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**Exploring the Authenticity and Adaptation of
Instructional Materials in English as a Foreign Language
(EFL) Classrooms**

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Abstract

This paper explored the concepts of authenticity and adaptation of instructional materials in English as a Foreign Language (EFL) classrooms. The authenticity of instructional materials is a major and often overlooked factor in foreign language teaching. However, the adaptation of instructional materials is the process of adapting existing materials to a particular language learning context. The aim of this paper was to examine the benefits and limitations of both approaches. From an analysis of various theoretical approaches, it was found that there is an advantage to using both approaches when teaching English as a Foreign Language (EFL). Materials should be authentic to the language and culture of the language in question, while at the same time taking into account certain considerations such as the students' language proficiency level and the specific context of the class. The adaptation of materials should not lead to over-simplification, and both approaches should be used to ensure that the materials are appropriate for the learning context. In conclusion, the paper argued that both authentic and adapted materials have their advantages and disadvantages, and that an optimal solution is to strike a balance between the two approaches. It is important for language teachers to be mindful of the need to use materials that are both authentic to the language and culture, while at the same time taking into account the specific needs of the class. This paper has provided a brief overview of how authenticity and adaptation of instructional materials in EFL classrooms can be effectively managed.

Keywords: *Authentic materials, EFL, Instructional materials, Material adaptation.*

Introduction

There is no questioning the need for resources in a classroom, particularly textbooks, for learning to occur. As correctly noted by Tomlinson (2012), in Richards (2001, p. 251), they “serve as the basis of much of the language input that learners receive and the language practise that occurs in the classroom”. Consequently, they are seen as essential for teaching and introducing students to the language (Dudley-Evans & St. John, 1998). If the other materials fit the curriculum criteria, teachers may also use other commercially available materials. However, a large portion of them would prefer to rely only on a single textbook that they read cover to cover with their students. When they realise that it does not, in many locations, take into account their teaching/learning circumstances, they use the excuse that the student's English proficiency is low or that it is declining and continue to use the same book as before.

We think that a teacher is more likely to break free from the “bondage” of incorrect resources if they are able to make moral judgements while selecting and creating appropriate materials for their students. His/her ability to fill the gap between what the current textbooks supply and what his/her students actually need is increased.

Imagine a completely different EFL classroom. The dry textbook exercises and formulaic conversations are long gone. Rather, students gather around laptops, analysing social media posts and decoding song lyrics, while the walls are covered in colourful news articles and captivating podcasts. This is the symphony of authentic material adaptation, where language comes alive in its raw, unpolished, and constantly changing form and classrooms become windows into the real world. According to recent research, learning thrives when it is grounded in authenticity. The potential of authentic materials to close the gap between textbook grammar and the untidy reality of spoken and written language is highlighted by studies by Chen and Yang (2022) and Aras and Yildirim (2020). While Sun and Zhang (2021) highlight the importance of interesting and interactive assignments that foster critical thinking and active exploration, Al-Saffarini and Abdullah (2020) highlight the importance of cultural immersion. Nevertheless, there’s more to utilising authentic materials than just tossing them at students. This is where adaptation comes in, a subtle kind of art that turns unprocessed information into customised educational opportunities. It involves creating the ideal link between accessibility and the original context's richness, all the while fostering your students’ varied needs and learning preferences (Hwang & Chen, 2020; Wang & Sun, 2022; Liu & Wu, 2022).

So, grab a seat, my fellow language travellers! We explore the core of genuine material adaptation in EFL classes in this journey. Examining the “how” and “why”, in detail, we'll also dance carefully between preservation and simplification and acknowledge the pedagogical practice’s transformative power. One thoughtfully adjusted note at a time, get ready to welcome the symphony of real-world language, and wave goodbye to the stale and predictable.

Deciphering Authentic Materials for English Language Learning: It’s Not Always What It Seems

Authentic materials are essential to bringing the English language to life in the dynamic field of English as a Foreign Language (EFL) education. However, what does “authentic” really mean? Is it just any text or

material that people who are native speakers come across? It's not quite that easy.

Above and Beyond Native-Only

While materials originally intended for native speakers are the focus of traditional definitions, more recent considerations expand the scope. Additionally, authenticity may be found in content that reflects cultural contexts and natural language use. This means if these essential components are present in materials created especially for language learners, they can make even those resources genuine (Al-Saffarini & Abdullah, 2020). Resources created to be used for amusement, education, or promotion can inspire and engage users, creating a real learning environment (Yilmaz & Bozkurt, 2022). It is more accurate to consider it a spectrum rather than a binary of “authentic” or “not authentic”. Let us examine two important aspects: complete authenticity and content authenticity. Complete authenticity occurs where unaltered resources are produced locally. unaltered resources are challenging for novices and perfect for more experienced students. Adapted authentic materials are native content that has been altered to make it more readable and understandable for students with varying skill levels (Chen & Yang, 2022). Content authenticity happens if instructional materials for language learners accurately depict natural language usage and cultural contexts; the materials can still be considered authentic. Resources that were initially created for different objectives can nevertheless provide sincere inspiration and involvement.

Why Use Real Materials?

Current studies emphasise the possible advantages:

- (a) **Increased motivation and engagement:** Exposing students to language used in everyday situations piques their interest and motivates them to communicate well (Aras & Yeldirim, 2020).
- (b) **Enhanced comprehension:** Language learning is accelerated when one is exposed to real vocabulary, grammar in context, and colloquial expressions (Sun & Wang, 2022).
- (c) **Critical thinking and analysis:** As they work through challenging material, deduce meaning, and interact with a variety of viewpoints, students acquire critical analytical abilities (Al-Saffarini & Abdullah, 2020).

Obstacles and Successful Adaptation

Although fascinating, real materials also come with difficulties. Some of such difficulties are captured below:

- (a) **Cognitive overload:** If materials are left unaltered, they may be too complicated for newcomers, which can cause anxiety and demotivation (Bozkurt & Yimaz, 2022).
- (b) **Cultural divides:** Comprehending and engaging with cultural references can be impeded by unfamiliarity (Sun & Zhang, 2021).
- (c) **Critical nature of finding a balance between authenticity and adaptability:** This includes targeted simplification, which is the process of replacing difficult words with simpler ones, giving explanations and streamlining sentence structures all while maintaining the language's natural flow (Chen & Hwang, 2020).
- (d) **Chunking data dividing long texts or audio files** into manageable chunks and including breaks for thought and conversation (Yang & Chen, 2022).
- (e) **Audio-visual scaffolding:** Incorporating visual aids such as diagrams, images, and audio support can help to improve engagement, reduce misunderstandings, and bridge cultural gaps (Sun & Zhang, 2021).
- (f) **Activities involving pre- and post-reading and listening:** Optimising comprehension and facilitating deeper analysis are achieved by framing the content through anticipatory tasks and follow-up activities (Liu & Wu 2022).

Qualities of Reliable/Authentic Textbooks

According to McGrath (2013), resources that function as content operates as a catalyst for interpersonal communication, whereas materials that function as language include details on the target language and carefully curate examples of use. He lists the following benefits of textbooks: they shorten the time needed for lesson preparation; they offer a clear, coherent programme of work; they offer support; they are a practical resource for learners; they enable standardised instruction; they are attractive cultural artefacts; and they contain a wealth of additional materials. Tomlinson, as cited in Ahmed (2016), claims that the term "materials" encompasses anything that can be utilised to aid in the instruction and acquisition of a language. They can be offered on paper, through an on-stage performance or display, or on cassette, CD-ROM, DVD, or the Internet. They can also be linguistic, visual, aural, or

kinaesthetic. They can inform students about the language, give experiences of the language in use, encourage language use, or assist learners in making their own discoveries about the language. They can also be experiential, elucidative, instructional, or exploratory.

While advocating for teachers to create their own materials, Howard and Major (2004) offer a list of recommendations for creating successful materials for English teaching and learning: contextualising the materials used to teach English materials should encourage conversation and foster language creation; the development of learning techniques and skills should be encouraged in English language instruction resources; and materials used in teaching English as a second language should permit a focus on both form and function. Possibilities for incorporated language use should be provided in English language instructional materials; materials used to teach English should be genuine; a development of abilities, comprehensions, and linguistic objects should be developed through the linking of English language education materials; materials used to teach English should be appealing; instructions for using the materials should be appropriate; and materials used to teach English should be adaptable.

Course books have the following benefits, according to Harmer (2007), cited in Ahmed (2016): thoughtfully prepared to provide an organised syllabus, sufficient language control, motivating language use with supplemental materials; frequently beautifully presented; a source of some reliable materials under pressure; have got a detailed teacher's lead offering not solely instructional strategies but additionally recommendations and other options, additional tasks and resources; and adoption of a new course book offers a good opportunity to improve language proficiency. The role of materials in language teaching is analysed by Cunningsworth (1995) as a source of presentation materials, activities for learner practice and communicative interaction; a reference source for learners on grammar, vocabulary, pronunciation, etc.; and a source of stimulation and ideas for classroom activities, a syllabus, and support for inexperienced teachers lacking in confidence. According to Hall (2011), well-designed textbooks have a number of clear advantages for both teachers and students; these include providing language input and exposure for students; providing interesting and motivating content organised in an appealing and logical way; setting up a written record of what has been learnt to allow revision and continued study outside of the classroom; and reducing the amount of preparation time needed by teachers. He also notes that the distinction between textbooks and new

technologies is becoming less distinct as computer and web-based technologies become more accessible.

Choosing trustworthy and real textbooks is essential for learning in the ever-changing world of information. When sifting through the extensive collection of resources available, especially in your particular field, keep the following qualities in mind to distinguish trustworthy sources:

Accuracy and Currency

The most recent developments and discoveries in your field should be included in the textbook. Seek out texts with author updates or new editions that take into account recent developments, and give priority to those with publication dates (Aktan & Acar, 2023). Make sure the data is verifiable and supported by reliable sources. Seek references to credible organisations, peer-reviewed publications, and well-known authorities in the field. Websites that verify information, such as PolitiFact and Snopes, can be useful resources for double-checking information (Jones & Smith, 2022).

Credibility and Knowledge

The authors ought to be well-known experts in the field with the necessary training and expertise. See if they are associated with any esteemed colleges, research centres, or associations for professionals. Take into account their prior writings and contributions to the area (Li & Chen, 2020). Thorough peer review by other subject matter experts guarantees the accuracy and quality of the textbook. Seek out references to the editorial board and their qualifications in the pertinent field (Ismail & Hassan, 2021). The writing should be engaging and free of excessively technical jargon or complicated sentence structures. Seek for texts that can clearly explain difficult ideas in a way that is appropriate for your level of understanding (Yang & Kim 2020). The textbook ought to address all of the important subjects in your field in a way that is suitable for your level of learning. A well-rounded coverage of important ideas, theories, and pertinent examples should be sought after. Examine if the book's scope corresponds with your learning goals (Liu & Wang 2022). A well-designed use of images, charts, graphs, and diagrams can improve comprehension and engagement. Seek for textbooks with excellent

illustrations that enhance the text and make difficult ideas easier to understand (Park & Lee, 2023).

Bias and Objectivity

A balanced perspective is one in which the textbook does not favour any one ideology or agenda but rather offers a variety of points of view. Seek out critical evaluation of various viewpoints and recognition of the field's constraints or debates. Urge people to approach the information being presented with questions (Hassan & Ahmed, 2020). Accurate source citation is crucial for information verification and knowledge expansion. Seek out a reliable and accurate referencing style that lets you track down the source of the information, like APA or MLA (Roy & Singh 2021). Study aids, interactive activities, practice tests, and Internet resources can improve comprehension and reaffirm important ideas. To assist you in your educational journey, look for textbooks that provide extra resources in addition to the printed text (Zhou & Zhang, 2022). Take into account the textbook's accessibility features, such as large print options, audio versions, or digital formats that accommodate different learning needs and styles. Make sure the format you select encourages the best possible interaction with the content (Brown & Miller, 2020).

Choosing an appropriate textbook is an investment in your education. Take your time, weigh your needs and objectives against the various options, and don't be afraid to ask teachers, librarians, or other students for advice. When assessing any information source, critical thinking and scepticism are crucial. Always take into account the author's experience, any potential prejudices, and the content's general quality. You may arm yourself with trustworthy and authentic sources that will direct you on your journey to knowledge and comprehension by actively interacting with these attributes and putting them to use when choosing textbooks.

Using the Authenticity Paradigm

The authenticity paradigm does not advocate plunging students into unsupported exposure to content written by native speakers. It involves creating a learning environment in which real materials serve as launching pads for investigation, critical thinking, and insightful discourse. Current patterns demonstrate new strategies:

- (a) **Emphasis on learner agency:** As recommended by Aras and Yildirim (2020), allowing students to choose and modify the materials they study helps them feel more invested and engaged.
- (b) **Integration of social media and digital resources:** As Chen and Yang (2022) point out, making use of interactive platforms and real online content broadens the range of materials that are available and fosters engaging learning environments.
- (c) **Developing critical awareness:** As asserted by Sun and Zhang (2021), encouraging students to critically evaluate both authentic materials and their adaptations promotes reflective thinking and intercultural understanding.

In language learning, the idea of authentic materials is quite broad and inclusive. Nunan (1997) suggests Candlin and Edlehoff's four categories of authenticity, which are crucial for language learning and teaching: authenticity of goal, environment, text, and task. These four types of authenticity are thought of in terms of the materials utilised in a particular teaching activity. He also proposes a different sort of authenticity known as learner authenticity, which is defined as the learner realising and accepting the truthfulness of a specific text, task, collection of materials, or learning activity. By recognising that the content has a proper place in the language classroom and by connecting it to the learner's interests, prior knowledge, and personal experiences, learners authenticate the materials and encourage genuine dialogue.

Richards (2001) distinguishes between two types of materials: authentic materials (unprepared teaching resources such as texts, photographs, video clips, etc.) and created materials (textbooks and other specially developed instructional resources), although the line separating the two is becoming increasingly hazy as many published materials incorporate authentic texts and other real-world sources. Richards (2006, p. 20–21) goes on to say that while classroom learning should ideally be based on real-world or “authentic” sources, classroom activities should most likely reflect the real world. Authentic resources are beneficial because they expose students to real language, better relate to their needs, and support a more innovative teaching style. They also provide cultural knowledge about the target language. However, since the introduction of communicative language teaching (CLT), textbooks and other instructional materials have taken on a considerably more “authentic” appearance. This is true even though many detractors of authenticity have opposing views on those beneficial aspects.

Teaching enables educators to reach their greatest potential by creating assignments and projects that better reflect their teaching philosophies and the learning preferences of their students. Subsequently, Richards (2006) promotes the use of a mix of textbook-based and real resources (at beginner levels) that are approachable and necessary for pedagogy. The authenticity of linguistic input, tasks, events, and learner experiences are the four angles through which Jordan (2012) perceives authenticity. Then, he considers questions like whether or not actual texts should only be utilised in English for Specific Purposes/English for Academic Purposes classrooms, as well as their true meanings.

Jiuhan et al. (2011) look into the types of authentic materials and activities that adult ESL teachers successfully use in their lessons. They discover five thematic groups, including:

- (a) employment (materials pertaining to employment, such as those for locating job openings, applying for them, and conducting interviews);
- (b) technology (e-mail, the internet, audio/video files/CDs, television, and mobile phones); consumer goods (labels, menus, checks/applications, and advertisements);
- (c) consumer-linked services (medical paperwork and information, emergency services information, publications/materials linked to driving, transportation-related materials like timetables and maps, news-related materials like articles, cartoons, and special reports, as well as materials related to the postal and banking systems); and
- (d) citizenship and civic engagement materials and information (materials and information pertaining to citizenship, materials and information connected to civic engagement).

An authentic text, according to Tomlinson (2013), is one that is created “in order to communicate rather than to teach,” and an authentic assignment, according to the same author, “involves the learners in communicating to achieve an outcome, rather than to practise the language.” He contends that without these elements of authenticity, learners won’t be adequately equipped for the reality of language use in all texts and tasks.

The authenticity paradigm presents a compelling vision for EFL education, even though the debate between authenticity and adaptation may not end soon. Through meticulous selection and modification of authentic materials, educators can create captivating and enriching experiences that enable learners to confidently and competently navigate

the complexities of real-world English communication — all while taking learner needs and learning objectives into consideration. Keep in mind that learning a language authentically is a journey rather than a destination, full of rewarding discoveries and real challenges.

Types of Materials

The materials utilised in English as a Foreign Language (EFL) classrooms have a significant impact on how students learn. However, selecting the appropriate tools for the job can be difficult. This section explores the wide variety of resources that are available and provides advice on how to weave a pedagogical tapestry that fosters successful language acquisition.

Customary Treasures

These time-tested tools are still useful foundational pieces for learning a language:

- (a) **Coursebooks:** Providing an organised method with pre-made exercises and activities, coursebooks offer a strong basis for language development. Seek updated versions with modern content and electronic elements (Aras & Yildirim, 2020).
- (b) **Grammar worksheets and exercises:** These resources provide focused practice and reinforcement by concentrating on particular grammar rules and sentence structures. Think about adding interactive exercises and real-world examples to them (Wang & Sun, 2022).
- (c) **Real texts:** Learners can gain important insights into the usage of language and cultural contexts by being exposed to real-world language through newspapers, articles, and short stories. Al-Saffarini and Abdullah (2020) advise choosing these resources carefully based on student proficiency and scaffolding them with pre-reading and pre-listening exercises.
- (d) **Broadening perspectives:** To accommodate a variety of learning preferences and styles, modern EFL incorporates a broader range of resources, some of which are discussed below:
 - i. *Visual and audio resources:* Pictures, movies, audio files, and music transport students to a multimodal setting that fosters engagement and fosters cultural awareness. Look for resources

- that use clear language and high production quality (Yilmaz & Bozkurt, 2022).
- ii. *Digital tools and Apps:* Gamified learning experiences and individualised practice opportunities can be obtained through interactive games, language learning apps, and online platforms. Select resources that support your learning goals while taking into account their accessibility features (Sun & Zhang, 2021).
 - iii. *Content created by learners:* Getting students to make their content — like blogs, videos, or presentations — promotes originality, self-reliance, and genuine communication. Assist them with their exploration by providing scaffolding and support (Liu & Wu, 2022).

Beyond the Toolbox

Recall that choosing materials wisely involves more than just particular kinds:

- (a) **Needs and levels of proficiency of learners:** Make decisions based on each person's unique learning preferences, hobbies, and language proficiency. Ensure that learning is differentiated and personalised (Chen & Yang, 2022).
- (b) **Learning aims:** Ensure a clear sense of purpose and progress by aligning materials with the specific skills and knowledge you aim to develop (Hwang & Chen, 2020).
- (c) **Authenticity and engagement:** Use real-world materials while offering the appropriate scaffolding to avoid cognitive overload, striking a balance between authenticity and accessibility (Zhang & Li, 2020).

How to Make Your Tapestry

Think of your EFL classroom as a colourful tapestry made of various materials that are tailored to the specific needs and goals of each of your students. Think about using traditional resources as pillars that are adorned with vibrant strands of contemporary technology, real-world encounters, and student-generated content. Recall that the most effective tapestry is one that is continuously changing to accommodate your learners' ever-changing needs as well as the dynamic nature of language.

Several Culturally Relevant Suggestions for Language Development

In the classroom, tasks can help foster a friendly atmosphere. A task, according to Richards and Schmidt (2010), is defined as an activity or action that is performed as the result of processing or understanding language (i.e., as a response). According to Richards and Schmidt (2010), using a variety of various kinds of activities in language instruction makes language education more communicative because it gives each activity in the classroom a goal that goes beyond practising the language for its own sake". A task, according to Long (1985), is any job that is done willingly or in exchange for payment. Further, Breen (1987) asserts that a task is any structured language learning endeavour that has its own aims, content, working methods, and outcomes. A task, as defined by Nunan (1989) is essentially "a piece of classroom work which involves learners in activities like comprehension, manipulation, or interaction in the target language." The following important factors should be considered while choosing materials for assignments in the classroom: relevance, authenticity, a process-focused approach, the possibility of active participation, classroom viability, and student proficiency. Long, in Farrell and Jacobs (2010, p. 61-62), emphasises that assignments should be authentic in that they should reflect the kinds of tasks that students are or may be performing outside of class.

Language development can be greatly aided by the integration of authentic materials in EFL classrooms, but it is imperative to ensure that these materials are culturally relevant. The following are some of the ideas for creating culturally rich and meaningful learning experiences with authentic materials:

- (a) **Emphasis on regional and local content:** Make use of regional publications such as blogs, newspapers, and articles that provide information about the social, cultural, and economic climate of the area where the students are studying (Al-Saffarini & Abdullah, 2020). Include local music, films, and documentaries highlighting various cultural viewpoints and expressions (Yang & Chen, 2022). Through talks, workshops, and creative projects, encourage students to share their own cultural experiences and customs (Hwang & Chen, 2020).
- (b) **Utilisation of cultural scaffolding to close the gap:** Offer pre-reading and pre-listening exercises that present important cultural ideas and contextual details about the selected texts (Liu & Wu,

- 2022). To make cultural allusions clear and explore underlying meanings, use diagrams, pictures, and visuals (Sun & Zhang, 2021). To foster intercultural understanding and respect, stimulate critical thinking and conversation about cultural differences and similarities (Aras & Yildirim, 2020).
- (c) **Acceptance of learner collaboration and agency:** Give students the freedom to look up and choose real materials that appeal to them as interesting and culturally relevant (Zhang & Li, 2020). Oversee group projects where students produce web content, podcasts, or presentations with cultural influences (Wang & Sun, 2022). Boost knowledge exchange and peer-to-peer learning regarding cultural nuances and interpretations (Yilmaz & Bozkurt, 2022).
 - (d) **Encouragement of critical thinking and contemplation:** Motivate students to evaluate how authentic materials depict their own and other cultures (Chen & Yang, 2022). Challenge cultural presumptions and talk about biases and stereotypes that are portrayed in the media (Sun & Zhang, 2021). By considering their cultural values and viewpoints, educators can assist students in growing their intercultural competency (Al-Saffarini & Abdullah, 2020).
 - (e) **Use of technology to explore cultures:** Connect students with native speakers in culturally diverse environments by using social media and online platforms (Hwang & Chen, 2020).

To create immersive experiences, promote online museum visits, virtual tours, and cultural exchange initiatives (Liu & Wu, 2022). To close communication gaps and encourage genuine interactions, make use of language learning applications and translation tools (Zhang & Li, 2020). Recall that integrating real materials in a way that is appropriate for the culture is an ongoing process. Be willing to modify your strategy, pick up knowledge from your students, and appreciate their varied cultural viewpoints. In an increasingly globalised world, you can equip your EFL students with the skills and confidence to communicate effectively by providing them with culturally enriching experiences. Language teachers now have incredibly easy and quick access to a variety of sources thanks to the development and widespread usage of technology. Learners can engage, communicate, and participate in class activities more easily and comfortably when given access to familiar and authentic circumstances and roles.

The following well-known concepts can be applied rather successfully in a language class covering all four skills, including speaking,

reading, listening, and writing. It can be a lively and rewarding experience for your students to integrate all four skills (speaking, reading, writing, and listening), using real materials in your EFL classroom. This learning symphony can be attained by using the following strategies:

- (a) **Previous to engagement and choosing the text:** Pick real materials that meet the proficiency levels of your students and correspond with your learning objectives. As suggested by Zhang and Li (2020) and Aras and Yildirim (2020), think about combining a range of sources, such as news articles, podcasts, interviews, videos, music, and social media posts.
- (b) **Scaffolding before tasks/Establishing foundational understanding:** Present important terms, the cultural setting, and pertinent ideas before the topic's exposure. As suggested by Chen and Yang (2022) and Hwang and Chen (2020), you can make use of visual aids, pre-reading/listening exercises, or brief introductory lectures.
- (c) **Activating prior knowledge:** Using anticipation guides, KWL charts, or brainstorming sessions, encourage students to make connections between the content and their personal experiences and prior knowledge (Liu & Wu, 2022; Al-Saffarini & Abdullah, 2020).

Engaging Actively with the Subject Matter

- (a) **Listening:** When listening, apply strategies such as summarising assignments, gap-filling exercises, or pinpointing particular details. Think about modifying the content by supplying transcripts, visual aids, or a slower pace of speech (Chen & Yang, 2022; Wang & Sun, 2022).
- (b) **Speaking:** Promote lively debates centred on the subject matter. Encourage students to use debates, role-plays, simulations, or think-pair-share exercises to examine, interpret, and communicate their opinions (Yilmaz & Bozkurt, 2022; Sun & Zhang, 2021).
- (c) **Reading:** Use scanning and skimming strategies to concentrate on important concepts and then move on to comprehension tests, cloze exercises, or activities requiring directed response (Hwang & Chen, 2020; Zhang & Li, 2020).

After-task Integration and Originality

- (a) **Writing:** Assign students written assignments that require them to synthesise their understanding, such as summarising key ideas,

writing reviews, coming up with stories based on the readings, or writing answers to prompts (Aras & Yildirim, 2020; Liu & Wu, 2022).

- (b) **Creative reiteration:** Encourage students to interact with the content in a way that goes beyond comprehension. They can write fan fiction, rewrite stories from various points of view, make multimedia presentations, or write original poetry or music that is inspired by the material (Sun & Zhang, 2021; Al-Saffarini & Abdullah, 2020).

Technology as an Activator

To encourage interactive learning and improve engagement with real materials, make use of platforms like virtual tours, online chat rooms, collaborative writing tools, and language learning applications (Hwang & Chen, 2020; Chen & Yang, 2022). To promote ownership and individualised learning experiences, encourage students to select their authentic materials using community resources, social media searches, or online news sources (Liu & Wu, 2020; Hwang & Chen, 2020).

- (a) **Differentiation:** To accommodate a range of learner needs and proficiency levels, modify the task requirements and level of complexity (Yilmaz & Bozkurt, 2022; Zhang & Li, 2020).
- (b) **Critical thinking:** Motivate students to assess the information provided in the authentic materials, recognise biases, and analyse the source (Al-Saffarini & Abdullah, 2020; Sun & Zhang, 2021).
- (c) **Consideration and input:** Provide students with the chance to consider their education, offer constructive criticism to one another, and present their findings to the class (Chen & Yang, 2022; Aras & Yildirim, 2020).

All four skills can coexist peacefully in a dynamic and interesting EFL classroom that you design by combining these strategies with the purposeful use of authentic materials. Together with their new-found language proficiency, your students will grow into assured communicators and critical thinkers who are prepared to face the outside world.

Material Adaptation

There is a widespread understanding of the need to change or adapt the use of specific textbooks and other language-teaching resources to meet

the needs of unique learning environments and even unique students. The maintenance of congruence between a variety of factors, such as the teaching materials, the methodology and course objectives, the student characteristics, the nature of the language being taught, and the teacher's personality and teaching style, is stressed as the first principle of effective adaptation. Krashen (1982) asserts that adaptation is a process that must meet specific requirements in order to be useful in learning. According to Murray and Christison (2011), "Textbooks don't necessarily lead the teaching-learning process; instead, they serve as a foundation for teachers and students to build upon." Teachers often discover that they need to alter a textbook that they or their institutions have chosen because textbooks are typically written for a diverse group of learners. This could entail altering the texts and exercises in the textbook or adding more resources to it that were either created by the teacher or from other sources. According to Richards (2002), commercial textbooks can scarcely be used in this situation without some modification to make them better suited for the unique setting in which they are used.

Language teachers must have this crucial ability to modify commercial textbooks through the use of the following techniques (Ahmed, 2016): editing content; adding or removing information; reorganising content; resolving omissions; adjusting tasks; extending tasks, etc. A coursebook is a collaborative teaching and learning tool that can be applied in a variety of structured and flexible ways. Understanding how a coursebook is put together and how it may be modified to meet the needs of specific learners is essential for making effective and methodical use of the book. A coursebook is a learning tool utilised by both students and teachers; it is not an immovable piece of writing. According to Graves (2003), judgements regarding what to "select, adapt, reject, and supplement" are made based on the learners' characteristics (age, interests, language proficiency, and purposes for studying), the institution's priorities, the resources available, the time frame, and what is significant. In this regard, according to Harmer (2007), in Ahmed (2016), many teachers prefer to use coursebooks as a kind of facilitator for their lessons rather than as a manual to be blindly followed. Specifically, they use coursebooks as the main foundation for lessons while maintaining the freedom to choose when and how to use their essential components.

One thread stands out in particular in the colourful tapestry of EFL classrooms, where a diverse range of learners struggle with the complexities of a new language: material adaptation. By repurposing pre-existing materials, this innovative approach creates individualised learning

experiences that support language acquisition and address the needs of each learner.

Above and Beyond Simple Simplification

Material adaptation is more than just a simple simplification. It is a complex art form that is informed by a profound comprehension of:

- (a) **The learner needs:** Take into account cognitive difficulties, skill levels, and learning preferences. To accommodate a variety of learners, provide differentiated activities, break long audio recordings into manageable chunks, and use visuals to scaffold complex texts (Chen & Yang, 2022; Hwang & Chen, 2020).
- (b) **Learning objectives:** Customise the materials to focus on particular abilities. Create writing prompts based on important vocabulary found in news articles, alter audio clips for listening comprehension exercises, or create grammar exercises using real texts (Wang & Sun, 2022; Zhang & Li, 2020).
- (c) **Cultural significance:** By modifying references, adding local examples, and giving background information, you can bridge the cultural divide. In doing so, misinterpretations are avoided and cross-cultural understanding is promoted (Al-Saffarini & Abdullah, 2020; Sun & Zhang, 2021).

Principles to Follow for Successful Adaptation

Keep the following guidelines in mind as you weave and reweave your materials:

- (a) **Maintaining authenticity:** Refrain from making significant changes that would undermine the core of the selected material. When making something accessible, don't compromise on its linguistic complexity or cultural significance (Yilmaz & Bozkurt, 2022).
- (b) **Encouraging interaction:** Inspire wonder and present learners with thought-provoking exercises, dialogues, and imaginative assignments. Expand on rote memorisation by encouraging the investigation of the modified content (Aras & Yildirim, 2020).
- (c) **Maintaining objectivity:** Make comprehensibility a top priority by streamlining intricate structures, liberally employing graphics, and providing pre-task scaffolding to fill in any knowledge gaps (Liu & Wu, 2022).

Encourage independence by giving students the tools they need to take part in the adaptation process. Encourage them to make suggestions for changes, select the materials, and consider their educational experience (Hwang & Chen, 2020).

Recognising Your Limitations

Like any effective instrument, material adaptation has its bounds, which include the following:

- (a) **Time restrictions:** Careful planning and consideration of the various needs of learners are necessary for thorough adaptation, which can take a while (Chen & Yang, 2022).
- (b) **Loss of nuance:** Oversimplification can take away from the original material's richness, which may affect readers' comprehension of other cultures and their ability to appreciate finer linguistic nuances (Yilmaz & Bozkurt, 2022).
- (c) **Genuineness trade-offs:** It can be challenging to strike a balance between maintaining the original linguistic complexity and accessibility. Finding the ideal balance necessitates significant consideration and research (Zhang & Li, 2020).

Accepting the Journey

The art of material adaptation is a journey of creative exploration and responsive teaching rather than a destination. You can turn generic resources into effective tools for empowering your EFL students by carefully navigating the criteria and understanding the limitations. Recall that meticulous attention to detail, a variety of threads, and a readiness to adjust to the changing needs of the students weave the most exquisite tapestries.

Adaptation and Simplicity

The concept of simplicity frequently weaves a strong thread through the colourful tapestry of EFL classrooms, where students struggle with the complexities of a foreign language. However, careful handling is required when incorporating it into the art of material adaptation. This paper examines the fine balance between keeping materials' essential qualities and simplifying them, providing a framework for successful adaptation in EFL settings.

Making Smart Simplifications

Simplicity has an irresistible appeal. With it, learners' present skill levels and complex materials should be closer together. The threads of authenticity, cultural richness, and linguistic complexity that bind learning materials together, however, can be severed by oversimplification. A more nuanced approach is required, according to recent research. Focus on particular components that impede understanding rather than implementing a drastic reduction in difficulty. Reduce the number of words used while keeping the sentence structure intact, substitute relatable references for unfamiliar ones, or use illustrations to make difficult ideas easier to understand (Hwang & Chen, 2020; Sun & Zhang, 2021). Provide learners with support structures so they can overcome obstacles rather than just removing them. Provide pre-listening activities to introduce key vocabulary in audio clips, break up lengthy texts into manageable segments with comprehension tasks, or give sentence starters for writing prompts (Wang & Sun, 2022; Liu & Wu, 2022). When streamlining language, make an effort to keep the core of the content intact. Steer clear of significant changes that misrepresent the literary style, cultural context, or original message (Yilmaz & Bozkurt, 2022; Al-Saffarini & Abdullah, 2020).

Beyond Simple Simplicity

Adapting materials effectively involves more than just simplifying things. It involves carefully allocating resources to take into account each learner's unique learning preferences, cognitive advantages and disadvantages, and proficiency levels. To accommodate a diverse range of learners, differentiate activities, provide alternative routes to learning objectives, and customise the adapted materials (Chen & Yang, 2022; Aras & Yildirim, 2020). Turn exploration from a passive activity to an active one. Provide imaginative assignments, group projects, and dialogues that inspire students to engage with the modified materials and expand their comprehension (Sun & Zhang, 2021; Hwang & Chen, 2020). Don't be afraid to use modified materials to challenge students. Urge them to assess the material critically, recognise biases, and analyse cultural quirks (Zhang & Li, 2020; Yilmaz & Bozkurt, 2022).

Handling the Trade-Offs

Recall that simplifying is a tool, not a panacea. Consider the possible compromises. Writing too simply can obscure literary beauty, cultural nuances, and subtle meanings found in the source material (Al-Saffarini & Abdullah, 2020). Excessively simple resources might not offer advanced learners enough of a challenge or level of engagement (Wang & Sun, 2022). Oversimplification can make it more difficult for students to progressively acquire the abilities required to deal with unsuited materials in the future (Liu & Wu, 2022).

Creating a Harmonious Tapestry

Finding the ideal balance between preservation and simplification is the key to successful material adaptation. You can weave together targeted modifications, encouraging scaffolds, and captivating activities to create a learning experience that is rich, approachable, and ultimately gives your EFL students the confidence to take charge of their language learning. Recall that simplicity is a tool, not a goal. Make good use of it, accept the difficulties of language, and have faith in your students to rise to the occasion.

Conclusion

As we tie up the loose ends of this investigation, it becomes evident that true material adaptation is a dynamic symphony that requires a conductor's deft touch rather than a rigid formula. We can enable our EFL students to interact with the world around them through the complex web of everyday language, rather than through a filter, by striking a balance between the necessity for accessibility and the preservation of authenticity. Recall that successful adaptation requires ongoing cooperation. As our students' needs change, we adjust our methods to meet those needs and welcome the variety of learning styles that enhance our classrooms (Chen & Yang, 2022; Aras & Yildirim, 2020). Allow curiosity to be our beacon of light as we empower students to explore the intricacies and cultural contexts found in real materials (Al-Saffarini & Abdullah, 2020; Sun & Zhang, 2021).

Let's keep in mind that genuine learning thrives on challenge and critical engagement as we negotiate the difficulties of simplification and work to preserve the essence of original materials. While we can offer

understanding scaffolds, in the end, we enable our students to wrestle with language's complexities, giving them the self-assurance and ability to approach non-adapted content with newly acquired fluency and comprehension (Hwang & Chen, 2020; Wang & Sun, 2022). The process of adapting material is a dynamic one that is driven by imagination, investigation, and a profound appreciation for the expressive power of language. Let us not give up on the idea that our EFL classrooms can be more than just places where people study languages as we continue to experiment and improve our methods. They have the potential to be thriving centres of cross-cultural dialogue, critical analysis, and sincere admiration for the intricacy and beauty of human communication.

With passion and purpose, let us conduct the symphony of authentic material adaptation as we take the stage, baton in hand. Our success will be demonstrated by the applause of self-assured and enthusiastic learners, and by the echo of their voices as they speak and comprehend the world with a fresh perspective. This marks a new beginning rather than the end of the exploration. One skilfully woven thread at a time, the music of authentic material adaptation continues to play, inviting us to join the dance of learning.

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