

EFL instructors' perceptions, practices and challenges of using material adaptation techniques

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Abstract

The study assessed EFL instructors' perceptions, practices and challenges of adapting teaching-materials in three universities of Amhara region. Survey research design was used and data were gathered from 85 comprehensively selected instructors teaching in three conveniently selected universities: Debre Markos, Injibara and Bahir Dar universities. A five point Likert scale questionnaire, interview and observation were utilized for collecting the data. The interview and observation were made with six purposively selected instructors. The questionnaire data were analyzed using descriptive statistics (frequency, mean and percentage) and a one-sample t-test whereas the interview and classroom observation data were analyzed by categorizing responses into themes based on research questions and objectives through narration technique. The description result revealed that instructors have positive perception concerning the meaning and importance of adapting teaching materials, but their practical implementation is at low level, which shows the mismatch between instructors' perceptions and their actual implementation of materials adaptation. The inference made through a one-sample t-test also confirmed this. The practice was obstructed due to various challenges: instructors' lack of training and interest, high teaching workload, the universities' rigid assessment policy and inadequate resources. Hence, it is recommended that the ministry of education and universities plan pre- and in-service training for instructors on material adaptation techniques. Universities should also fulfill necessary resources and consider instructors' extra teaching loads so that instructors get enough time to access and adapt teaching materials.

Keywords: *teaching-materials, adaptation-techniques, perceptions, practice, challenges.*

1. Introduction

Due to a dominant role of the English language globally, effective communicative competence using this language nowadays becomes ever more vital in the social and academic situations. For example, a huge number of people in the world need to entertain themselves watching international football matches, contests, wrestling and undertake academic issues through this language. More importantly, the ability to effectively communicate in English is highly demanded in any academic setting because

the medium of instruction in most academic settings of this contemporary world is English. For this reason, most academic environments, globally as well as locally, require people to comprehend reading texts, take lecture notes and intelligibly express their ideas through English. In the Ethiopian context in particular, schools from upper elementary (grades seven and eight) up to tertiary level use English as a medium of instruction. This situation demands students to have a good command of English in all skills so that they can be effective not only in

English language as a subject, but also in all other subjects too.

Given the language's strong global and local demand, the Ethiopian Ministry of Education (MoE) offers two consecutive communicative English language skills courses (I & II) in the first and second semester of each academic year for all first year university students. The courses constitute both the macro- and micro-skills in the English language. The Ministry provides pre-prepared course modules that will be implemented in all higher education institutions in the country in a harmonized fashion. Despite their value in providing teachers and learners with prescriptive directions for teaching and learning process, such harmonized and tailor-made teaching materials may limit the room for instructors to adapt more learning input that would address the needs, learning styles and backgrounds of their students (Michael, 2018).

In a broader sense, teaching materials are texts presented to learners in print, audio, or visual forms which may take on a form of learning tasks, exercises and activities designed based on the texts (Gray, 2013). They may also include anything used by teachers or learners to facilitate the teaching and learning of a language including videos, DVDs, dictionaries, grammar books, readers, workbooks or photocopied exercises (Tomlinson, 2011). According to Michael (2018), teaching materials are defined as tangible teaching and learning aids which can exist in the form of print, non-print, digital or any combination of them used by teachers and students in instructional programs. In brief, teaching/learning materials refer to any resource teachers and students use to facilitate the teaching learning process. However, for this particular study, teaching material refers to all the texts, tasks, exercises and notes included in *Communicative English Language Skills Course modules*.

Different scholars underscore that teaching materials play crucial roles for facilitating the process of teaching and learning (Ahmadi & Derakhshan, 2016; Michel, 2018;

Akintunde & Famogbiyele, 2018). They add that teaching/learning materials are basic for the language input and the practice learners are exposed to (Michel, 2018; Akintunde & Famogbiyele, 2018). However, at times the teaching materials may not fit the teaching and learning context in terms of relevance, level of complexity and sufficiency in exposing learners to authentic activities or weakness in considering learners' culture, interest, need, age, etc. (Block, 1991; Ahmadi & Derakhshan, 2016). For such and other reasons, instructors should evaluate effectiveness, feasibility and appropriateness of materials and they should make adaptations as necessary (Hanifa & Yusra, 2023). The idea of materials adaptation emanates from the social constructivists' (Vygotsky, 1978; Bruner, 1996) view that learners do not come to class with blank minds, but with varied backgrounds, interests and experiences. And then in the process of learning, they reconstruct their own understanding and knowledge based on their existing experiences and backgrounds, which requires teaching materials to be adapted and tailored to align them with the learners' prior knowledge, level of cognitive development and socio-cultural context.

Adapting teaching materials is a way of making changes to materials like texts, tasks, exercises and activities to tailor it to particular type of learners' needs and learning styles. This can include reducing, adding, omitting, modifying and supplementing the existing contents (Tomilson, 2011). Effective adaptation takes place when congruence is created among several related variables like teaching materials, methodology, students, course objectives, the target language and its context, and the teacher's own personality and teaching style' (McDonough, Shaw and Masuhara, 2013). Thus, to boost the quality of learning and teaching, teachers should adapt their teaching materials (Harmer, 1998). Mostly, teachers adapt, consciously or subconsciously, while teaching especially when they have not produced the materials (Islam and Mares, 2014), but whether pre-planned or spontaneous, materials adaptation

is a crucial part of the success of any teaching.

For instructors to effectively practice materials adaptation, they need to have a strong commitment to adapt teaching materials and understanding that doing so is part and parcel of their regular teaching work. In fact, materials adaptation is not an easy task. It is tough for numerous reasons; teachers have pressure of heavy workloads, and there is high restrictiveness of most teaching situations (Michael, 2018). Moreover, lack of experience and deficiency of formal pre-service and professional training as well as rigid assessment policies of some institutions, difficulty of selecting the materials, fear of developing irrelevant materials, and shortage of time are common impeding factors to effectively practice materials adaptation (Hanifa & Yusra, 2023).

A number of conditions need to be fulfilled to make materials adaptation practical. Instructors need to get relevant pre-service and in-service training to equip them with the skills and knowledge on adaptation. They also need facilitative environment where there is adequate resource and appropriate level of workload which maximizes their motivation and commitment to improve the pre-prepared teaching materials when necessary. Furthermore, they need to be in a flexible working condition and have good understanding or perception about the importance of materials adaptation and whose job it is to do it if they have to adapt and improve the teaching materials they use for teaching (Nehal, 2016).

Despite the crucial role it can play in responding to varied needs of learners, scholars assert that the field of materials adaptation in general and in English language teaching in particular has received very little attention and less has been researched about it (Tomlinson, 2011). In the settings these researchers are working, for example, a lot of complaints are frequently raised concerning the quality and appropriateness of the materials used for teaching communicative English language skills courses, but there is no empirical evidence on what type of perception

instructors have, what types of challenges they face and how they address the problems they encounter in their actual implementation of the teaching.

To systematically understand the existing situation more clearly, the researchers searched for relevant previous local and international studies; as far as our search is concerned, we could find the following few international and local research endeavors.

From global studies, Mustofa and Dayamanti (2023) explored the types of textbook adaptation strategies employed by an Indonesian high school EFL teacher in a technology-integrated teaching environment. Through a qualitative case study design, the study also investigated challenges encountered and the coping strategies the teacher used. The findings revealed the teacher employed adaptive strategies of omission, addition, and modification on the assignments, the language skills, student activities, and approaches through the use of websites, a projector, and digital tools. It was also found that the textbook adaptation was challenged by the varied students' levels of proficiency and learning styles and the students' expectations of the teacher. As coping strategies, the teacher optimized her skills of technology literacy to design creative and engaging learning materials and included tasks that met the levels of students from low and high-achieving groups. Implied in this study is that learners come to class with varied levels and styles of learning and it demands teachers to adapt the teaching materials to cope up with the diversities.

Another study (Mede and Yalçın, 2019) conducted in a non-profit private university in Turkey investigated textbook adaptation experiences and challenges of novice and experienced EFL instructors. It employed 14 EFL instructors' self-reported beliefs about textbook adaptation and explored which adaptation strategies they most frequently implemented in their classroom. Accordingly, both groups of instructors shared highly positive beliefs about the implementation of adaptation strategies in their courses except that some differences existed related to types of strategies and their frequencies. Besides,

the adaptive decisions of the instructors were closely related to their students, tasks, context, time, and their own beliefs. Hanifa and Yusra (2023), on the other hand, looked into teachers' experiences of materials adaptation and found that materials adaptations mostly concentrated on adding and modifying, with less emphasis on eliminating, simplifying, and rearranging. The finding highlighted several challenges the instructors experienced, such as inaccessible sources of materials, fear of producing irrelevant information, time constraints, lack of professional training and school assistance, learners' uncooperative behaviour and low competences.

The above review of previous global studies related to teachers' perception and practice of adapting teaching materials reveals that teachers generally (novice or experienced) have positive perception concerning the necessity of adapting teaching materials; however, their practice is limited. The studies also revealed that among several ways of adaptation techniques, only few of them like addition and modifying are frequently used.

In the local context, Addisu (2012) assessed teachers' attitudes and practice of adapting and supplementing a textbook. He found that teachers' attitude towards adapting and supplementing a textbook is negative and they completely avoid adapting and supplementing textbooks for fear of being called lazy. The study also showed teachers feel adapting and supplementing a textbook is time consuming. Melisew (2017) also assessed high school EFL teachers' practice of adapting textbook materials. His finding disclosed teachers usually tried to expand grammar oriented contents in the textbooks and they give further rule oriented contents for students because they think that the grammar parts of the textbooks lacked adequacy. On the other hand, Yitayih and Simachew (2020) investigated preparatory school EFL teachers' perception and practice of textbook adaptation, which revealed that most respondents have positive perception about textbook adaptation, but they had infrequent actual practice. In this study, similar to that in Melisew(2017), only

addition of grammar was frequently used, but in Yitayih and Simachew's (2020), omission of skill-based parts of the textbook were also frequently used by EFL teachers. In addition, a positive, yet weak correlation was also found between the perception and practice of the participants according to Yitayih and Simachew's (2020) finding.

The aforementioned review of previous international and local studies demonstrates that the studies focused on secondary school settings and they mostly emphasized the practice of materials adaptation; the perceptions and challenges of materials adaptation were under investigated. In addition, there has been hardly any study made in this area in the context of tertiary level globally as well as locally. This study can fill this gap by seeking perceptions, practices and challenges of materials adaptation in the context of three universities in Amhara region. The study sought to answer four basic questions:

1. What does EFL instructors' perception of material adaptation look like?
2. To what extent do EFL instructors practice material adaptation when teaching communicative English language skills courses?
3. What challenges do EFL instructors encounter to adapt teaching materials?

In line with the above basic questions, the study aimed to:

- a) examine EFL instructors' perception towards adapting teaching materials
- b) determine EFL instructors' level of practicing teaching materials adaptation
- c) identify the challenges EFL instructors face in their move to adapt teaching materials

2. Methods

2.1. Design of the Study

This study employed a survey research design and followed a mixed approach of data collection and analysis.

2.2. Participants of the Study

Data for this study were gathered from 85 comprehensively selected EFL instructors teaching communicative English language skills courses in the three conveniently chosen universities: Debre Markos, Injibara and Bahir Dar universities. These universities were convenient due to proximity for the researchers and their representation of the three categories into which Ethiopian government universities have been classified by the Ministry of Education based on their profile; they belong to the second, third and first generation universities of Ethiopia, respectively. Six instructors were also purposively selected out of the total 85 samples for the interview and observation purpose.

2.3. Data Gathering Instruments

Questionnaire was the main instrument used to collect quantitative data about participants' perception, practice and challenges of teaching materials adaptation. While data related to the participants' perception and challenges of teaching materials adaptation were collected through a five point Likert scale ranging from strongly agree (5) to strongly disagree(1), their practice was measured using a frequency scale stretching from always (5) to rarely (1).

In order to support and triangulate the quantitative data obtained from the questionnaire, qualitative data were also collected using semi-structured interview and observation checklist.

To ensure the validity and reliability of data gathering instruments, the researchers undertook certain procedures. As for validity, the instruments were given for senior colleagues for feedback as to their face, content and criterion validity. In addition, instruments were piloted on a small number of subjects and revisions were made accordingly. For ensuring reliability, data from the pilot test were undergone statistical analysis using Cronbach alpha and the internal consistency level for the overall questionnaire was found to be 0.879 which is considered very strong by scholars.

2.4. Techniques of Data Analysis

The data gathered through questionnaire were analyzed using descriptive statistics (frequency, mean and percentage) and one-sample t-test. On the other hand, the qualitative data generated from the interview and observations were analyzed through categorization of emerging themes and narration.

3. Results and Discussion

3.1. Perception on materials adaption

Table 1. EFL Instructors' perception of material adaptation

No	Items Adapting teaching materials:	Responses										N	Mean
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	maximizes students learning achievement	4	4.7	10	11.8	15	17.6	36	42.4	20	23.5	85	3.68
2	enhances students' interest to learn	13	15.3	13	15.3	11	12.9	30	35.3	18	21.3	85	3.32
3	helps to meet the needs of students	6	7.1	20	23.5	22	25.9	26	30.6	11	12.9	85	3.19
4	facilitates students' internalization of the content of the subject	6	11.1	20	23.5	16	18	28	32.9	15	17.7	85	3.30
5	creates disparity among students learning by different	22	25.9	27	31.8	17	20	10	11.8	9	10.6	85	2.49

	instructors												
6	lowers the standard of teaching materials	20	23.5	24	28.2	19	22.4	12	14.1	10	11.8	85	2.62
7	affects course objectives stated in the curriculum	23	27.1	26	30.6	9	10.6	12	14.1	15	17.7	85	2.65
8	mismatches with the students' level of learning	17	20	27	31.5	18	21.2	13	15.3	10	18	85	2.67
9	impacted by students' background	10	11.8	5	5.9	18	21.2	22	25.9	30	35.3	85	3.67
10	is the role of materials writers, not of instructors	28	32.9	20	23.5	17	20	20	23.5	28	32.9	85	3.99
11	is an extra work for the instructor	23	27.1	21	24.7	11	12.9	23	27.1	13	15.2	85	3.0
Grand mean													3.14

The data in the above table is generally concerned with seeking what type of perception EFL instructors have on the importance of adapting teaching materials and their views on their role on the process of adaptation. Items 1-9 are all related to the importance of adapting teaching materials while the other two items (items 10 and 11) relate to the respondents' view on their role in the adaptation process. It is also vivid in the table that items 1-4 carry negative meanings, and those from 5-9 carry positive meanings about the importance of material adaptation. The data shows the majority of respondents disagreed with the negative statements and they agreed with the positive

statements about the uses of materials adaptation. This indicates instructors have positive perception on the importance of adapting teaching materials. On the other hand, items 10 and 11, which relate to the respondents' role in the process of materials adaptation, are stated negatively. The majority of respondents disagreed with the negative statements about their role in adapting teaching/learning materials which suggests that they have positive perception concerning their role as materials adapters. To confirm this descriptive statistics result with inferential statistics, one sample t-test was run using SPSS version 23 as illustrated below.

Table 2. One-Sample T-test

One-Sample Test						
	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Perception	2.0516	84	0.0433	.14	2.9164	3.3636

A one –sample *t*-test compared the mean perception of the sample 3.14 to a population mean value of 3.00. A significant difference was found ($t(84) = 2.0516, p < .05$). The sample mean of 3.14 (Std. = .65) was significantly greater than the population

mean. That is, EFL instructors have positive perception towards the importance of materials adaptation. This inferential statistics result matches the description result above.

3.2. Practice on materials adaptation

Table 3. EFL Instructors practice of using of material adaptation techniques

No	Items: I adapt the teaching material by	Responses										N	Mean
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	adding more exercises from the existing exercises	19	22.4	50	58.8	7	8.2	3	3.5	6	7.0	85	2.14
2	deleting material to increase quality and effectiveness	7	8.2	10	11.8	1	12.9	40	47.1	17	20	85	3.59
3	re-organizing activities to suit the class size	25	29.4	37	43.5	8	9.4	7	8.2	8	9.4	85	2.25
4	leaving out things that are irrelevant to the target students	19	22.4	35	41.2	5	5.9	15	17.6	11	12.9	85	2.58
5	replacing some materials with another	27	31.3	41	48.2	2	2.4	6	7.0	9	10.6	85	2.16
6	adding options to the existing activity	17	20	51	60	5	5.9	7	8.2	5	5.9	85	2.2
7	reducing the length to make it more precise	21	24.7	53	62.4	2	2.4	5	5.9	4	4.7	85	2.04
8	changing its organization or sequence	16	18.8	37	43.5	1	11.8	15	17.6	7	8.2	85	2.53
Grand mean of adaptation practice												2.44	

Table 3 presents statements that require respondents to express their frequency of practicing the different techniques of materials adaptation. For convenience, the frequency scale from never (1) to always (5)

has been regrouped into three levels: never and rarely added together represent *rarely* (low level of practice), *sometimes* represents moderate level of practice, and usually and

always added together represent frequent (high level of practice).

Accordingly, the grand mean of practice (2.44) reveals the respondents' level of

materials adaptation practice is low as it is less than the expected mean. This descriptive analysis result was triangulated with one sample t-test inferential statistics as presented below.

Table 4. One-Sample T-test Analysis of Instructors' Materials Adaptation Practice

One-Sample Test							
	Test Value = 3						
	t	df	Sig. (2-tailed)	Mean Difference	Std.	95% Confidence Interval of the Difference	
						Lower	Upper
Practice	5.2396	84	0.001	.56	0.2816	2.2131	2.6669

A one-sample *t*-test compared the mean practice of the sample 2.44 to a population mean value 3.00. A significant difference was found ($t(84) = 5.2396, p < .05$). The sample mean of 2.44 (Std. = .2816) was significantly lower than the population mean.

In other words, the participants' actual practice of materials adaptation is at lower level. This result matches the result obtained from the descriptive statistics above.

3.3. Challenges for materials adaptation

Table 4. EFL Instructors challenge of material adaptation

No.	Statements	Responses										N	Mean
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	I do not adapt materials because students are unwilling to learn by adapted materials	15	17.7	18	21.2	15	17.7	24	28.2	13	15.3	85	3.02
2	Extra (overload) activities affect my teaching material adaptation practice	9	10.59	14	16.47	12	14.12	24	28.24	26	30.58	85	3.52
3	I have limited access to materials used for adapting teaching materials	4	4.7	10	11.76	12	14.12	35	41.17	24	28.28	85	3.8
4	Resource deficiency hindered me to adapt	11	12.94	8	9.41	9	10.58	37	43.52	20	23.52	85	3.55
5	I have skill deficiency for exploiting resources for adapting teaching materials	15	17.7	26	30.6	15	17.7	17	20	12	14.1	85	2.8
6	The university assessment policy affects my materials adaptation decisions	10	11.8	8	9.4	13	15.3	40	47.1	14	16.5	85	3.47

The responses in the above table show to what extent different factors obstruct instructors' practice of materials adaptation. The majority of respondents agreed that extra or overload activities, limited material

access, resource deficiency, skill deficiency and rigid university assessment policy affect the practice of materials adaptation. To confirm this result with inferential statistics, a one-sample *t*-test was applied as follows.

Table 4. One-Sample T-test Analysis of Instructors' Materials Adaptation Challenges

One-Sample Test							
	Test Value = 3						
	t	df	Sig. (2-tailed)	Mean Difference	SD	95% Confidence Interval of the Difference	
						Lower	Upper
challenges	3.319	84	0.001	.36	1	3.144	3.576

A one-sample *t*-test compared the mean challenge of the sample 3.36 to a population mean value 3.00. A significant difference was found ($t(84) = 3.319, p < .05$). The sample mean 3.36 (Std.=1) was significantly higher than the population mean. In other words, the participants' challenge for materials adaptation is at high level. This result matches the result obtained from the descriptive statistics above.

3.4. Analysis of the qualitative data and major findings

Classroom observation was carried out to collect data concerning instructors' practical implementation of material adaptation techniques while the teaching and learning process was taking place. Each of the six instructors was observed twice, a total of twelve observations. During the observation, a researcher carefully looked into what was going on in the classroom using checklists and took notes on what specific adaptation techniques instructors employed before, during and after the lesson, what challenges they face to adapt teaching materials in the classroom, why they adapt the teaching materials, what reaction students have for adapted materials in the process of teaching and learning, and the nature of familiarity of the adapted teaching materials to the students.

In the observation, some instructors were found to use additional materials (addition technique) when teaching grammar.

Instructors gave out additional grammar exercises that were not available in the already prepared module for the course. The exercises aimed to provide learners with more practice on the grammar lessons and make them clearer for learners. Besides this, instructors gave short notes on grammar before writing the additional exercises and both the additional exercises and the short-notes were prepared before the class by the instructors.

Some of the instructors were also observed while teaching reading lesson, but in this session, instructors made no modification, addition, or any other type of material adaptation technique; learners were made to read the passages presented in the module silently within the given time and answer the available questions. Two lessons were also observed while instructors were teaching speaking. This time, learners were let to work in pairs and small groups and do the activities based on the instructions given in the material. Generally, the classroom observations showed that instructors' practice of teaching materials adaptation technique was very limited.

In addition to the classroom observation, interview was used to collect additional qualitative data in relation to instructors' perceptions, practices and challenges of teaching material adaptation techniques.

As reflected in the interviewees' response, instructors have a good level of perception regarding what material adaptation means

and its importance. To substantiate this with specific instances, Teacher A defined the meaning of material adaptation as a process of modifying or designing a teaching material so that the needs of students can be addressed and the course objective is achieved. Similarly, Teacher B explained that material adaptation is a process that makes the teaching/learning process easier and more interesting by considering and incorporating the students' background and interest in the preparation of teaching materials such as texts, tasks and activities. According to Teacher F's response, "Material adaptation is a bridge to facilitate the teaching learning process, and it is particularly mandatory in teaching English language." It is clear from the responses that Instructors have good perception on what materials adaptation means and their relevance for improving student learning.

Regarding the importance of teaching materials adaptation, all the six respondents agreed that adapting materials is very essential. As Teacher C particularly explained,

It is very important for teachers to adapt materials while teaching communicative English language skills. ... It is important to adapt materials considering the existing problem connected to the quality of the materials, the students' level of understanding, their interest and the learners' reaction to the material in general.

Similarly, Teachers A, B, D, E and F forwarded their idea that adapting teaching materials is vitally importance especially when teaching Communicative English Language skills courses.

In addition to its importance, the participants were questioned about the practicality of material adaptation while teaching communicative English Language Skills courses. As Teacher A said,

There is difficulty to implement adaptation in teaching the course because it is already prepared by

people in the federal level. Besides, teachers in the department are expected to use the ready-made material, and if adaptation is needed, there must be consensus among all teachers in the department, which prohibits individual teachers to adapt the materials based on the situations encountered during teaching pertaining to students' level, interest' culture, etc.

However, Teacher C and D mentioned that they practice adaptation when they find problems in the teaching material, such as spelling and grammar errors. They mentioned that they also adapt when they find the material very bulky and irrelevant for the course objectives stated. Conversely, Teacher F said that they use the already prepared material for teaching the course and they never used additional material or made any changes in the material.

The interview data generally shows that teachers have a positive perception about what material adaptation means and its importance, but their implementation is limited as a result of the existence of an already prepared material, the departmental rigid assessment policy and other related problems.

4. Discussion of results

Analysis of the questionnaire data showed that EFL instructors have positive or good perception about the meaning and importance of adapting teaching materials though the grand mean (3.14) was not found to be as expected. This result is consistent with what was obtained from the interview data, which was confirmed based on how participants defined materials adaptation and their explanation of its importance. This result is in line with Yitayih and Simachew's (2020) who reported that most preparatory school teachers have positive perception about textbook adaptation. It is also consistent with Mede and Yalçın's (2019) finding that novice and experienced EFL instructors have highly positive beliefs about the implementation of adaptation strategies in their courses.

In relation to instructors' practice of materials adaptation techniques, this study revealed that it was very low. The participants implemented adaptation techniques very rarely with a grand mean of 2.44 which is lower than the expected or moderate mean (3.0). This finding matched with the qualitative result obtained from observation and the interview which reported that instructors' practice of teaching materials adaptation is limited to providing additional grammar exercises and short notes. This result is incongruent with that of Mustofa and Dayamanti's (2023) finding which revealed that a junior high school teacher in Indonesia used adaptive strategies, such as omission, addition, and modification on the assignments, the language skills, student activities, and approaches through the use of websites, a projector, and digital tools. The challenges observed in this study are also different.

However, it is in agreement with Addisu's (2012) finding that teachers completely avoid adapting and supplementing textbooks for fear of being called lazy and thinking that it is time consuming. Moreover, the finding adheres to Melisew's (2017) finding that teachers usually try to expand grammar oriented contents in the textbooks. Likewise, it is in the same line with Yitayih and Simachew's (2020) report that secondary school teachers had infrequent actual practice of materials adaptation. According to them, positive weak correlation was also found between the perception and practice of the participants. Similar to the earlier study (Melisew, 2017), only addition of grammar was frequently used, but in the latter (Yitayih and Simachew's, 2020), omission of skill-based parts of the textbook were also frequently used by EFL teachers.

Hanifa and Yusra (2023), on the other hand, looked into teachers' experiences of materials adaptation and found that their practice was mostly concentrated on adding and modifying, with less emphasis on eliminating, simplifying, and rearranging. However, several challenges were also observed, which include inaccessible sources of materials, fear of producing irrelevant information, time constraints, lack of

professional training and school assistance, learners' uncooperative behaviour and low competences.

This study found out that different factors were indicated as challenges for the low practice of teaching materials adaptation; these factors comprise instructors' extra (overload) activities, limited access to materials for adaptation or resource deficiency, skill deficiency and the existence of rigid university assessment policy, an already prepared material, to mention a few. The finding agrees with Hanifa & Yusra's (2023) result that lack of time (extra workload) and resource deficiency are contributing factors for poor practice of materials adaption, among other things.

5. Conclusions

It can be drawn from the finding of this study that EFL instructors have positive perception regarding the meaning and importance of adapting teaching/learning materials as well as their role in the process of adaptation. However, their level of practice has been limited (low) due to several prohibiting factors such as rigid university assessment policies, lack of training, inadequate resources, and instructors' high teaching workload. Consequently, there is mismatch between instructors' perception and their practice of adapting teaching/learning materials. The finding implies that instructors' practice has been challenged by different prohibiting factors. For better instructional practice, colleges and departments in universities should encourage instructors to adapt teaching materials and they need to consider the hindering factors for their proper implementation, such as resource deficiencies and instructors' extra teaching loads. The ministry of education and universities, on their part, should also plan pre- and in-service training for instructors on material adaptation techniques.

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