

# **Evaluating and adapting materials for young learners**

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Evaluate the materials you currently use to teach a group of young learners in terms of their ability to promote learning by young learners. How might you adapt or improve the materials for a given set of learners?

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## **1. Introduction**

Recent years have seen a dramatic increase in the use of commercially produced foreign language coursebooks as core teaching materials in young learner classrooms. In many cases, the approaches taken and the methods advocated in these materials are accepted uncritically by the teachers using them regardless of their teaching context. Teachers in some contexts also do not have a choice and are forced to ‘teach the book’ and implement methodologies that they may not agree with. However, in both cases there is a huge risk of not doing what is best to promote learning. To avoid this possibility a more critical stance towards language learning materials is needed. In this paper I will evaluate the materials I currently use to teach a group of young Japanese EFL learners – the coursebook and additional materials of *Let’s Go 1* – and discuss ways in which these materials might be adapted for these particular learners.

First, I will provide definitions of terms used throughout the paper. I will then present some key principles for language learning by young learners and establish my own teaching approach. A review of the relevant literature and a description of methods then follows. After that, I will present an evaluation of the materials before using a specific example to show how they might be adapted in order to promote learning.

## **2. Definition of Terms**

In this section I will define some key terms that will be used throughout the rest of the essay.

### **Young learners**

In this paper young learners will be considered learners between five and twelve years of age.

## **Materials**

Materials will be considered anything which is used to help language learning (Tomlinson, 1998). Examples include but are not limited to: coursebooks, workbooks, CDs, flashcards, and CD-ROMs.

## **Materials evaluation**

Materials evaluation will be considered a procedure that involves examining learning materials to establish their value (Tomlinson, 2003).

## **Adaptation**

Adaptation is the altering of materials to improve or make them more suitable for a particular type of learner or group of learners.

## **Coursebook and Textbook**

While it is possible to make distinctions between the two terms, in this paper coursebook and textbook will be used interchangeably to refer to books intended by their producers to be used as core teaching materials.

## **3. Principles of language learning**

Before evaluating language learning materials in terms of their ability to promote learning it is necessary to have a set of principles about how languages are learned. Cameron (2001: 19–20) writes that the following have emerged as the most important principles in thinking about foreign language learning by young learners:

- Children actively try to construct meaning
- Children need space for language growth
- Language in use carries cues to meaning that may not be noticed
- Development can be seen as internalising from social interaction
- Children's foreign language learning depends on what they experience

Approaches to teaching young learners based on such principles include Cameron's (2001) learning-centred approach and Paul's (2003) child-centred approach. As any evaluation of materials will be influenced by the evaluator's approach to teaching, after comparing the approaches of Cameron and Paul I will establish my own preferred approach.

#### **4. A learning-centred approach to teaching young learners**

The approaches of Cameron (2001) and Paul (2003) have much in common: they are both influenced by humanistic and constructivist approaches; they both focus on the needs of the learner; and both are critical of teacher-centred approaches. They differ in that Cameron (2001) advocates a *learning*-centred approach, whereas Paul (2003) favours a *child*-centred approach .

Child-centred learning, according to Paul (2003: 24), does not revolve around having children do activities or projects individually or in groups, or being as physically active as possible. It is 'more mental than physical' with the initial desire for learning starting within each child (Paul, 2003: 24). In this approach, while teachers may choose a language target, they must ensure that before the children learn the language that they also feel it is important and have a genuine desire to learn it (Paul, 2003: 24).

Similarly, in a learning-centred approach successful lessons and activities are based on the learning needs of the students, rather than the demands of the next page of the textbook or the interests of the teacher (Cameron, 2001: 1). However, Cameron differentiates a *learning*-centred perspective from a *learner*-centred approach. She claims that by focusing on the child 'we lose sight of what it is we are trying to do in schools, and of the enormous potential that lies beyond the child' (Cameron, 2001: 1).

Cameron believes that teachers need to do what the child may not be capable of doing, keep in sight the long-term view and direct the child towards increasingly demanding challenges so as not to waste any learning potential (Cameron, 2001: 2).

After considering the young learner ELT literature and my own classroom experience I have come to favour a learning-centred approach. While agreeing with Paul (2003) that it is important for the learning process to take account of the child's needs and desires, as Cameron (2001: 2) points out, a child may be unaware of the various possibilities on offer and focusing too much on the child may not maximise learning if other potentially valuable possibilities are left unexplored. For this reason, the perspective taken in this paper is based on a learning-centred approach.

## **5. Learning through tasks and activities**

Using tasks and activities as the basis for language learning by young learners can help create a learning-centred environment. The key features of tasks for young learners have been summarised by Cameron (2001: 31). She writes that classroom tasks for children learning a foreign language:

- have coherence and unity for learners (from topic, activity and/or outcome)
- have meaning and purpose for learners
- have clear language learning goals
- have a beginning and end
- involve the learners actively

Cameron (2001: 21–22) argues that learning opportunities can be deliberately constructed by establishing an appropriate balance between *demands on learners* and *support for learning*, which is best achieved through teachers having clear language

learning goals. She proposes a task framework through which such learning opportunities might be enhanced. The framework adopts the following three-stage format:

PREPARATION ⇒ CORE ACTIVITY ⇒ FOLLOW UP.

According to Cameron (2001: 32), the ‘core activity’ is central to the task and is set up through its language learning goals. Preparation activities help prepare learners to successfully complete the core activity, and may include the activation of key vocabulary. The ‘follow up’ builds on the successfully completed core activity and might involve an oral performance or written work based on language used in the core. As one task leads to another, the follow up of one task may be, or lead into, the preparation stage of the next.

The advantage of this framework is that when implemented with clear language learning goals it provides the appropriate dynamic relationship between demands on learners and support for learning, creating an environment in which learning can occur. Having established my preferred teaching approach I am now able to consider how to evaluate the ability of teaching materials to meet its demands.

## **6. Approaches to materials evaluation**

In order to select the most appropriate evaluation method it is necessary to consider existing approaches. In this section I will define materials evaluation before reviewing some relevant theoretical and empirical studies from the literature.

### **6.1 Defining materials evaluation**

Materials evaluation has been defined by Tomlinson (2003: 15) as ‘a procedure that involves measuring the value (or potential value) of a set of learning materials’. An

evaluation focuses largely on the needs of the users of the materials and makes subjective judgements about their effects (Tomlinson, 2003). An evaluation might include questions such as ‘Do the reading texts sufficiently engage learners?’, which elicit responses containing a necessarily subjective value judgement.

Evaluations can be carried out pre-use, in-use or post-use. The main aim of evaluating materials pre-use, according to Rubdy (2003: 42), is to measure the potential of what teachers and learners can do with them in the classroom. In-use and post-use evaluations are important in establishing how successful learning materials are (McDonough & Shaw, 2003: 71).

## **6.2 Materials evaluation: in theory**

With the widespread adoption of commercially produced textbooks as core teaching materials a greater focus began to be placed on materials evaluation in the early 1980s. Initially, the role of textbooks within English language teaching was explored (e.g. in Swales, 1980; Allwright, 1981; and O’Neill, 1982). The need for a more systematic approach to materials evaluation emerged during this time as it became apparent that any set of commercially produced teaching materials would be unlikely to be completely suitable for a particular group of learners (McGrath, 2002; McDonough & Shaw, 2003). A number of theoretical evaluative frameworks have since been published (e.g. in Williams, 1983; Breen & Candlin, 1987; Sheldon, 1988; McDonough & Shaw, 2003; Cunningsworth, 1995; and McGrath, 2002). These have mostly been checklist-based, usually in the form of questions to be answered to determine the extent to which the materials fulfil a set of criteria. While there is a scarcity of evaluation schemes specifically designed for young learner materials,



Halliwell (1992) provides a checklist for evaluating and comparing young learner coursebooks.

The advantages and disadvantages of checklists have been pointed out by several writers. Not only can checklists be systematic and comprehensive, they are also cost and time effective, and the results are easy to understand, replicate and compare (McGrath, 2002: 26–27). On the other hand, pre-existing checklists can become dated and the criteria used may not be transparent or based on assumptions shared by everyone (McGrath, 2002). Sheldon (1988: 242) has also written how considerable modification of any set of culturally restricted criteria is necessary to make them applicable to most local contexts.

### **6.3 Materials evaluation: in practice**

A number of practical studies have utilised different approaches to materials evaluation. Alamri (2008) employed a survey questionnaire of teachers and administrators to evaluate the English textbook used with a group of young Saudi learners. Both Murdoch (2000) and Atkins (2001) used McDonough and Shaw's (2003) coursebook evaluation model to evaluate textbooks used in Korean and Japanese secondary school contexts respectively. Litz (2005) employed student and teacher evaluation survey questionnaires to evaluate a coursebook used in a Korean university. In all cases, a checklist-based system was used, with some modification required to make the evaluation more suitable for each researcher's aims and context.

## **7. Methods and Materials**

In this section I will discuss the evaluation scheme used before describing the materials evaluated and the learning context.

## **7.1 Evaluation Scheme**

The materials evaluation scheme used (Appendix 1) was checklist-based, requiring responses indicating levels of agreement or disagreement with statements about the materials. The evaluation assessed the materials in relation to the following areas:

- General Appearance
- Layout and Design
- Methodology
- Activities
- Language Skills
- Language Content
- Topic Content
- Teachability and Flexibility
- Assessment

The evaluation scheme was designed with the aim of evaluating the ability of the materials to promote learning in a particular context. This aim is reflected in the selected criteria. While some existing evaluation checklists provided some relevant and useful examples, many criteria were irrelevant to my purposes and context. For example, criteria regarding the affordability of the materials are irrelevant to my context as the materials have already been chosen and students must purchase them regardless of the cost. My learning-centred approach to teaching also influenced the evaluation criteria I included. However, accepting that all evaluations are ‘essentially subjective’ (Tomlinson, 2003: 15) this was unavoidable.

## **7.2 Materials**

The materials evaluated were the coursebook and additional materials of *Let's Go 1* from the *Let's Go* series, an internationally available seven-level English language course for young learners. The available materials for each level of *Let's Go* include a student book (with CD-ROM), workbook, skills book (with self-study CD), teacher's book, audio CDs, and student and teacher flashcards. Supplementary materials include eight graded readers for each level as well as a three-level phonics course and picture dictionary. For the purposes of this paper, the evaluation was limited to the components directly related to classroom use, namely: the *Let's Go 1* student book, workbook, teacher's book, audio CDs, and teacher and student flashcards.

## **7.3 Learning Context**

The learning context is a private language school in a regional Japanese city. Young learners attend only one fifty-minute lesson per week meaning that classroom time is very limited. The syllabus is closely linked to the coursebook with student progress reports being issued twice a year indicating whether learners can satisfactorily use the language from each of the coursebook units that they have studied. The group of young learners being considered in this paper is a class of seven learners aged between six and seven years of age. The learners have all been learning English for a minimum of two years and have slightly differing proficiency levels. All learners are familiar with the *Let's Go* series having used it throughout their studies at the school.

# **8. Results of Evaluation**

## **8.1 General Appearance**

The textbook cover is bright and colourful and probably looks attractive to young learners. The contents of the textbook and additional materials (flashcards, CD-ROM

etc) also probably look interesting and fun to young learners. The font size and type used is suitable for the particular learners.

## **8.2 Layout and Design**

The layout and design of the materials reflect a very structured approach. There is a clear structure and consistency in appearance throughout the student book with each unit following the same basic pattern of presenting a grammatical structure in a conversational context followed by controlled practice activities. This is good for learners who like the familiarity of such a structured approach, but not so good for those who prefer more variety. The design is relatively uncluttered and it is usually easy for learners to see what they have to do. The illustrations in the books and on flashcards are generally realistic and functional, but some are ambiguous with children sometimes being unable to differentiate the gender of some people or to ascertain the intended meaning of some flashcard illustrations. The flashcards have the word for the item printed on the same side as the picture which occasionally hinders rather than helps learning as learners who can read do not have to try and recall the words themselves and, in some cases, by using the words exactly as they appear on the card they produce incorrect English. For example, learners often produce sentences such as ‘She *walk the dog* every day’ or ‘She is *walk the dog* now’ when doing activities using the cards as they are merely reading and inserting the forms as presented into their utterances.

## **8.3 Methodology**

The core teaching methodology in the *Let's Go* teacher's book is called the Model Action Talk (MAT) method, which is basically a Presentation-Practice-Production (PPP) approach incorporating a Total Physical Response (TPR) component. This

approach is reflected in the layout and design of the textbook, the types of activities it includes, as well as the suggested lesson plans in the teacher's book. These lesson plans follow a conventional PPP approach, with the teacher or audio CD first presenting models of the target language before learners practise it under tightly controlled conditions. However, although the methodology behind *Let's Go* obviously informs the materials, it is possible to adapt them to suit alternative approaches.

#### **8.4 Activities**

Reflecting the PPP-based approach, the activities in the *Let's Go 1* textbook are designed for learners to practise or review language that has already been presented. There is an appropriate balance of activity types and sufficient scope for individual, pair and group work. The activities allow for some individual creativity, but overall reflect the grammatical/structural approach taken as output is restricted to producing forms which have been specified in advance. While many activities are sufficiently challenging and engaging for young learners, some appear to be of little interest to six- or seven-year old learners. For example, an interview activity where learners repeatedly ask each other 'Do you like \_\_\_?' questions about pre-selected animals can, without adaptation, quickly descend into an almost robotic race to the finish. Such activities, as presented, do not engage the learners' interest or provide a sufficient linguistic or cognitive challenge. However, it is possible to adapt materials such as the flashcards, which come in small and large sizes, for use in more interesting and challenging activities.

#### **8.5 Language Skills**

The materials provide adequate opportunities for developing the four language skills of reading, writing, listening and speaking. Many activities require some reading

skills which obviously creates a problem for learners who cannot read. While it is possible to adapt the materials in class for such learners, the reading-based activities in the workbook and skills book which learners do individually are beyond the present abilities of most of the learners in question. Overall, the materials provide sufficient opportunities to develop speaking and listening skills. However, as discussed, the grammatical/structural approach tends to restrict what learners are able to say, especially if implemented using the PPP-based lesson plans in the teacher's book.

### **8.6 Language Content**

The language presented provides generally authentic models of North American English and is appropriate for the age and abilities of the intended learners. However, the controlled grammatical syllabus restricts most of the language presented to short question-and-answer dialogues. In addition, there is not a diverse range of registers and accents represented. Some language items are also irrelevant for young Japanese EFL learners (for example, 'Hi, Mom! I'm home') or are socially inappropriate ('He's ugly/fat') or perhaps outdated (yo-yo, jump rope).

### **8.7 Topic Content**

The topic content is generally realistic and likely to appeal to young learners. The materials also mostly avoid presenting negative racial, cultural and sexual stereotypes. However, some topics and situations appear more appropriate for an ESL rather than an EFL context.

### **8.8 Teachability and Flexibility**

The materials are easy for teachers to use and the teacher's book offers extensive teaching support, providing complete lesson plans and many ideas for games and activities. However, as discussed, the lesson plans and activities are based on a

traditional PPP approach which is not compatible with learning- or learner-centred approaches. The coursebook is not particularly well-suited to teaching mixed ability classes, although there is scope to make some activities more or less challenging. While the materials do not provide any Japan-specific content it is possible to localise and personalise most activities. It is also possible to adapt the materials to cater for different preferred learning styles.

### **8.9 Assessment**

The *Let's Go* series has a comprehensive range of writing-based tests and quizzes for ongoing and achievement assessment. While the tests appear valid in terms of the language knowledge that they measure, as almost all language learning by the learners under consideration takes place orally, a paper-and-pencil test is not a valid assessment tool for my particular learning context.

### **8.10 Summary**

In summary, the evaluation of *Let's Go 1* revealed that:

- The materials are colourful and appear interesting and fun to young learners
- The coursebook and other materials are clearly laid out
- The materials are easy for both teachers and learners to use
- The language and topic content is generally appropriate, but sometimes needs to be adapted or supplemented for the local context
- The suggested teaching methodology in the teacher's book is not compatible with either learning- or learner-centred approaches
- The grammatical/structural approach to presenting and practising language potentially restricts creativity and independent learner responses

- The materials, while based on a particular approach to language teaching and learning, can be adapted to suit alternative approaches
- The written tests and quizzes are valid in terms of the language they measure, but are not a valid means of assessing oral language learning

Having evaluated the materials in terms of their ability to promote language learning I will now discuss how they can be adapted to increase their learning potential.

## **9. Adapting materials for a learning-centred classroom**

In this section I will present an example of how an activity from the *Let's Go 1* student book can be adapted to make it more effective for language learning. As the activity concerned is representative of activities of its type appearing throughout the *Let's Go* series, it is possible to apply what is discussed here to the materials more generally. My approach is based on a learning-centred perspective and utilises Cameron's (2001) task framework outlined in section 5 of this paper.

### **9.1 The activity**

The student book activity is an oral practice activity intended to practise the question-and-answer pattern: *What do you want? I want (a sandwich)*. It follows on from the presentation of both the pattern itself in a conversational context as well as the eight vocabulary items to be used in the activity. The activity is intended to be used in conjunction with the teacher's book and audio CD.

The activity is based on an illustration showing two children sitting at a picnic table on which eight different food and drink items are placed. These items should already be familiar to learners having been introduced in the preceding activity. Each item is numbered (1-8) to match the accompanying CD audio script. The picture shows one child looking at the other and asking (according to the accompanying speech bubble)



‘What do you want?’ and the other child looking at and pointing to a sandwich on the table and saying ‘I want a sandwich’.

This type of graphic is found throughout the *Let’s Go* series as a prompt for speaking practice. According to the suggested lesson plan in the teacher’s book, the activity is intended to be done by first making extensive use of the audio CD to model the questions and answers and for listen-and-repeat style practice, before getting learners to practise asking and answering questions themselves using the illustration.

## 9.2 Activity demands

In line with the learning-centred perspective taken in this paper I will consider the activity in terms of its demands on learners and support for learning before describing how it can be improved by turning it into a task. Focusing first on the learning demands it can be seen that this activity includes both cognitive and language demands. These are presented in Table 1.

**Table 1** Demands on learners of the *Practice the question and answer* activity

<b>cognitive demands</b>	<ul style="list-style-type: none"> <li>- understand that they have to work from left to right, from number 1 through 8</li> <li>- understand that the picture shows a present situation</li> <li>- understand that <i>want</i> is used in the depicted situation to express a desire for something that is immediately available</li> </ul>
<b>language demands</b>	<ul style="list-style-type: none"> <li>- recall the vocabulary to describe each food or drink item</li> <li>- put the words together in the right order</li> <li>- use <i>a</i> or <i>an</i> correctly with each item</li> <li>- pronounce the words</li> <li>- give correct stress and intonation to words and sentences</li> <li>- understand teacher’s instructions and feedback</li> <li>- understand partner’s questions and responses</li> </ul>

The activity also places other demands on learners. For example, as learners need to know when to speak and when to listen this creates an *interactional* demand. Learners

also need to meet *involvement* demands by maintaining a sufficient level of engagement with the activity to be able to complete it successfully.

Analysing the demands that an activity places on learners is an important part of assessing its suitability and learning potential. However, it is also necessary to consider the support for learning the activity provides.

### **9.3 Activity support**

Support for learning is provided by the activity in several ways. The graphic supports learners' language production by contextualising the language to be used. The audio CD provides support by providing a model of how to say the new language. Support is also provided through the use of words and sentences encountered in previous activities. The teacher provides support by demonstrating and modelling the activity. Learners are also supported by working in pairs and listening to their partners.

### **9.4 Balancing demands and support**

According to Cameron (2001: 26), the successful completion of an activity and the subsequent language learning benefits depend not only on the demands or the support, but on the dynamic relationship between demands and support. This is related to the learning principle that children need space for language growth. If the learning demands are too high the child will find the activity too difficult and either not be able to complete it or appear to use the new language successfully during the activity, but not understand or learn it. On the other hand, if an activity provides too much support, then children will not be sufficiently challenged to develop their language. An example discussed in this paper is using flashcards with words printed on them which, for learners who can read, negates the need for them to try to recall and manipulate

the words themselves, preventing an opportunity for learners to actively construct meaning.

Cameron (2001: 27) argues that to try and create a balance between demands and support, we can apply what cognitive scientists term ‘the Goldilocks principle’: a task that will help the learner learn more language will be *demanding but not too demanding* and provide *support but not too much support*. It is the *difference between demands and support* that creates the space for growth and provides opportunities for learning. I will now discuss how the *Let’s Go 1* activity can be adapted to create a task that attempts to promote language learning through providing the right balance between demands and support.

### **9.5 Turning a coursebook activity into a task**

Using the *Let’s Go 1* activity and Cameron’s (2001) task framework I will now present an example of how a coursebook activity can be turned into a learning-centred task. The task is summarised in Table 2. The three stages of the task – Preparation, Core Activity and Follow Up – appear in the columns. Working downwards through the column for each stage, the table shows the language learning goals that are set for the stage; the activities that will take place; and presents analyses of the demands and support the activities provide.

**Table 2** Turning a coursebook activity into a task (adapted from Cameron, 2001)

<b>Task Ask and answer questions about food and drinks that you want</b>			
	<i>Preparation</i>	<i>Core activity</i>	<i>Follow up</i>
<b>Language learning goals</b>	Activate previously learnt lexis. Practise expressing wants using countable singular food and drink items.	Oral production of questions and responses to express the kind of food or drink that learners want.	Written production of sentences from task. Written and/or oral production of original sentences.
<b>Activities</b>	(1) Use large flashcards of food and drink items to prompt recall of lexis. (2) Divide whiteboard into two, with 'a' and 'an' on either half. Play a game to recall the correct use of 'a' and 'an' with different countable food and drink items. (3) Pair practice using small flashcards in a game.	(1) Whole class introduction of the graphic in the student book and teacher modelling of questions and answers. (2) Pair production of questions and answers using the graphic and flashcards. (3) Pair production of language in a role play using toy food and drink items: e.g. S1 asks <i>What do you want?</i> and S2 responds <i>I want a/an ...</i> after choosing from the items.	<i>Writing:</i> (1) Teacher models writing sentences. (2) Learners write own sentences with teacher's help where necessary. (3) Pair checking of accuracy. <i>Speaking:</i> (4) Role play or game using and building on the language from the core activity using learners own words.
<b>Demands on learners</b>	To recall or to re-learn lexis. To understand the concept of wants and language used to express this.	To recall lexis and sentence forms from preparation stage. Speaking in English. To understand the responses given by partner.	Writing and speaking in English. Remembering words and forms from core activity. Finding words for own sentences.
<b>Support for learning</b>	Flashcards of food and drink items. Teacher prompting and modelling of lexis and forms. Pair work.	Student book activity graphic, flashcards and toy food and drink items. Preparation stage practice of forms. Teacher modelling. Pair work.	Teacher modelling. Teacher provides new words for learners' own sentences and writes words on board. Teacher feedback while writing. Pair work.

What this example attempts to show is how consideration of demands, support and language learning goals can help teachers plan tasks that scaffold their students' language use towards successful language learning. Adapting activities allows learners to have very different experiences to the ones they would have if the teacher merely followed the instructions in the teacher's book. Even small changes, such as using toy food that learners can hold and use in the context of play rather than just pointing to a picture in their coursebook, can result in a large changes in how learners interact with a task. As Cameron (2001: 35) points out, this is a very powerful tool, as teachers who have repertoires of such small changes can use them to adapt activities from coursebooks to suit their particular learners.

## **10. Conclusion**

In this paper I have attempted to show that while commercially produced materials can be valuable language learning resources, evaluating and adapting activities found in them can increase their potential for learning. This process has been shown to involve several steps. It has been seen that before evaluating materials it is necessary to have a teaching approach that is based on a set of principles about foreign language learning by young learners and the needs of the particular learners. The learning-centred perspective taken in this paper advocated learning through tasks that help create the required dynamic relationship between demands on learners and support for learning. The evaluation of the materials revealed that although they were based on a teacher-centred approach they could be adapted to make them more suitable for a learning-centred classroom. By adapting activities found in coursebooks to make them engaging tasks with clear learning goals teachers can provide young learners with experiences that enhance opportunities for language learning.

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## Appendix 1: Materials Evaluation Form

### INSTRUCTIONS

To respond to the statements, please mark (x) the appropriate choice as follows:  
**1 strongly disagree 2 disagree 3 agree 4 strongly agree**

<b>A. General Appearance</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. The textbook cover is informative and attractive to young learners.				
2. The font size and type used in the book are appropriate for young learners.				
3. The book contents and additional materials look interesting and fun to young learners.				
<b>B. Layout and Design</b>				
4. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.				
5. The layout and design is appropriate and clear.				
6. The textbook is clearly structured and sequenced.				
7. Adequate review sections and exercises are included.				
8. The learners can see easily what they have to do.				
9. The materials provide sufficient opportunities for independent study.				
10. The illustrations are varied and attractive.				
11. The illustrations stimulate learners to be creative.				
<b>C. Methodology</b>				
12. The suggested teaching methodology is based on the latest research.				
13. The suggested methodology is learning- or learner-centered.				
14. The suggested methodology is appropriate for young learners in my teaching context.				
15. The materials can be easily adapted to suit various approaches.				



<b>D. Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>16.</b> The book includes sufficient activities and tasks which are interesting in themselves, and not just language production activities.				
<b>17.</b> The book provides plenty of activities for children who cannot yet read and write with confidence.				
<b>18.</b> The book provides plenty of varied practice for any one set of language items.				
<b>19.</b> The book provides a balance of activity types (for example, there is an appropriate distribution of input vs. output based tasks).				
<b>20.</b> The activities encourage meaningful language use.				
<b>21.</b> The activities incorporate individual, pair and group work.				
<b>22.</b> The activities promote creative, original and independent responses.				
<b>23.</b> The activities are conducive to the internalisation of newly introduced language.				
<b>24.</b> The activities can be modified or supplemented easily.				
<b>E. Language Skills</b>				
<b>25.</b> The materials provide an appropriate balance of the four language skills.				
<b>26.</b> There is sufficient material for integrated skills work.				
<b>27.</b> Listening material is well recorded, as authentic as possible, and engages the interest of young learners.				
<b>28.</b> There is a sufficient range of engaging, level-appropriate reading material.				
<b>29.</b> There is sufficient material for spoken English incorporating activities that can be personalised and are interesting to young learners.				
<b>30.</b> Writing activities are suitable in terms of difficulty, interest, and amount of guidance.				
<b>31.</b> Reading and writing activities are suitable for learners who do not use the Roman script in their first language.				

<b>F. Language Content</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>32.</b> The language used in the book is sufficiently authentic.				
<b>33.</b> The language used is at the right level for my students' current English ability.				
<b>34.</b> The language functions exemplify English that my students will be interested in and likely to use.				
<b>35.</b> The language represents a diverse range of registers and accents.				
<b>G. Topic Content</b>				
<b>36.</b> The topics of the book are realistic and likely to appeal to young learners.				
<b>37.</b> The topics are relevant and encourage learners to express themselves.				
<b>38.</b> The topics encourage independent thinking and active learning.				
<b>39.</b> The book avoids cultural/racial/sexual stereotypes.				
<b>H. Teachability and Flexibility</b>				
<b>40.</b> The book provides sufficient support to help teachers exploit the activities to meet learners' needs and expectations.				
<b>41.</b> The book is suitable for mixed ability classes and classes of different sizes.				
<b>42.</b> The book provides opportunities to localise and personalise activities.				
<b>43.</b> The book caters for different preferred learning styles.				
<b>I. Assessment</b>				
<b>44.</b> The book provides adequate opportunities for learner assessment.				
<b>45.</b> The book provides periodical revisions for diagnostic purposes.				
<b>46.</b> Adequate assessment materials such as progress tests are included or easily obtained.				
<b>47.</b> The tests are valid and contain relevant, meaningful language.				