A Critical Review of Materials Adaptation in English Language Education

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Abstract
Since there should be concordance between the materials and the level of the students, the teachers need to adapt the materials. Adopting a critical perspective, the current review paper found several research studies in the field of language education that have identified areas and trends in materials adaptation research conducted over the past four decades. The numbers of articles, books, and conference PowerPoints were twenty-three, five, and fifteen respectively. The articles were categorized into three areas: reasons for materials adaptation (N = 13), procedures of adaptation (N = 10), and adapting and adopting (N = 4). Furthermore, the reasons for materials adaptation indicated fourteen reasons. The procedures of adaptation included adding, deleting or omitting, modifying, simplifying, and reordering. The third area, the differences between adopting and adapting are essential for teachers and administrators. As a result, because of the fourteen reasons for materials adaptation, adopting and adapting materials are crucial for administrators, teachers, and learners. Reviewing the past study, the current study provided new research lines in materials adaptation for the EFL community.

Keywords: English Language Education, Materials Adaptation, Materials Development

1. Introduction

The use of materials in language learning plays a vital role in facilitating effective instruction and promoting learners' language acquisition. Materials encompass a wide range of resources that teachers and learners utilize to support language learning processes. These resources include cassettes, videos, CD-ROMs, DVDs, dictionaries, grammar books, reading sheets, workbooks, and photocopied exercises (Tomlinson, 1998).

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Teaching materials are considered the cornerstone of instruction, exerting a significant influence on classroom dynamics and learning outcomes (Kitao, 1998).

According to Brown (1995), teaching materials provide systematic overviews of instructional procedures and exercises used in the classroom. They serve as systematic descriptions of processes and exercises implemented during language instruction. Creating effective materials necessitates clear definitions and organization, allowing teachers to employ them without confusion and minimal preparation time (Brown, 2007). Another essential concept integral to this discussion is materials development, which entails the selection, adaptation, and creation of materials to enhance language learning experiences (Nunan, 1991). Tomlinson (1998) describes materials development as encompassing the actions taken by authors, teachers, or learners to provide sources of language input and utilize those sources to maximize language absorption potential.

Within the realm of materials development, materials adaptation emerges as a crucial aspect. Materials adaptation refers to the process of modifying existing materials to cater to specific learners, teachers, or instructional contexts, with the aim of facilitating effective learning (Tomlinson & Maehara, 2018). It involves reducing disparities between materials, learners, teachers, and situations, or harnessing the inherent value of existing materials (Tomlinson & Maehara, 2018). Dickinson (2010) further explains that adaptation entails modifying materials to make them more suitable for a particular type or group of learners. The scope of adaptation can vary in terms of timing, extent, and focus. It can be carried out reactively in response to classroom dynamics or proactively before a lesson or course (McGrath, 2013). Adaptation can occur at the level of individual activities, units, or even the entire course (McGrath, 2013). Islam and Mares (2003) emphasize the broad scope of the term 'adaptation' within the context of materials development.

The trend of materials adaptation encompasses a range of practices, from adding contextually-relevant role-plays to facilitate communication opportunities, to adjusting the sequencing of pronunciation exercises due to time constraints. It involves employing various techniques to align materials with learners' needs and optimize learning experiences. Understanding the current trend of materials adaptation is essential for identifying prevailing practices and exploring their implications for language instruction.

The research conducted in this field has explored diverse areas related to materials adaptation. Researchers have delved into topics such as the

effectiveness of different adaptation strategies, the impact of adaptation on learner engagement and motivation, the role of teachers in the adaptation process, and the influence of cultural factors on materials adaptation practices. Investigating these research areas provides valuable insights into the existing knowledge landscape and highlights potential avenues for further exploration.

In light of these considerations, this critical review paper aims to address the following research questions:

1. What specific research areas have researchers focused on within the domain of materials adaptation?
2. What research gaps could be found for future research in materials adaptation?

By analyzing existing studies, scholarly papers, books, and conference presentations, this review paper will contribute to a comprehensive understanding of materials adaptation practices and shed light on emerging research areas that require further investigation. Ultimately, the findings of this review will inform educators, curriculum developers, and researchers in their efforts to enhance the effectiveness of materials and optimize language learning experiences.

2. Literature review

Madsen and Bowen (1978) focused on adaptation. It has been pointed out that good teachers constantly adapt the materials they use to the situation in which they are used in order to achieve the best match of materials, methodology, learners, goals, target language, teacher personality, and teaching style. To achieve this alignment, Madsen and Bowen proposed ways to personalize, individualize, localize, and modernize materials. Other early publications that provided guidance to teachers in adapting materials included Candlin and Breen (1980), and Cunningsworth (1984) who critiqued published communication materials and suggested ways to adapt them to provide more opportunities for communication, which focuses on changing teaching materials. Let the learners do what the teacher tells them to do.

Grant (1987) suggested and illustrated how to make the materials more communicable. Experts who provided advice on adaptations in the 1990s included Willis (1996) on how to change classroom leadership and maximize the value of task-based materials; Nunan (1999) on techniques to make materials more interactive, and White (1998) on how to increase student engagement when using listening materials. McDonough and Shaw (2003) devoted their chapter to adaptation. After considering various reasons for adapting materials, we focus on the principles and processes of

adaptation and offer advice on additions, deletions, modifications, simplifications, and rearrangements. McGrath (2002) also devoted a chapter to his discussion of adaptation goals, principles, and procedures. He proposes "four evaluation processes" (p. 59) when teaching is based on the course book, and describes the issues and steps involved in each process. Teachers can select materials to use as is discard some or all of the materials, add enhancements or further use to existing materials, or replace parts of the materials. McGrath offered readers a number of useful tasks to test their understanding and ability to apply the techniques he proposes. Some of these tasks require the reader to adapt coursebook content. Some have included them in their evaluation of adjustments suggested by experts. One of his main goals in adaptation is to increase the value of the materials for the students who use them, but the problem with assignments is that they are not set in a specific learning context. McDonough et al. (2012) solved this problem by having readers use materials they are familiar with and adapting them to better suit their classroom situation. Islam & Mares (2003) solved the joint problem by placing three example scenarios in three different well-known contexts. These borrow goals and categories from previously published lists but add real-world choices, accommodate all learning styles, ensure learner autonomy, develop advanced cognitive skills, and improve input. It includes goals such as improving accessibility and attractiveness. Saraceni (2003) took a different approach to adaptation, arguing that learners should be given an important role in adapting the materials they use. To engage learners in the process, we create our materials with practical learner adaptation in mind and ensure that they are learner-centered, flexible, free, relevant, universal, and authentic. She also emphasizes that providing provocative themes and aesthetic experiences can facilitate learner assimilation. For example, she criticizes published materials as boring, formulaic, and unmotivated, and gives examples of materials designed to be adaptable by the learners who use them (Wajnryb, 1996). Following a similar line, Jolly and Bolitho (2011) proposed a dynamic approach to the creation and adjustment of teaching materials. In this approach, the teacher, as the creator of the materials, tests it in class and modifies it to incorporate student feedback and suggestions. Tomlinson & Masuhara (2004) aimed to "enable teachers to reflect on their practice and identify principles and systematic processes for adapting materials". He discussed the principles and processes of materials development at a very practical level and offered suggestions for optimizing the context of instruction for ease of adaptation, which should be considered when adapting the materials to the students.

3. Method

The present review specifically focuses on materials adaptation research conducted before in the context of language education. Articles for review were limited to Google Scholar in which materials adaptation is shown in titles, keywords, and some books (materials development for TESOL, materials development for language learning, materials development in language teaching, materials and methods in ELT, and issues in materials development). Therefore, twenty-three papers, five books, and fifteen conferences Power Points were found.

4. Results
4.1. Trend in materials adaptation in ELT

With regard to the articles, books, and conference PowerPoints, the majority of publications referred to reasons for materials adaptation (N = 13). In addition, ten resources referred to the procedures of materials adaptation, and the lowest resources (N = 3) referred to adopting and adapting materials.

4.2. Three research areas
4.2.1. Reasons for materials adaptation (N= 13)

The results of Misirli (2010) show why some materials need to be adapted:

1) Insufficient grammatical input: some course books may lack grammar coverage to meet students who need to prepare for specific curriculum goals or national exams. Teachers can add more language exercises with different focuses.

2) Not Communicative Enough: Course books may lack communicative input to improve communicative competence, resulting in a large gap between the overall goals of language teaching and the materials. Grammar explanations, sentence translations, and word-learning exercises are curtailed by teachers. Teachers should increase their interaction with students in a variety of ways as they complete exercises. Group discussions, plays, and role-plays can be organized to keep students actively involved.

3) Inappropriate level: the level of text in some lessons may not be suitable for students' level. Although course books are developed and used specifically for specific classes, the proficiency levels of groups of students coming into each grade level may vary. Therefore, it can be lower or higher than the target challenge level. Teachers can modify reading texts and adapt exercises to meet the linguistic and intellectual needs of their students. For example, teachers can use

readability formulas (readabilityformulas.com) to adapt the difficulty of reading a text. The popular and easy-to-use formulas are Flesch Reading Ease, The Fog Scale, and SMOG Readability Calculator. Teachers can modify selected texts or excerpts to add vocabulary to passages. In order to assess students' ability to understand the text at different levels, questions suitable for each level should also be created. The theme is the same, but the readability is adjusted to suit students' needs.

4) Learning style unattractive: an activity may not be of interest to students in a particular class who have different learning styles. In such cases, some learners will easily understand, while others will clearly miss it. Teachers must find and help students in need.

5) Too Long/ Too Short: lessons are time-controlled. This obliges teachers to manage the time they spend on classroom activities. Teachers can add reading, practice, or activities to fit the rest of the time. Teachers can lengthen it and give it an extra dimension. For example, vocabulary activities are expanded to call attention to specific syntactic patterns. On the other hand, depending on the schedule, teachers may omit some parts to keep the activity short.

6) Unbalanced Abilities: there may be a poor balance of skills or too much emphasis on certain areas of language skills. A teacher looking at the course book outline may think that the balance of language skills is not satisfactory. Other required skills can be added depending on the goals of the course. For example, if your learners lack vocabulary comprehension, you can add a vocabulary activity. Listening and speaking skills can be added to reading lessons to give students opportunities to speak and listen. Playing the text also allows him to practice the four skills. On the other hand, you can also bring more variety to your lessons.

7) Improper methods: exercises can be too mechanical and full of exercises. It may lack meaningful activities or be overly complex. Teachers can begin a lesson with a warm-up exercise that introduces students to background information and the goals and objectives of the lesson. Teachers can use audiovisual materials and reality (pictures, globes, calendars) to help their students understand. Teachers can also remove unnecessary language exercises and detailed grammar explanations from lessons.

8) Cultural Content: culture is an important and sensitive subject in some English classes, especially multinational classes. Cultural references may need to be omitted because cultural reflections in one country may be problematic in another. On the other hand, when

cultural differences and world affairs are emphasized, teachers need to discuss them carefully, especially when soliciting students' opinions.

9) Poor audiovisual support: most schools typically do not have audiovisual equipment in classrooms. In some cases, they may even offer poor-quality products. Teachers should be prepared for alternative presentations. If your class requires a device, teachers should try it out in advance.

10) Uninteresting Topics: some course book topics may not be of interest to learners and may need to be changed to attract learner attention. Teachers can turn to other sources of information such as newspapers, magazines, and the Internet for more interesting and current topics.

Moreover, O'Neil (1990) states that books provide a grammatical and functional framework with which to work. It is nonsense for this framework to suggest that he is never the same in one group, even though he is different in the final concrete language usage by the two groups. Frameworks are a result of both the language itself and the needs of the learner (p. 150) that provide the necessary and useful core language for groups whose needs seem unique at first glance. Additionally, McDonough and Shaw (1993) state that there are 14 reasons for adaptation:

1) Not enough grammar coverage and not enough practice for grammatical items that are particularly difficult for learners in specific contexts, or the grammar is not presented systematically.

2) When reading the text, there are too many unfamiliar words.

3) the comprehension task is too easy or too difficult;

4) Audio passages are inauthentic because they sound like text being read aloud.

5) Insufficient pronunciation hints.

6) When the content is inappropriate due to the learner's age, cultural background, intellectual level, etc.

7) Images are not culturally appropriate.

8) Too much or too little materials to cover in the allocated time for the lesson.

9) No guidance for teachers on how to deal with group work and role-plays in large classes.

10) The dialogue is too formal and does not really represent everyday speech.

11) Sound is difficult to use due to room size and equipment problems.

12) Too much or too little variety of activities.

13) It helps to have a vocabulary list and a key to exercises.

14) Requires accompanying tests.

Further possible reasons for adapting the materials are listed by Cunningsworth (1995):

• Classroom dynamics
• Personalities involved
• Curriculum restrictions
• Resource availability
• Learner expectations and motivations

For example, classroom dynamics and the personalities involved may lead teachers to incorporate more or less pair and group work than the teaching materials suggest. Due to curricula limitations, some aspects of the language may be omitted while others are emphasized. If the teachers do not have access to her IWB, materials may require the use of their IWB. Also, if the learner has a strong desire to pass a specific exam, they may be presented with a general English course book. In all these cases, teachers may need to adapt the materials to the learner, learning situation, and course objectives. In addition to the required constraints, you can add constraints imposed by the physical nature of the course book.

For example, teachers may want to use long sentences that are rarely found in textbooks (Islam & Mares, 2003). Also, because course books are designed to cover a wide range of cultural backgrounds, there are significant restrictions on the types of subjects that can be included in a course book. Saraceni (2013) argues that freed from these kinds of constraints, teachers may be able to adapt and use more stimulating texts in the classroom than those normally offered in textbooks. Tomlinson and Masuhara (2004) list the following factors to consider when considering materials adaptation possibilities:

• Educational environment (country, region, system, culture)
• Learner (age, language level, previous learning experience, learning style)
• Teachers' preferences (personality, teaching style, beliefs about language learning and teaching)
• Course objectives

Islam and Mares's (2003) list of possible reasons for adaptation emphasizes learner factors. Among the reasons for the adaptation, they cite:

• To add actual choices
• Accommodates all sensory learning styles

- Increase learner autonomy
- To promote higher cognitive performance
- To make voice input more accessible
- To make voice input more engaging.

In addition, good teachers constantly adapt the materials they use to the needs of their students, the situation, the goals of the lesson, and the methodology (Nation, 2009). As Lynch (2013, p. 93) notes, "If a teacher determines that a particular listening material has some lack, it is possible to adapt it." Teachers should constantly adapt either the text or the assignment to control the difficulty of the real materials, as the real materials usually appear too complex for language learners. According to Nunan (1989, 2007), one way to control the difficulty of the real materials is to change the assignment rather than the text. Surprisingly, however, there is little research in the literature on how teachers systematically adapt authentic teaching materials into their everyday teaching (Tomlinson, 2012).

4.2.2. Procedures of adaptation (N = 10)

Mishan and Timmis (2015) endorsed the importance of principled practice, citing this as a common example of ``ad-hoc adaptation'' (e.g., when teachers request an appropriate alternative activity). Loh and Renandya (2016) advocated teacher education that helps teachers adapt "in an arbitrary way." Tomlinson and Masuhara (2004) recommended the following techniques to help teachers' adaptation principled:

Step 1. Profiling the educational context (learner needs, course goals, etc.).
Step 2. Determine the reason for the adaptation.
Step 3. Evaluate existing materials.
Step 4. A list of adapting goals.
Step 5. adapting.
Step 6. Teach (Steps 3-7 are cyclical).
Step 7. Revision.

Adapting teaching materials means applying some strategies to make textbooks more effective and flexible. These strategies include omission, addition (adding additional content), reduction, extension (lengthening the activity to focus attention on other language features), rewriting/modification, replacement, rearrangement, and branching (McDonough & Shaw, 2004), which provides an alternative way of performing activities.
Adding

The concept of addition is deceptively simple, meaning to supplement materials by adding more to it, while also considering the practical implications of time-sharing. A technique called augmentation allows you to add in this simple and quantitative way. We may want to do this in the following situations:

• The materials contain practice pronouncing minimal pairs (bit/bet, hat/hate, sip/tip), but not enough examples of difficulties faced by learners with specific L1. A Japanese speaker may need more l/r practice, an Arabic speaker p/b practice, a Spanish speakers more b/v, and so on.

• Reading the second sentence in parallel with the one provided allows us to further develop the most important linguistic features of the first text (tenses, sentence structure, vocabulary, means of connection).

• Students find it difficult to explain new grammatical items, so additional exercises are added before the exercise materials begin. Another more advanced method of adding materials can be called expanding. Consider the following possibilities:

• The only pronunciation exercises in the materials are for single sounds and minimal pairs. However, while this is necessary, it is not sufficient. Comprehension involves more than just pronouncing vowels and consonants correctly. Therefore, we decided to add some work on sentence dynamics and rhythm and the related phenomena of "weak" and "strong" forms of English. Another benefit is that students can better understand natural English.

• Where listening skills are not sufficiently covered, the reading materials provided use the same vocabulary and ideas but are supplemented by the provision of listening materials presented through a different medium to ensure authentic speech.

• The new grammar materials are important and relevant, but adding a discussion section at the end of the unit will help to highlight the language elements of interest, especially if carefully structured so that the most useful points can be understood 'naturally'. Such additions are not mere extensions of existing aspects of the content. They go beyond that by bringing about qualitative and quantitative change. Expanding, in contrast to extending, therefore complement the methodology by developing it in new directions, e.g., by incorporating another language skill or a new component. This can be seen as a system-wide change. Note that there are some terminology issues regarding adaptive techniques among the authors (McGrath, 2002; Islam & Mares, 2003; Tomlinson & Majora, 2004).

For example, McGrath argues that creative complementation by qualitative change should be called "exploitation." However, it is not so much the technique of classification that is important as to whether teachers can creatively use the techniques described in their own adaptations.

Deleting or Omitting

Clearly, deletion is the reverse process of addition, so no further explanation is needed for this term. The materials are taken out rather than added, but as a technology, it can be said to be a "front and back relationship". In the previous section, we saw that materials can be added both quantitatively (extended) and qualitatively (expanded). The same applies when materials are omitted. Regarding addition, this technique can be applied on a small scale, such as part of an exercise, or on a large scale throughout a textbook unit. The easiest way to shorten the length of materials is called subtraction. The following types of requirements may apply:

• Pronunciation exercises for minimal pairs are too general. Many exercises are inappropriate because our students all have the same native language and do not make mistakes. For example, an Arabic speaker may not have much trouble distinguishing between l/r.

• A communicative course book was selected as relevant to our situation, but some of the language features presented are not required by learners who are unlikely to use English in the target language environment. Features such as "Give Instructions" and "Greetings" are useful. "Expressing compassion" or "keeping things in order" may not apply. In such cases, as with extensions, removal does not have a significant impact on the overall methodology. The change is even greater if the materials are not only subtracted but are so-called shortened:

• The materials include a discussion section at the end of each unit. However, even though our learners have learned the linguistic structure, they are not able to use it fluently and do not really have sufficient proficiency to deal with this properly. The syllabus and subsequent exams do not allow for such training.

• Short-term course students choose to study English and thus work on communication materials. Some want to travel abroad for business, while others plan to visit the country of the target language as a tourist. Therefore, a detailed grammatical explanation for each functional unit is considered inappropriate.

Modifying

'Modification' at one level is a very general term in the language applying to any kind of change. In order to introduce further possibilities for adaptation, we shall restrict its meaning here to an internal change in the approach or focus of an exercise or other piece of materials. It is a rather important and frequently used procedure that, like all other techniques, can be applied to any aspect of 'content'. It can be subdivided into two related headings. The first of these is rewriting when some of the linguistic content needs modification; the second is restructuring, which applies to classroom management.

Simplifying

Strictly speaking, the simplification technique is a form of modification, or "rewrite" work. It is considered here an independent procedure because it has received a lot of attention in itself. Many elements of the language course should be simplified, such as the instructions and explanations that accompany the exercises and activities, as well as the visual layout of the materials to help you understand how the different parts fit together. I can. It is worth noting that teachers sometimes find themselves in rather dangerous territory when the desire to "simplify" grammar and language in the classroom leads to distortions of natural language. For example, an oversimplified grammatical description can be misleading one-sided, or partial. Teaching learners that adverbs are always formed by adding "-ly" does not help when the adverb is supposed to be "friendly" or "fraternity." Also, they can't explain why "hardly" doesn't form "hard". Slow speaking loses the correct use of sentence stress and weak forms, leaving the learner unfamiliar with the natural rhythm of the English language. However, the primary use for this technique is reading text, most commonly sentences. Traditionally, the focus has been on changing various elements associated with a text to tailor it to the proficiency level of a particular group of learners. For example, it can be simplified to:

1. Sentence construction. Sentences are shortened or complex sentences are rewritten into a series of simpler sentences. For example, replace relative pronouns with nouns, or follow pronouns with main verbs.

2. Lexical content such that the amount of new vocabulary is controlled by what has already been learned.

3. Grammar structure. For example, passive is converted to active. Simple past tense to simple present tense. translated into direct speech.

Reordering

This technique, described at the end of this section, is related to the ability to rearrange parts of the course book. This may mean that the display order within the unit has been adjusted, or that the units are included in a different order than originally intended. Of course, there are limits to what a teacher can do, and too many changes will lead to an almost complete overhaul of the textbook, rendering it useless. Reorganizing materials is useful in the following situations:

• Although materials usually represent the 'future' in terms of 'will' and 'be going to', many learners, especially at the intermediate and above levels, find it helpful to clarify the relationship between tenses and grammatical tenses. In this example, you should probably include the present simple and present tense as part of the term "future".

• The length of the teaching program is too short and may not be able to complete the course book from beginning to end. In this case, the student's language needs may dictate the order in which the materials are picked up. There is little point in studying textbooks systematically if you do not get to the important aspects of grammar, vocabulary, or communicative function. For example, if the learner is an adult learning in the target language environment, it should cover multiple aspects of the temporal system and introduce socially appropriate functions and commonly used vocabulary.

• Finally, "reordering" involves separating, regrouping, and combining content items from each other. A good example is a lesson on a particular language function that seems to contain too many new grammatical items for the learner's current proficiency.

Nuttal (1983) used the following technique: addition; deletion, including subtraction and cut; modifying, including rewrites and rebuilds; and simplification.

1) Adding

This process is meant to be complemented by more materials, both quantitative and qualitative, for example, Unit 1. At the University of West Timisoara, the reading section is sometimes accompanied by a reading of the listening text, the same vocabulary and ideas are used, but expressed in different mediums with respect to spoken language. In general, additions should go further, resulting in both qualitative and quantitative changes, and extending the methodology by separating and evolving in new directions, such as claiming another linguistic competence.

2) Deleting or omitting

It is the reverse of the addition process and when a decision is made to omit materials, it can be done both quantitatively and qualitatively. This method can be applied on a small scale, i.e., omitting irrelevant/superfluous exercises or massively omitting entire units of text or books. Banking the most common way to reduce the length of materials is to remove it from the text if it is too long, inappropriate, or irrelevant to the purpose. Deletion does not affect the overall methodology. If the change is large and not only the text is shortened, but the text is also shortened, this is a technique used mainly when irrelevant details are omitted.

3) Modifying

When we talk about modification, we mean internal changes in approach or focusing on specific materials. This is a commonly used technique that can be applied to any aspect of "content". This can be divided into rewriting (when some of the language content needs to be changed) and rebuilding (when applied to class management). When we rewrite something, we try to make the materials more 'communicable' and tailor the activities to the learner's interests, needs, and desires. Introduce a model of real language and set up a problem-solving task that requires you to think in a foreign language. Modifications therefore refer to "modifications," or changes in the nature or attention of exercises, textbooks, or classroom activities.

4) Simplifying

This is also a 'rewriting' activity that can simplify many aspects of a language course, but only to ensure that learners understand vocabulary and concepts. They (learners) are unlikely to benefit much from texts that are too linguistically or conceptually difficult. The subject matter content should be within the conceptual range of the learner.

4.2.3. Adapting and Adopting (N= 4)

There is a difference between "adaptation" and "adoption". Adaptation is essentially the process of "adapting". However, "accepted" means that no further action is required other than presenting the materials directly to the learner. This process follows and depends on adoption. Adoption is about the textbook as a whole, adaptation is about the parts that make up the whole. Materials Design is subject to change on some level in most classroom situations. Thus, according to Ebrahimpourtaher and Hamidi

(2015), materials are tailored to meet the goals people identified, defined, and set for her EFL learning context. We adapt authentic materials to facilitate the learning process by identifying learning problems so that learners can absorb what they learn naturally. As a result, adaptation focuses more on learning than teaching. we also adapt materials to "achieve congruence among relevant variables such as course materials, methodology, students, [administrators, editors] and course objectives". By tailoring materials to raise learner awareness, we prepare learners to make their own decisions and help them take control of their own learning while following their preferred learning style. This also leads to student self-directed learning. McDonough, Shaw, and Mashara (2013) state: "Adaptation is the process that follows and depends on adoption. And while adoption is about the textbook as a whole, adaptation is about the parts that make up the whole."

5. Discussion
5.1. Reasons for materials adaptation (N = 13)
The purpose of adapting the materials is to make them appropriate for the learner. As noted by Loh and Renandya (2016), the materials provided were adapted, well-informed, and well-written, but more than 90% of teachers felt that the materials were relevant to learners, situations, and beliefs. The reasons for materials adaption are divided into fourteen themes (not enough grammatical input, not communicative enough, not appropriate level, and not appealing to learning styles, etc.). For instance, in Bolster's research (2014 and 2015), in study 4 of an undergraduate course in China, 18 experienced teachers found that textbooks had "outdated topics" and "boring repetitions" and they felt that there was a flaw. Therefore, they made changes to make the topic more interesting and personalize other perceived shortcomings of the textbook (Bolster, 2015). Thus, in order to use materials by learners, the materials ought to be appropriate for learners' level in every aspect.

5.2. Procedures of adaptation (N = 10)
Being effective and flexible is considered the main goal of techniques of adaptation. Procedures of adaptation include adding, deleting or omitting, modifying, simplifying, and reordering. According to Crawford (1995), "Materials must be flexible enough to accommodate individual and contextual differences," and continued, "Teachers should pay attention to the backgrounds, experiences, and learners' learning style." Therefore, when the materials are flexible, it has some positive effects on learners.

5.3. *Adapting and adopting (N = 4)*

While adopting is considered as selecting the materials, adapting includes both selecting and modifying materials. McDonough, Shaw, and Masuhara (2013) explained "Adapting is the process that follows and depends on adopting. And while adoption is about the textbook as a whole, adaptation is about the parts that make up the whole" (p. 64). Thus, when the adopted materials are not appropriate for learners, it is the best solution that the teachers and administrators adapt materials.

6. Conclusion and Implications

In conclusion, this review paper has provided a comprehensive analysis of previous research on materials adaptation in English language teaching. The study found 23 scholarly papers, 5 books, and 15 conference presentations to identify three primary areas of focus in the literature.

The first area of focus was the reasons for materials adaptation. It was found that materials adaptation is undertaken to ensure that teaching resources align with the abilities and needs of the students. This involves considering factors such as comprehension level, cultural context, and language proficiency. By adapting materials, educators can create a more suitable learning environment that facilitates effective language learning.

The second area of focus pertained to the procedures of materials adaptation. The review identified the importance of flexibility and effectiveness in the adaptation process. Flexibility refers to the ability of the adapted materials to accommodate various teaching and learning contexts, while effectiveness ensures that the adaptations contribute to successful language learning outcomes. These factors play a crucial role in designing and implementing adapted materials that meet the specific requirements of diverse learners.

The third area of focus explored the differences between adapting existing materials and adopting materials as they are. The reviewed works highlighted the preference for adaptation over adoption, as it allows for customization and tailoring of materials to better suit the learners' levels. This finding underscores the significance of adapting materials to enhance the language learning experience and optimize instructional outcomes.

Based on the findings of this review, several implications for future research in the field of materials adaptation in language learning can be identified. Firstly, there is a need for a large-scale study to investigate teachers' awareness and understanding of materials adaptation in both English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts. Understanding teachers' perspectives and practices in

adapting materials can provide valuable insights for designing professional development programs and instructional resources.

Secondly, future research should explore how teachers apply materials adaptation strategies in their classrooms. This would involve examining the actual implementation of adaptation techniques and assessing their impact on students' language learning outcomes. By gaining a deeper understanding of the practical aspects of materials adaptation, researchers can provide evidence-based recommendations for effective pedagogical practices.

Lastly, investigating the relationship between teachers' knowledge of materials adaptation and their teaching methods would be a fruitful area of inquiry. Understanding how teachers' awareness and expertise in materials adaptation influence their instructional approaches can help identify best practices and inform teacher training programs.

In conclusion, this review paper contributes to the existing literature on materials adaptation in language learning by providing an in-depth analysis of previous research. The identified areas of focus and the implications for future research provide a roadmap for advancing our understanding of materials adaptation in English language teaching. By addressing the gaps in knowledge and exploring new avenues of inquiry, researchers and practitioners can work together to enhance the effectiveness of language learning materials and pedagogical practices.

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