

## THE ROLE OF ADAPTING MATERIALS IN MATERIALS DEVELOPMENT: SELECTION, DELETION, ADDITION, AND CHANGE

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**Abstract.** This study examines the role of adapting materials in materials development, arguing that adaptation is an essential skill for every effective language teacher. This study discusses why teachers need to adapt already-published materials rather than simply adopting them, as no single published material can fully account for the specific needs, interests, and learning context of every group of learners. A model of language curriculum design is presented to explain how contextual factors, including environment, needs, and principles, as well as inner classroom decisions, influence what happens in the classroom and why published materials will not always meet learners' needs. Four evaluative processes of adaptation: selection, deletion, addition, and change are then discussed as practical tools that allow teachers to modify existing materials in a way that better suits their learners. Adaptation is not merely a practical response to material limitations but a reflection of teacher agency and professional judgement in materials development.

**Keywords:** materials development, adaptation, language curriculum design, selection, deletion, addition, and change

**Annotatsiya.** Ushbu tadqiqot materiallarni ishlab chiqishda materiallarni moslashtirishning rolini o'rganadi va moslashtirishni har bir samarali til o'qituvchisi uchun muhim ko'nikma ekanligini ta'kidlaydi. Tadqiqot o'qituvchilar nega allaqachon nashr etilgan materiallarni shunchaki qabul qilish o'rniga ularni moslashtirishi kerakligini muhokama qiladi, chunki hech bir nashr etilgan material har bir o'quvchi guruhining o'ziga xos ehtiyojlari, qiziqishlari va o'quv kontekstini to'liq hisobga ola olmaydi. Til o'quv dasturini loyihalash modeli taqdim etiladi va u kontekstual omillar, jumladan, muhit, ehtiyojlar va tamoyillar, shuningdek, sinfdagi ichki qarorlar sinf ichida nima sodir bo'lishiga qanday ta'sir qilishini va nega nashr etilgan materiallar o'quvchilar ehtiyojlarini doimo qondira olmasligini tushuntiradi. Moslashtirishning to'rtta baholash jarayoni: tanlash, o'chirish, qo'shish va o'zgartirish, o'qituvchilarga mavjud materiallarni o'quvchilariga ko'proq mos keladigan tarzda o'zgartirishga imkon beruvchi amaliy vositalar sifatida muhokama qilinadi. Moslashtirish faqat material cheklovlariga amaliy javob emas, balki materiallarni ishlab chiqishda o'qituvchining professional mustaqilligi va professional mulohazasining aksiridir.

**Kalit so'zlar:** materiallarni ishlab chiqish, moslashtirish, til o'quv dasturini loyihalash, tanlash, o'chirish, qo'shish va o'zgartirish.

### INTRODUCTION

Materials development is a key aspect of language teaching, as it directly influences what happens in the classroom and how effectively learners acquire the target language. However, not all published materials are equally suitable for every group of learners, since every classroom context differs in terms of learner needs, interests, and learning goals. This raises an important question for language teachers: should they adopt existing materials as they are, or adapt them to better suit their learners? Macalister (2016) argues that regardless of the teaching situation, every teacher who

wishes to be an effective language teacher will need to adapt already-published materials. This study discusses the role of adapting materials in materials development, with a particular focus on the model of language curriculum design proposed by Nation and Macalister (2010) and the four evaluative processes of adaptation identified by McGrath (2016): selection, deletion, addition, and change.

### MAIN BODY

Considering our target learners needs, interests, and wants, we need to adapt materials for their learning. Macalister (2018) highlighted the importance of adapting materials in materials development and mentioned that “Regardless of the type of situation in which a teacher finds herself, however, if she wishes to optimise language learning there will be a need to adapt any already-published materials” (p. 54). I believe that not all materials suit all learners equally. Despite the clear need for adaptation, many teachers find themselves in contexts where the curriculum, materials, and assessment are made centrally that limits their professional autonomy (Parent, 2011).

Nation and Macalister (2010) created the model of language classroom design and explained why teachers need to adapt materials. The model is divided into inner and outer circles: the inner circle shows what happens in the classroom and outer circle is about external factors that influence classroom decisions. The outer circle consists of three key elements. Environment Analysis gathers information about learners, teachers, and the learning-teaching context, such as learners’ first language background and available teaching time. Needs Analysis identifies what learners can currently do in the target language and what they should be able to achieve by the end of the course. Principles, the third outer circle, is based on research and theory about language learning which helps teachers use classroom time in the most effective way. Together, these three outer circles show that every classroom context is different, which means that published materials will not always meet learners’ needs and therefore need to be adapted.

The inner circle represents what actually takes place in the classroom and consists of four parts: goals, content and sequencing, format and presentation, and monitoring and assessing (Nation & Macalister, 2010). Goals refer to what learners are expected to achieve by the end of the course, for example, being able to write an academic essay or hold a conversation in the target language. Content and sequencing determine what language is taught and in what order. Format and presentation is about how the content is delivered, such as replacing a teacher-led grammar explanation with a communicative pair work activity that is more engaging for learners. Finally, monitoring and assessing involves both checking whether learning is taking place during the course, for example through informal observation or quick comprehension checks, and measuring what learners have achieved at the end of a unit or course through tests or written tasks.

McGrath (2016) identified four evaluative processes that teachers use when planning lesson with existing materials, including selection, deletion, addition and change in the process of lesson planning. These processes allow teachers to adapt materials to better suit their learners’ needs and learning context. Selection involves choosing which parts of the materials are relevant and appropriate for the learners. For example, a teacher may select only the reading and vocabulary sections of a unit and skip the grammar exercises if learners have already mastered that point. Deletion, on the other hand, involves removing content that is irrelevant, too easy, too difficult, or culturally inappropriate for the learners. For example, a teacher may delete a dialogue activity that includes culturally specific references, such as discussing Christmas traditions, which may be

unfamiliar or irrelevant to learners from different cultural backgrounds. Removing such content prevents confusion and makes the material more accessible and meaningful for the learners.

McGrath (2016) identified **extension** and **exploitation** as the two distinct forms of addition. When it extends or exploits existing material, it is considered a form of adaptation such as, adding a follow-up speaking activity based on a reading text already in the coursebook to give learners more communicative practice. However, when entirely new materials are introduced, this is supplementation. Change is considered the most significant of the four processes, as it requires teachers to modify the procedure, context, or content of existing materials (McGrath, 2016). For example, a teacher may replace a written gap-fill exercise with a speaking activity on the same language point, making the task more communicative and relevant to learners' needs. These four processes, when used together, allow teachers to move away from simply adopting materials as they are and instead adapt them to better meet the needs of their learners.

### CONCLUSION

In conclusion, adapting materials is an essential skill for every effective language teacher. As Macalister (2016) suggests, no teaching situation is free from the need for adaptation, since published materials can never fully account for the specific needs, interests, and contexts of every group of learners. The model of language curriculum design proposed by Nation and Macalister (2010) makes this clear by showing how both outer factors, such as environment, needs, and principles, and inner classroom decisions, such as goals, content, and assessment, vary from one context to another. McGrath's (2016) four evaluative processes: selection, deletion, addition, and change, provide teachers with practical tools to adapt materials in a principled and effective way. Together, these frameworks show that adaptation is not simply a practical necessity but a mark of professional agency and effective teaching.

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