To launch, organize and strengthen research works in various aspects of education.
To ensure success of the process, a good no of curricular/learning materials have to be brought out by the NCERT.

To arrange for pre-service and in-service training at the higher level.

To provide guidance and counseling services on large scale.

To establish a National Institute of Education and manage for the development of research and higher training for educational administration and teachers.

To publish necessary textbooks, journals and other literature for achieving the objectives.

To organize extension centers in training institutes with the cooperation of state governments and extend facilities pertaining to new methods and technologies among them.

It has a large publishing house that publishes model text-books, hand-books, guide books and children’s literature or supplementary reading materials. The NCERT publishes textbooks for school subjects from Classes I to XII that are used in government and private schools across India. It also brings out workbooks, teachers’ guides, supplementary readers, research reports, etc. In addition, it publishes instructional materials for the use of teacher educators, teacher trainees and in-service teachers. These instructional materials, produced through research and developmental work, serve as models to various agencies in States and Union Territories. These are made available to state level agencies for adoption and/or adaptation.

1.8.3 State Council of Educational Research & Training (SCERT)

The 1986 National Policy on Education recommended the creation of State Council of Educational Research and Training (SCERT) in each State as a measure of decentralization of functions of quality education, research and training. State Council of Educational Research and Training (SCERT) is one of the network offices of NCERT. It is established and maintained in order to improve the standard of education in the state. The primary objective of the Council is to help through suitable programs of research, training and extension. SCERT is responsible for preparing the curriculum, prescribing syllabi, course of study, academic calendar for these Courses. SCERT also conducts the Entrance Examination for its affiliate institutes and admits the candidates in the Course.
Prepare textual materials for children at all levels of school education.

It prepares textbooks for learners at all levels, materials to support teachers, computer aided learning modules, cassettes, CDs, teaching-aids, conducts research for qualitative improvement of school education and initiates school improvement programs.

1.9 Conclusion

The researcher concludes to quote Tomlinson (2013:90), “We need flexibility not only in the design of learning materials but also in the ways in which materials are evaluated and adapted. Most importantly, this flexibility should be one of the main aims when developing frameworks for evaluation and adaptation and its achievement should ensure principled connections between materials, target learners and specific environments of learning”.