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Investigating High School Teachers' Adaptation of Listening Textbook Materials

**Case Study: Second Year Experimental Sciences' Students at First
November 1954**

Secondary School Rouached-Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Abstract

Due to the development of technology and modern life, listening skills have become more important than ever before. Teaching foreign languages has proven to be ineffective without adequate listening comprehension and the use of a variety of materials that foster these vital skills. These materials are not always appropriate for learners for different reasons. As a result, the ultimate solution is the adaptation of these authentic textbook materials to meet what teachers and instructors are searching for via the curriculum and the objectives set for any course. The key goal of this research is to investigate how adapting textbook listening materials enhances the listening comprehension of English foreign language (EFL) learners. Data for this work was gathered from 25 second year Experimental sciences pupils at First November High School at Rouached, their teacher and 20 Algerian teachers from different schools through the use of a test, an interview and a questionnaire. These tools demonstrate that teachers frequently adapt textbook listening materials to meet the needs and interests of their students. The results of the study confirm the hypothesis, which implies the fact that adapting textbook listening materials improves learners' listening competence.

Key words: Adaptation, textbook, textbook materials, listening.

Dedication

Mrs. Dahmane Rokia,

In the name of Allah, Most Gracious, Most Merciful

All the praise is due to Allah alone, the sustainer of the entire world

This research paper is dedicated to my family especially:

- *To the souls of my respective parents who had been my constant source of inspiration and their memory is still so.*
- *To my husband. Without his love and support this project would not have been made possible.*
- *To the precious gift I have from Allah my kids: Anes and Loudjyne.*
- *To my brothers Moussaab and Mouad*
- *To my friends especially Manel*
- *To all those who motivated and encouraged me to reach my dream.*

Dedication

Ms. Remmache Manel,

*Words are not enough to express my great gratitude to ALLAH almighty for
all the gifts He has given me.*

I dedicate this humble work to:

To my dearest parents

To my sisters and brothers

To my little nephews and nieces

To all my friends: Rokia, Khawther, and Katia.

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List of Abbreviations

AM: Authentic Material

CD-ROM: Compact Disk

EFL: English as Foreign Language

FL: Foreign Language

ICT: Information and Communication Technology

L2: Second language

LMA: Listening Material Adaptation

Q: Question

SLA: Second Language Acquisition

TB: Textbook

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General Introduction

1. Context of the Study

Textbook is a key element in teaching in general and teaching English in particular. However, some materials are inappropriately presented in several cases of textbooks. This leads to learners' mislead and lack of understanding. The authentic materials used in textbooks are of a great significance in teaching a foreign language. Yet, some of them need to be altered, modified and simplified since they are written for native speakers rather than for the target language learners. Because Algerian learners face some obstacles to grasp some ideas exposed in their textbooks, teachers are in need to modify the materials selected in order to suit their learners' level, background knowledge, interest and so forth.

The use of the right and suitable materials makes teaching and learning a valuable activity and creates an efficient classroom environment. On contrary, if materials presented are out of the context situations and do not fit to the learners' needs, then teaching and learning become a dull and monotonous activity. In order to get rid of such a negative classroom environment, Algerian teachers are required to adapt textbook materials in a way that serves the needs of learners and their abilities in accordance to the curriculum provided by the Algerian ministry.

Many scholars and researchers pointed out the importance of improving textbook resources with materials that fit the learners' needs and the learning contexts requirements such as O'Neal (1982), Grant (1987), Harmer (1991), Tice (1991), Richards (1993), Nunan (1998), Hedge (2000), Graves (2000), McGrath (2002).

Among the factors that might hinder the successful acquisition of the target language is the textbook, which is the most popular teaching material; it plays a vital role in language

learning, but it does not always play the same role. It would sometimes affect learning in a negative way and thus learning objectives may not be achieved. Therefore, teachers should adapt their teaching materials according to their learners' needs; they are not obliged to teach from the textbook. Textbook materials can be used and improved after being evaluated by teachers (Cunningworth, 1995).

In the past years, the teaching of listening skill has received little interest because the focus was on teaching writing and grammar at the expense of the remaining skills. However, with the development of technology and second language acquisition (SLA) theories and the emergence of new teaching approaches like the communicative one, the listening skill gained more importance as it is necessary for communication and understanding of the data and the materials in use. Therefore, adapting textbook listening materials is very significant in SLA.

2. Statement of the Problem

Listening is a key component of any communicative situation. Students are exposed to a variety of listening situations. Most students have little or no listening instruction and spend much of their time listening. This may cause some difficulties for students to communicate adequately and to grasp the intended meanings. Hence, this skill needs more attention and training. EFL teachers should give their students more opportunities to incorporate listening into their overall process of learning a foreign language. They also need to motivate them to develop this pivotal skill by enhancing its strategies and techniques.

With the increase in acknowledging the usefulness of authentic materials in teaching listening, the issue of whether they are well-invested in the class or not has emerged. Listening is one of the most difficult language skills to teach especially for non-native speakers. For this reason, teachers need to acquire a variety of tools and strategies to make this skill learnable for EFL learners. The tasks that accompany the listening materials are of a crucial importance to

convey the meaning and competence. These activities should be varied to meet the specific objective of the listening skill. Therefore, adapting textbook listening materials becomes a necessity since not all textbook materials fulfil the needs of the learners.

3. Aims of the Study

The present study aims at:

1. Showing the importance of adapting textbook materials in the process of teaching/learning.
2. Investigating the way textbook materials are effectively adapted to teach the listening skill in order to enhance learners' listening ability.
3. Investigating high school EFL teachers' adaptation of the English textbook materials.
4. Exploring teachers' way of adapting the authentic listening materials presented in the textbook.

4. Research Questions and Hypothesis

The current research aims at addressing the following questions:

1. Do high school EFL listening textbook materials meet the learners' needs?
2. Do high school EFL teachers adapt listening textbook materials?
3. How do they adapt them?
4. Do high school EFL teachers mostly adapt pre-listening, during-listening, or post-listening activities?

To answer the above mentioned questions, the present research will investigate the following hypothesis:

If secondary school teachers appropriately adapt textbook listening materials, their learners' listening skills would be significantly enhanced.

5. Research Methodology

In order to answer the research questions and test the research hypothesis, two research methods are used in this study (the quantitative and qualitative methods). They are adopted to provide a clear data analysis and meet the research aims. First, a pre-test and a post-test are delivered to second year pupils, at First November 1954 Secondary School at Rouached-Mila, to determine the effect of the adapted materials on their listening skill. Second, a questionnaire is conducted with high school teachers about adapting listening textbook materials.

Data obtained is analyzed quantitatively and qualitatively to check the hypothesis and shed some light on the importance of adapting textbook materials in the teaching/ learning process.

6. Structure of the Study

The present dissertation is made up of two chapters. The first chapter is devoted to the theoretical part. It is concerned with the literature review. The second chapter, on the other hand, is devoted to the practical part. It explains the research methodology and tools to be implemented, provides the analysis and discussion of the findings, affords some recommendations and suggestions.

Chapter One

Literature Review

Introduction

The present chapter offers an overview about textbook adaptation and listening. It aims at discussing a variety of framework, theories and principles related to the topic. It presents some notions and explains the process of textbook adaptation. It also introduces the listening skill, its definition, the importance of listening and EFL listening difficulties, and at the end, it suggests some listening strategies a learner can use to master this skill.

1.1. Adapting Textbook Materials

1.1.1. What Is a Textbook?

Textbooks are printed materials that aid and support language learners in their attempt to improve their linguistic and communicative abilities (Sheldon, 1987). They provide students with the language input and practice they need. They also supply the content of the lessons to be used by teachers as a guide for instruction. They are described as a “resource book for ideas and activities” rather than as “instructional material”.(Allwright, 1990, as cited in Al-Ghazo,O MSmadi,2013). They are designed to raise the learners’ knowledge and experience and achieve the learning objectives in accordance with the learners needs (Cunningsworth, 1995).

EFL textbooks, on the other hand, are designed to provide learners with the necessary knowledge, language skills, and information about English-speaking countries at a specific level, as well as training them for interactions with foreigners from various cultural backgrounds. According to Hutchinson and Torres (1994, p. 315): “The textbook is almost universal element of English language teaching. Millions of copies are sold every year and

numerous aid projects have been set up to produce them in various countries. No teaching and learning situation, it seems, is complete until it has its relevant textbook."

To facilitate learning for their learners, teachers need to know about some specific matters concerning their students. They should be empowered to choose and adapt textbooks to their classes and according to their students' specific requirements.

1.1.2. The Importance of Textbooks in EFL Teaching/ Learning

Textbooks are very important in the teaching/ learning process. They serve as valuable source of information for formal studies both for learners and teachers. Much depends on the use and pedagogical worth of course-books as an essential resource in many teaching contexts.

Textbooks are significant for teachers, especially novice teachers, because they provide them with the necessary teaching/ learning materials they need in order to prepare a learning experience. They present confidence and security for them (Graves, 2000). However, it is necessary for teachers to pay attention to the way they prepare those adapted materials.

For learners, the textbook is one of the most important sources of contact they have with the language. It is a framework that helps them to organize their learning. It is also helpful to involve them in the process of textbooks' adaptation because learners' ideas and attitudes become vital in any course design process (Graves, 2000).

1.1.3. What Are Materials?

Materials are anything used to aid language learning (Tomlinson, 1998). They are tools used by teachers to support the learning objectives outlined in the lesson plans. (Radhika Kapur, 2019). Materials, for English teaching, play a critical part in language learning. The

way they are designed, their content, distribution, and context all have a significant impact on students' learning process by keeping them interested and motivated to learn more. (Duarte & Escobar, 2008).

1.1.4. Authentic Materials

Various definitions have been given to the word “authentic material” (AM). Authentic materials are not specifically designed for L2 teaching and learning, the intended audience is native language users, and the material is unaltered and in its original forms (Nunan, 1989). Harmer (2007) claims that this kind of materials “is not altered in such a way as to make it unrecognizable in style and construction from the language which competent speakers encounter in many walks of life” (p. 274).

For Martinez (2016), AM would be a material created for native English speakers and used in the classroom in a manner similar to how it was created. For instance, a radio news report could be brought into the classroom so that learners could discuss the report on pollution in the city where these students live.

Genhard (1996, cited in Resti Citra Dewi 2018, p.71) divided authentic materials into three following categories:

- Authentic visual materials, such as street signs, post cards, magazines and newspapers pictures, etc.
- Authentic printed materials, such as newspapers, sports reports, train tickets, restaurant menus, etc.
- Authentic listening materials, such as cartoons, radio news, songs, etc.

This last kind is the key concern in this research. Numerous works have tackled the issue of authentic listening material, its use, advantages /drawbacks and mainly its adaptation. The latter will be discussed in the following item.

It is no longer necessary for language teachers to limit themselves to the assigned textbook. With the development of technology and the age of information, it is easy to have access to huge number of sources both online and in their immediate surroundings. Language teachers can use materials other than traditional textbooks if they follow curriculum specifications and the course's goals and objectives.

Another option that teachers have is to use authentic listening materials. Many researchers have proved the role of these authentic materials in FL teaching. Researchers and teachers have increasingly recognized the need for and utility of authentic materials in the field of language teaching. Teachers rely on them to help their students improve their listening skills. In fact, they make an effort to incorporate such materials into their lesson plans on a regular basis. According to Underwood (1989), these materials are regarded as usual conversations between native speakers and different examples are given to illustrate such as: radio conversations, plays, weather forecasts, airport announcements, debates, and interviews.

Hence, finding and selecting materials to use in classes can be seen as a hard and time consuming task. Teachers, in this process, must consider several factors, including authenticity, the original source, target language skill, and learners' language levels and ages. After selecting materials, teachers must determine whether the materials need to be further adapted to meet the needs of their students or not. (Underwood, 1989)

Authentic listening materials are also important because they increase students' motivation to learn and expose the learner to the real language. As a result, authentic listening materials are beneficial to the language learning process (Tonawanik & Donavanik, 2019).

Kochito (2013, p. 19) claimed that “With the use of authentic listening materials, students learn to comprehend double meanings, predict meanings, and deal with interruptions, and so on”.

1.1.5. Adaptation

1.1.5.1. Definition

Adaptation is the modification of materials in order to enhance or make them more suitable for a specific type or group of learners. It is defined as “a process in which published teaching and non-teaching materials are changed, modified and suited to particular groups of learners in particular EFL learning situations”(Ebrahimpourtaher & Hamidi , p34).

Several studies have been conducted about the meanings that adaptation conveys. Oxford dictionary (2011) describes the word adaptation as the process of changing something or trying something in a new situation to suit a new purpose.

Adaptation also implies the improvement or the change of materials to make them more suitable for a specific type of learners. Textbook adaptation is defined by Graves (2000) as a set of steps that include planning (needs analysis and textbook structure analysis), teaching, re-planning (after completing one course, planning again is necessary using all conclusions reached during the previous course), and re-teaching (implementing new conclusions and decisions).

Adapting textbook entails matching its materials to the needs of the learner, the demands of the teacher, and the purpose of the administration. Teachers, generally, refer to textbooks as a guide a necessary or a burden. Harmer (1998) claims that teachers can use the same material in the book, but doing it in their own way. In this way, teachers can particularize their lessons and make them more interesting and appealing for the learners.

Textbooks are always considered as an important instrument for acquiring the language as they support both learners and teachers. Nevertheless, some teachers, especially novice ones, find themselves confronted with the obligation to follow it blindly as it is. As a result, selecting and adapting a textbook is a difficult process. (Duarte & Escobar, 2008).

As it is aforementioned, it is by no means hard to adapt a course book; certain factors must be considered in that long process. Adapting the course book is almost unavoidable in the English classroom since it is not developed to fit all learners with different abilities, needs and interests. As a consequence, it may contain content and assignments that the instructor believes are inappropriate for his/her teaching situation.

1.1.5.2. Principles of Adaptation

Teachers can familiarize themselves with each material separately if they are familiar with the overall arrangement and content of their textbook and have selected which items to reject and which to adjust. The next stage is to think about how they may tweak each task to increase its appropriateness. They can continue with the adjustments they contemplate if they have clear objectives for each lesson.

The following adaption principles are outlined by McGrath (2002, p.74)

- a) Localization: modifying the content to fit within the confines of our country.
- b) Personalization: altering the content to meet the needs and interests of our pupils.
- b) Individualization: tailoring the material to our students' preferred learning approaches.
- d) Updating: bringing the content up to date.
- e) Simplicity: making texts or tasks simple to complete or comprehend

1.1.5.3. Factors behind Adapting Textbook Materials

Teachers alter course materials for a variety of reasons, including their values, the conclusions they draw from their experiences, and their educational background. Furthermore, the needs and interests of pupils are influencing elements that influence teachers' adaptive actions. Finally, instructional environments, testing plans, and student profiles and schedules may all have an impact on material adaptation. “Teachers often need more powerful materials, which are designed on second language acquisition and learning principles to match the basic learning needs and profiles of learners in different countries, cultures, attitudes, learning habits and styles.” Maley (1998, p. 32).

According to Graves (2000), the following reasons are prevailing when teachers adapt textbook materials:

- Teachers' beliefs have a great importance in deciding about the materials to be used in their classes and the way they use and adapt them to fit their learners' needs.
- Students' needs also play a key role in adapting materials. Teachers refer to their students' requirements to give more time to some activities and to drop others or give them less time.
- The environment and time allocated for the language to be taught are of salient importance to make decisive decisions about what to teach and how.
- Teachers may also change textbook materials due to a lack of communicative activities or a lack of balance among language skills. For instance, teaching one skill at the expense of other skills.

1.1.5.4. Strategies of Adapting Materials

The most common adaptation procedures employed by teachers are adjusting content, adding materials or activities, expanding material, resolving omissions, re-ordering materials or activities, and reducing or simplifying the materials (Junaedi, 2014).

According to Shanjida Halim (2016, p. 638), some of the principles and procedures of adapting teaching materials are:

1.1.5.4.1. Adding. There are certain parts that should be added , for example, the book focuses solely on speaking or listening abilities, but they should pay more attention to reading, writing and grammar or vice versa. Another cause of adding some items is that some topics are not sufficiently covered.

1.1.5.4.2. Deleting. As there are some parts which need to be added, some others need to be omitted to create a balanced and well-refined textbook. According to Duarte and Escobar(2000, p. 30), items are deleted because for some precise reasons as:

- Learners have mastered a skill and they do not need extra practice about it.
- The item in question is not a priority.
- The item or job is poorly planned.
- The item/task is not well-suited to its intended purpose (s).
- The topic is inappropriate for learners.

1.1.5.4.3. Modifying/ Rewriting. The course book's materials should be changed or modified if it does not meet the learners' target language needs, age, or linguistic level. Hence,

tasks need to be adjusted accordingly to get rid of the confusion and ambiguity that learners may encounter.

1.1.5.4.4. Simplifying. Some materials are adapted by applying the simplification strategy. The latter occurs when learners face some obstacles when dealing with these materials that might be difficult, inappropriate or inadequately designed.

1.1.5.4.5. Reordering. The textbook needs to be ordered and organized in a way that serves the learners' needs and results in a beneficial learning atmosphere. Teachers generally reorder and reorganize materials to ensure the topics' coherence and unity. It is also done to shed light on one area before some others.

1.1.5.5. Objectives of Materials' Adaptation

Materials are generally altered to facilitate learning and make them more efficient. They are modified and adapted to meet the learning objectives that teachers have identified and defined for EFL learning contexts. Instructors adapt authentic materials to help learners internalize learning content in a natural way by identifying problems and difficulties that learners face. The chief goals of adapting course books materials are different. They are generally adapted to encourage learners to think and interact and also to provide a feasible challenge to all of them. (Tomlinson, 2003)

If the materials are adapted to raise learners' awareness, learners will be able to make their own decisions and hold control over their own learning while adhering to their preferred learning styles. As a result, they will be able to learn on their own and reach autonomy in learning. (Ebrahimpourtaher & Hamidi, 2015)

1.1.5.6. Criteria of Materials Adaptation

Adaptation is a process that involves specific criteria in order to become efficient and serve the learning situations. Ebrahimpourtaher and Hamidi (2015) suggested six criteria for adapting authentic materials:

First, Adaptation should make the instruction easier. Teachers may find their authentic materials difficult and not appropriate to be taught, owing to a lack of harmony in subjects, incongruity between subjects and given teaching methodology, and so on. As a result, materials should be instructionally simple to implement. One of the key factors that can highlight the effectiveness of materials in education is their pedagogical presentation.

Second, adaptation should foster learning. Sometimes students complain that they are unable to remember what they have studied during the term. Authentic materials appear to be well-structured, with a plethora of passive and unfamiliar words and convoluted discourse. As a result, they should be developed in accordance with the level of students. They should be clearly designed in order to increase learners' comprehension as well as their self-confidence.

Third, adaptation should focus on learners. Textbook materials are made in "one size fits all" model. That is to say that they do not consider learners' differences and needs, which make it hard for them to use these materials adequately and react appropriately.

Fourth, adaptation should ensure relevance and flexibility. The materials' adaptation needs to be relevant and useful to fit the objectives of the course. This process has to target the elements which seem to be inadequate for the content to be taught. Adapting materials also need to be flexible and gives learners the chance to have a variety of tasks, learning techniques, approaches, etc.

Fifth, adaptation should ensure motivation. Learners' motivation is one of the key goals behind adapting materials. With the other criteria mentioned above, teachers should

make sure that their learners are deeply involved in the learning process and intrinsically motivated to learn more.

1.2. Listening

1.2.1. Definition

For different people, listening is defined as an active, interactive activity in which a listener receives speech sounds and attempts to attach meaning to the uttered words in order to comprehend the speaker's intended message or the oral text. In other words, He or she can successfully respond to spoken communication. Many teachers have always felt that listening is a natural talent that children develop on their own and does not require instruction. For years, listening has been the forgotten language skill at all levels of school. Despite its importance, the listening skill has gotten little attention in recent year in the teaching and learning of languages. Not only listening has been overlooked as a subject in schools, but it has also been neglected as a research topic. According to Cayer, Green, and Baker (1971), the first research about the listening skill did not exist until the year 1971.

One cause of neglecting listening comprehension as a topic of study could be a lack of in-depth knowledge and instruments to test and evaluate listening, making it difficult to concretely test and evaluate this skill.

1.2.2. Processes of Listening

The listener processes information and comes to a comprehension in one of two ways: bottom-up processing or top-down processing mode.

1.2.2.1. The Bottom-up Processing Mode

According to Nunan (1998), the bottom-up process entails constructing meaning in a linear way from the smallest unit of spoken language to the largest. As a result, the listener comprehends and decodes the components of language, starting with the simplest linguistic units like sounds and working up to the larger units. Richards stated (1999): “Comprehension begins with the message received, which is examined at various levels of organization (sounds, words, clauses, and sentences) until the intended meaning is arrived at.

Comprehension is considered as a decoding process.” (p.50)

1.2.2.2. Top down Processing Mode

According to Richards (1999), this technique refers to the use of prior information to decipher the meaning of a message. This background information can be linked to previously recorded information in the long term memory. “The listener processes language in meaningful chunks through making use of schemata and contextual data”. Ellis (2003, p.45) said in this context. The top-down processing mode focuses on the overall understanding of the message rather than individual sounds and words. As a result, the listener draws on his prior knowledge to comprehend and interpret a message.

1.2.3. Listening Types

There are two basic sorts of listening, and combining them will enhance listening processes that assist the learner in obtaining useful linguistic input.

1.2.3.1. Extensive Listening

Brown (2004) considers extensive listening as a technique to gain a general comprehension of the spoken language. Extensive listening is primarily concerned with

comprehending the message's overall significance. As a result, the listener is encouraged to ignore the details and concentrate on the main point other meaning in general.

1.2.3.2. Intensive Listening

It is defined by Brown (2004: 120), is "listening for the perception of the component (phonemes, words, intonation...) of a broader stretch of language." Intensive listening, according to Harmer (2007), is about examining little details and attempting to focus on every bit of information in a text. As a result, Intensive listening focuses on individual linguistic components.

1.2.4.Importance of Listening Comprehension

According to comprehension-approach methodologists, the purpose of secondlanguage and/or foreign-language training is to build communicative competence and oral fluency. Dunkel (1986) proposes achieving this goal by "putting the horse (listening comprehension) before the cart (oral production)" (p. 100). To put it another way, improving the speaking skills is linked to improving listening comprehension skills in all circumstances of language learning; Byrnes (1984) states that listening comprehension comes before production. Furthermore, Byrnes claims that no production can take place until linguistic input is delivered and grasped by the listener.

Ahuja (2008) asserts that academics emphasize the significance of the listening skill in communication; it is believed that listening is the most important skill in communication; it is the heart of any communicative act. Srilakshmi (2016, 14) supports this view by claiming that "Good listeners are often some of the best speakers". She adds that "by becoming a better listener, we can improve our communication skill as well as our ability to influence, persuade, and negotiate" (Srilakshmi, 2016, p.15).

According to Brown (2004), listening is considered a key factor in understanding and facilitating language learning. Listening has a significant importance; it is a part of people's daily lives. Some big issues between parents and children can be resolved in families if both parties learn to listen to one other. Good listeners are often good students in school. They pay close attention to their teachers' instructions and explanations, as well as to their peers. This may be beneficial to them to correct their mistakes and misunderstandings. In the field of business, good listeners can contribute in the amelioration of their companies because they give attention to instructions during meetings; moreover, they take advantage from others' previous experience. Besides, many jobs require good listening skills like teachers, psychologists and lawyers. (Brown,2004).

Nation and Newton (2009), in their turns, discuss the significance of listening. They claim that learners' initial interaction with a foreign language is through listening. In addition, this skill provides the learner with the necessary information to build up his knowledge about the language. Simply, there is no comprehension or communication without listening.

1.2.5. EFL Listening Difficulties

Based on the definitions provided previously, it is concluded that listening is a fairly complex skill. This complexity creates serious problems in the classroom. Rost (1994) points out the complexity of listening in a second language when he states that learning to listen in a second language is more difficult than learning to listen in the first language.

Rixon (1986 as cited in Alam and Sinha, 2009) deals with five sources of difficulties in listening related to the English sounds and pronunciation. First, he mentioned the weak relationship between the English sound and the way they are spelt in the written language. For example, the sound /f/ can present the "f" letter like in the following words "find, flower, fit", can be spelt "ph" like in "photo, paragraph".

Second, Rixon (1986) talked about the change in sounds when they occur in rapid, connected speech. As an example, The English sound / t / changes to / p / before / m // b / or /p/. He also mentioned the difficulties caused by the rhythm and patterns of English speech. Furthermore, an English learner may find it difficult to master the rules and exceptions of stress and intonation. Next, he asserts that the same letter can be pronounced in different ways. As an example, “t” can be pronounced /aɪ/ like in the word “tired”; it can be also pronounced /ɪ/ as in “sit”.

Finally, Rixon (1986) tackles the problem of silent letters in English language. This communicative system is full of silent letters; they can occur in the beginning like in the word “knight” as it can be at the end as in the word “bomb”. Therefore, there are not fixed rules that the learner can follow.

Underwood (1989) also mentions some listening problems faced by second language learners. First, according to her, the listener cannot control the speed at which native speakers speak. Next, the limited vocabulary of learners may prevent them from understanding native speakers (Underwood, 1989). In fact, if they encounter an unknown word, they will have to stop and try to guess its meaning. As a result, they will miss some parts of the speech. Furthermore, Underwood (1989) states that the listener may face difficulties to understand the exact meaning of the passage unless he is familiar with the context.

Brown (2000) lists six common difficulties, which most English learners encounter. They are: the difficulty of distinguishing a group of consonants put together, the difficulty of understanding different accents, redundancy and hesitations (like well, you know, I mean), colloquial language and finally difficulties related to stress, rhythm, and intonation.

In short, it is worth saying that listening is a very hard and complex skill. If one thinks carefully, s/he will discover other sources of difficulties that hinder its mastery.

1.2.6. Listening Strategies

Language learners need some listening strategies to be able to understand native speakers and cope with EFL listening difficulties; Nunan (2001) claims that listening strategies helps students to become more effective language learners. Mendelsohn (1994 as cited in Kochito, 2002) suggests two listening strategies, guessing and referring, to improve the learners' listening skill and compensate for the lack of understanding; however, Nunan (2001) suggests the following eight strategies:

- Listening for gist
- Listening for a specific purpose
- Listening for main idea
- Listening for inference
- Listening for specific information
- Listening for phonetic distinctions
- Listening for the tone to identify speaker's attitude and listening for stress.

In his research paper, Kochito (2002) divides listening strategies into three main ones. First, listening for the gist; in this case the student is asked to look for the general idea without paying much attention to details. Second, the learner is asked to listen and answer some detailed questions and next, listening to predict. Kochito (2002) claims that the learner cannot memorize all the information as he listens to, therefore, he has to guess relying on some nonverbal clues such as gestures and facial expression.

1.2.7. The Listening Tasks' Stages

As a method to foster teaching listening skill and to facilitate its comprehension to learners, teachers tend to divide listening tasks into three distinct stages:

1.2.7.1.Pre-Listening Stage

During this phase, the teacher tries to motivate learners by breaking the bridge between them. This happens through preparing learners to receive the new information by linking it to their pre-requisite knowledge. It is also via giving pupils the chance to ask questions and to discuss.

During this phase, the teacher may ask pupils to guess the answers of some questions and to check them later on or to interpret a picture or a map;for example,redicting content from the little of a talk, talking about a picture which relates to the listening text, discussing the topic, answering a set of questions about the topic and agreeing or disagreeing with opinions about the topic” (Hedge, 2000, p. 249).

1.2.7.2.While-Listening Stage

The while-listening stage is where learners listen and do a task. While listening tasks guide students to gather or catch the necessary information for overall listening comprehension; these activities ensure the active nature of the process by not requiring students to grasp every word while listening; and they involve students in developing good listening habits. During this stage, different activities are used by teachers like: filling the gaps, reordering some sentences according to the listening script being presented, checking the answers of the pre-listening phase.

Furthermore, Field (2002) brings to light the effectiveness of using authentic materials from early learning stages, to make learners understand that it is not necessary to understand everything from the listening text. He emphasizes that authentic materials allow learners to know features of conversational speech-hesitations, stuttering, false starts, and long, loosely structured sentences-which may seem unfamiliar to them at the beginning.

1.2.7.3. Post-Listening Stage

Post-listening activities are carried out after the teacher has fulfilled pre-listening and while listening activities successfully. Post-listening stage permits for recycling and further acquisition of vocabulary and structures as long as they are interesting, engaging, and well planned. It is a follow-up activity to the listening activity that aims to use the knowledge gained from listening to develop other skills such as speaking or writing. Questions in this phase may be: asking learners to summarize, preparing a role play or engaging into discussions. Replaying the listening text is a worthwhile activity that may help learners who do not understand well the listening text to grasp the meaning from the context (Field, 2002).

Conclusion

This chapter presented an overview of adaptation, textbook materials and adapting listening textbook materials. It discussed the importance of textbooks and the main reasons behind their adaptation as it highlighted the significance of adapting listening textbook materials to enhance learning. It stressed teachers' adaptation of listening textbook materials to access the teaching objectives and learners' needs.

Chapter Two

Chapter Two: Data Analysis and Interpretation

Introduction

This chapter introduces the research methodology and the study's analysis procedures. It explains the way in which the present study was carried out. It describes in details the means of research used in the study: the teachers' questionnaire, the interview and the students' tests. It also introduces the research population and discusses the collected data. Finally, it presents and analyses the obtained results to confirm or disconfirm the hypothesis of the study.

2.1. Methodology

To answer the research questions, a descriptive and quantitative method is being used. A questionnaire and an interview for teachers and tests (pre and post) for pupils were employed in gathering data. The obtained results lead to confirm or disconfirm the hypotheses claimed at the beginning of the work.

2.1.1. Sample of the Study

This study targets three different samples: 25 second year experimental sciences' pupils out of 49 taken from 1st November 1954 Secondary school, Rouached. The second sample is the teacher responsible for teaching these pupils. At last, 20 teachers from different secondary schools; they have experience in teaching the listening skill and they know the problems faced by their pupils.

First, a pre-test is administered to second year scientific stream pupils at 1st November 1954 High School, Rouached to check their listening comprehension. Classes of 25 pupils are selected randomly out of two classes with a total number of 49 where the majority are girls and their age is between 16 and 18 years old. In fact, the participants were chosen that way for two main reasons: firstly because they are the only numerous classes, and more importantly, second year classes are more helpful since first year pupils are novice with high school program and third years are interested much more in grammar, reading and writing sequences; most of listening rubrics are omitted.

Secondly, the participants are tutored by the most experienced teacher in that school; therefore, the researchers decided to make an interview with her to have various and more reliable information about adapting listening materials.

Twenty (20) teachers of English also participated in collecting data. All of them are secondary school teachers. They are from distinct schools so that we can explore how different institutions deal with adapting textbook listening materials.

2.1.2. Research Instruments

In order to collect data needed in the present study, three research tools were used: an online questionnaire, an interview and a test. The questionnaire was administered to teachers of English; the test was administrated to second year secondary school students; and the interview was done with the English teacher of these students.

Concerning the test, it is used to assess and investigate the role of adapting listening textbook materials in improving and refining the students' level of comprehension. It is made up of a pre-test in which the participants are exposed to a listening rubric from the textbook and a post-test in which they are exposed to an authentic material.

Concerning the interview, on the other hand, it consists of eight questions. They are mainly about the application of adaptation of listening materials with second year experimental sciences classes. It was conducted on the 5th of April 2021 with one teacher because she is the only teacher in charge of the two classes and because she is the most experienced teacher in that school.

This interview aims at eliciting information about the adaptation of listening materials and investigating the teacher's objectives from this adaptation. It is an attempt to know if the teacher targeted the development of listening skill and comprehension through this adaptation. Moreover, it diagnoses how she applies adapted materials with her learners, the constraints she encounters and how she evaluates the pupils' performance and motivates them to participate more in the listening sessions.

Moreover, concerning the questionnaire, it is made of four sections. The first section aims at collecting some background information about the participants: their gender, academic degree, and years of experience. The second section tackles the way these teachers deal with listening comprehension in their classes. The third one is about the participants' experiences in adapting textbook listening materials. At last, the fourth part investigates the difficulties both teachers and pupils face while using or selecting authentic listening materials.

2.2. Data Analysis

In this chapter, data collected in the present research are presented and analysed. They are dealt with in relation to the research questions.

2.2.1. The Test

2.2.1.1. The Pre-test

In the pre-test, the participants are exposed to a listening rubric in unit four from the second year textbook “Getting Through” (p .182, see appendix A). It is a dialogue between two pupils speaking about their visit plan to a university opening day. This listening script is chosen because it seems motivating as it tackles the branches they will choose to carry on their university studies if they pass their baccalaureate exam.

In the post-test, on the other hand, the researchers used another material. It is a short video (see appendix D in CD). It is adapted to fit the learners’ level and to be similar in topic to the textbook script. It is about Maastricht University Bachelor’s Opening Day 2013. This video is chosen for two main reasons: first, the topic is interesting for this category of learners because they are in a scientific stream and this kind of videos seems appealing to them. Second, its topic and level of difficulty is approximately the same as the previous script (of the pre-test) to avoid any bias.

On Monday, April 12th, 2021, the pre-test with group 2 is carried out. That day is chosen in particular because the two groups study in the morning one after the other. This helped to avoid any bias such as fatigue or hanger. More importantly, English session is scheduled for both groups in that day. This matter of fact allows the researchers to get into contact with the pupils’ teacher who helps in the observation by giving enough time and advice.

The second group is pre-tested from 8:45 to 9:30 a.m. The teacher asks her learners to open their books on page 85 after writing the date and the lesson’s title. She starts with the first activity as a warm up. Pupils are asked to guess why the girl in the picture is weeping. Six pupils raise their hands to answer; three suppose that she is ill; two said she gets a bad

mark while the sixth student expects that she has a problem. Then, the teacher requests them to listen to her simulating the dialogue and check if their answers to the first activity are true or not. After that, she reread the script and asks them to answer four comprehension questions. Finally, pupils are assigned to summarize the dialogue and act it in pairs.

After administering the pre-test to 25 participants of this study, the pupils' responses are evaluated to be compared with the post-test's results and check the pupils' listening comprehension with an adapted listening material. The results obtained in the pre-listening, while listening, and post-listening activities are presented in the following table.

Table 01: The results of the pre-test

Activity	Pre-listening	While-listening	Post- listening
Number of right answers	Q01 : 06 /25 Q02 : 00/25	Activity one : listen and check 20/25 Activity two: listen and answer Q01: 15/25 Q02: 09/25 Q03: 04/25 Q04: 13/25 Q05: 13/25	Summerizing 03/25

The results presented in table one show that in the pre-listening phase, pupils could answer the first question correctly and none of them could answer the second question. However, in the while -listening stage, 20 of them could identify the topic of the video and check their answers to the pre-listening activity. In the second activity of this stage 15 pupils answered the first question, 09 the second, 04 the third, 13 the fourth and 13 also responded correctly to the last question. Finally, in the post-listening stage, only 3 pupils were able to summarize the dialogue.

The possible explanation of this finding is that pupils were inactive especially in the pre-listening phase and less active in the summarizing task. According to Thomlinson (2003),

pupils are not pushed to think and interact unless they are encouraged by teachers' adaptation of coursebook materials. The latter provides a feasible challenge to all of them. (see p.26, chapter 1).

2.2.1.2. The Treatment Period

The treatment phase of this study lasted one month with 4 listening sessions, from April 13th, 2021 to May 13th, 2021. The participants of this study are instructed by their teacher to study four listening sessions with adapted listening materials. They are required to answer some comprehension questions in each lesson. Moreover, they are asked to play out their own summaries of scripts in order to imitate native speakers and invest the grasped vocabulary.

2.2.1.3. Post- Test

After one month (the treatment period), the participants are post-tested. A video about a university opening day is selected. The teacher uses the data show to display the video and handouts to give them pre, while and after- listening tasks. Pupils are asked to answer them on the handouts then papers are gathered to collect data. The obtained results are presented in table two below.

Table 02: The results of the post-test

Activity	Pre-listening	While-listening	Post- listening
Number of right answers	Q01 : 18 /25 Q02 : 10/25	Activity one : listen and check 24/25 Activity two: listen and answer Q01: 17/25 Q02: 13/25 Q03: 10/25 Q04: 20/25 Q05: 23/25	Summerizing 12/25

In the pre-listening phase, 18 correct answers are marked for the first question and 10 for the second. On the other hand, in the while listening phase, 24 right answers are noticed in the first activity and 17, 13, 10, 20, 23 in the second activity. In the post listening phase, however, 12 correct answers are scored.

After collecting the pre-test and post-test's data, the results are compared to examine the role of adapting listening textbook materials in improving the learners' comprehension level. The findings are presented in the figures below.

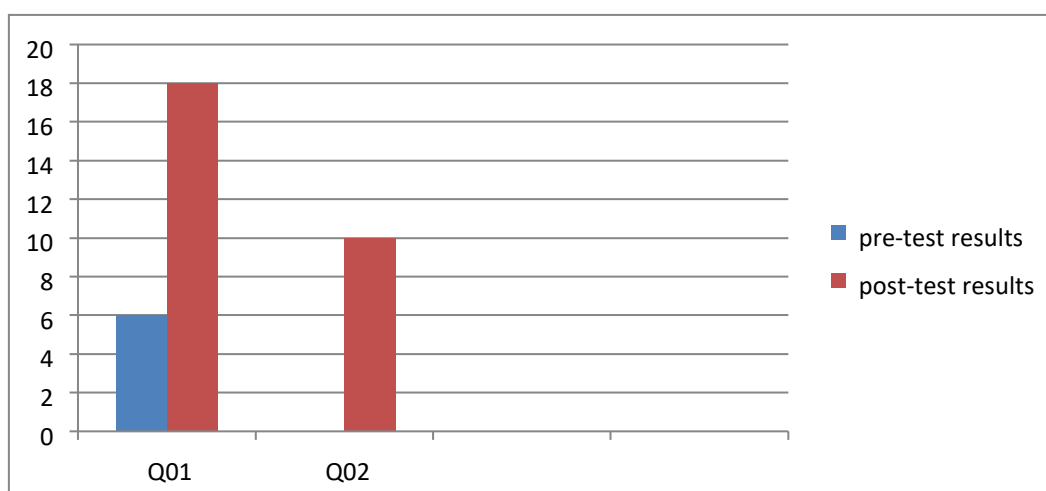


Figure 1: Comparison of the pre-test and post-test pre-listening results

From the first glance to the participants' results of the pre-test and post-test presented in figure one, it is noticed that there is an improvement in listening comprehension. In the pre-test the participants' correct answers are 06 for question 01 and 00 for question 2. However, it increases to 18 and 10 respectively in the same activity of the post-test.

In the while-listening stage, pupils perform better in both pre and post tests in comparison to pre-listening stage. In Listen and Check activity, 24 pupils, in the post-test, could check their answers of the Pre-Listening activity compared to 20 people who could do

the same in the pre-test. In the second activity of During-Listening Phase, pupils mark improvements of 02 correct answers in question 1,4 in Q2,6 in Q3,7 in Q4 and 10 in Q5. The After-Listening phase, on the other hand, marks change with 9 more correct answers.

Hence, these results prove that applying adapted listening materials with second year experimental sciences, high school pupils enhances their listening comprehension. Because of the benefits that might be gained from adaptation, it is the right time to adapt listening materials in EFL classrooms whatever the grade is.

The while-listening results are presented in figure two below.

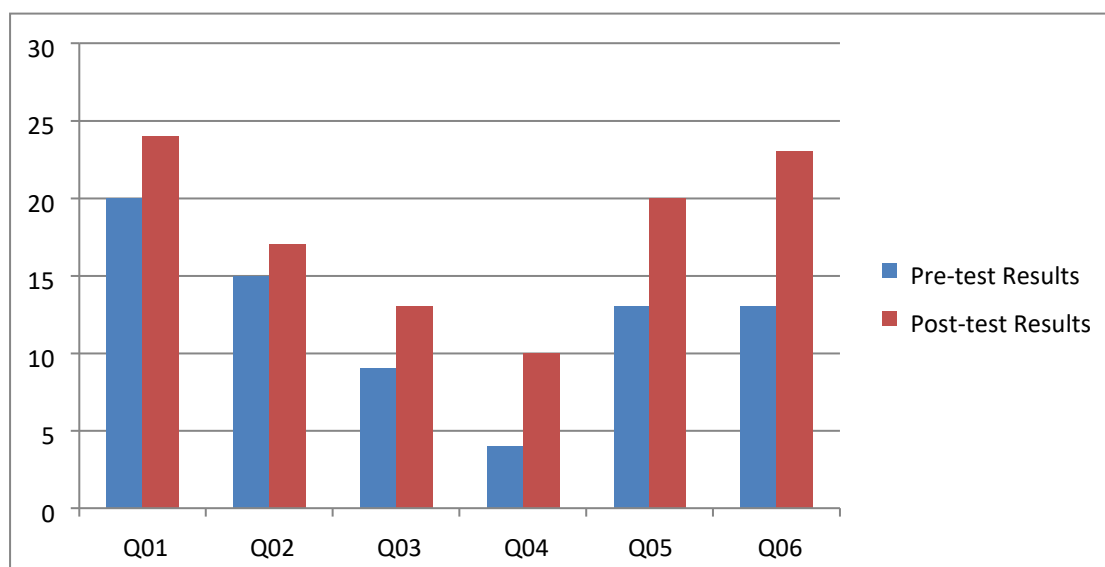


Figure 2: Comparison of the pre-test and post-test while-listening results

In the while-listening stage, pupils perform better in both pre and post-tests in comparison to pre-listening stage. In the Listen and check activity in the post-test, 24 pupils could check their answers of the pre-listening activity successfully compared to 20 people who could do the same in the pre-test. In the second activity of during-listening phase, pupils mark improvements of two (02) correct answers in question 01, 04 in question 2, 06 in question 3, 07 in question 4 and 10 in question 5.

Figure three below displays the post-listening results of the pre and post-test.

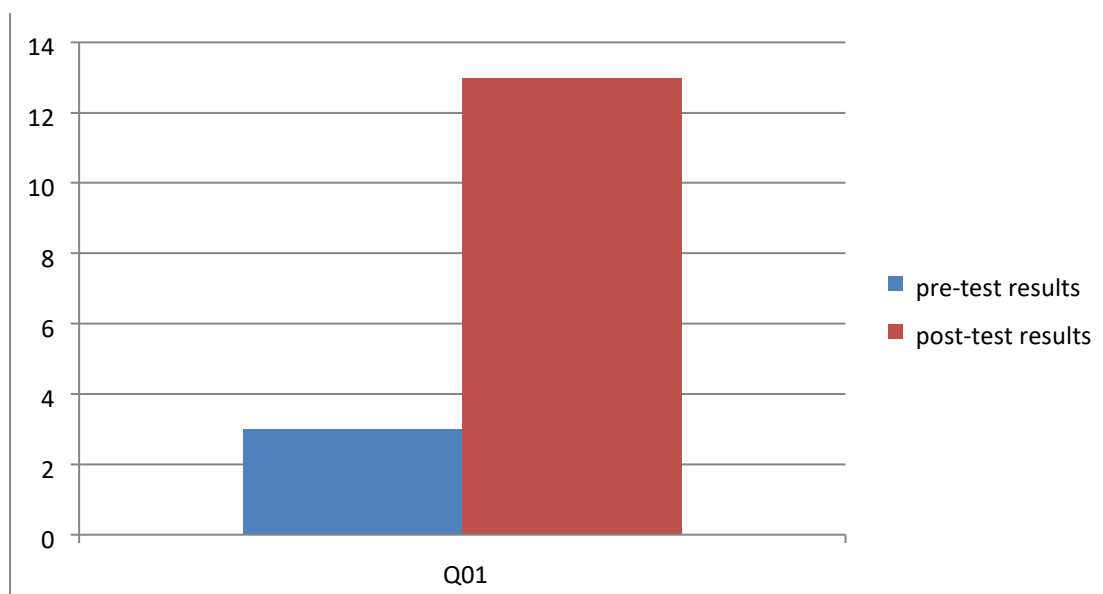


Figure 3: Comparison of the pre-test and post-test post-listening results

According to the results presented in figure three above, there is a noticeable advance in the participants' correct answers in the post-listening phase. There is a difference of 10 more correct answers.

2.2.2. The Interview

According to the teacher, listening materials' adaptation is important and required in the second year program. She claims that she usually adapts the textbook materials especially in listening rubrics because in most cases they are long scripts to be read for students; the fact that makes them boring. In addition, the teacher's main objectives are to attract the learners' attention and help them improve their listening and communicative skills.

Concerning listening materials' way of adaptation, sources of adaptation and its integration in the lesson plan, the teacher asserts that she adapts interviews, dialogues, songs

or videos according to the first material used in the textbook. She adds that she adjusts them to the lesson plan and manages time accordingly.

As far as motivation is concerned, the teacher declares that her learners would be more motivated when she teaches lessons with adapted materials especially audiovisual ones. To check the latter, the researchers make an observation session during the presentation of an ordinary listening lesson and during the lesson meant for the experiment of the study. According to the researchers' observation, most learners show enthusiasm and willingness to participate and react to the adapted lesson and less interest to the ordinary lesson. For example, they do less noise and pay more attention; moreover, they try to repeat some utterances of native speakers or imitate their paralinguistic behaviours.

Nevertheless, the teacher claims that she sometimes encounters many obstacles that made it impossible to present an adapted lesson, namely, internet and technological devices' availability, classes' equipment with electricity plugs and probability to use data show. She said: "some classrooms do not have even curtains to receive less light for data show use."

Due to her experience, the teacher confirms that listening material adaptation enhances learners' listening comprehension. Thus, her answer to question eight (see appendix B) was "absolutely yes !" which serves our aims of the present study.

2.2.3. The Questionnaire

The questionnaire designed for this research is made of four sections. The first one is for collecting data about the participants 'background information: their gender, academic degree, and years of experience. The second section tackles the way these teachers deal with the listening comprehension in their classes. The following section of the questionnaire is about the participants 'experiences in adapting textbook listening materials. At last, the fourth

part investigates the difficulties both teachers and pupils face while using or selecting an authentic listening material.

Table03:Distribution of Questions in the Questionnaire:

Section	Section 1	Section 2	Section 3	Section 4
Questions	Background Information	Listening Comprehension	Adapting Listening Materials	Difficulties
Number of Questions	03	06	08	03

As it is shown in the table above , each section of the questionnaire is made up of a number of questions. The latter's analysis will be in the following sections.

Section One: Background Information

The first section of the questionnaire accumulates general information about the teachers. It consists of three questions about their gender, educational qualification and the years spent in the teaching filed.

Question 01: Gender

Most of the participants are female teachers (16) and only four (4) of them are males as it is shown in figure four below.

Q.01. Gender
20 réponses

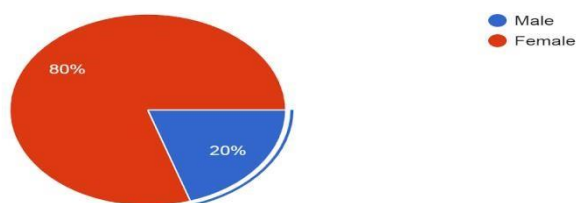


Figure 4. Teachers' Gender

The results of this question are explained with the great access of women to teaching in Algeria.

Question 02: What is your educational qualification?

Q.02 What is your educational qualification?
20 réponses

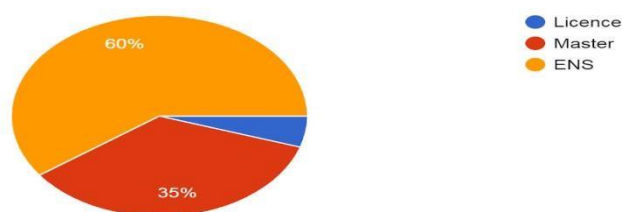


Figure 5. Teachers' Academic Qualification

Figure five above demonstrates that the majority of the participants are graduated from the Teachers' Training School (ENS) (60%), 35% of them have a Master degree and only one (5%) has a licence degree.

It seems that collecting most answers from ENS graduates is an incidence. Maybe they were rapid in answering the questionnaire before the desired number is reached.

Question 03: How long have you been teaching English?

The results obtained concerning the participants teaching experience are presented in figure six below.

Q.03.How long have you been teaching English at the secondary school?

20 réponses

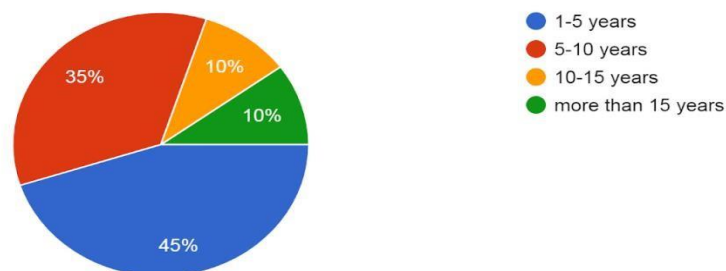


Figure 6 .Years of Experience

According to figure six above, the participants' experience in the field of teaching ranges from one year to more than 15 years. Nine teachers have an experience of 1 to 5 years, seven (7) teachers from 5-10 years and two teachers from 10-15 years. The remaining two teachers have more than 15 years of experience. Therefore, these numbers show that most teachers are experienced ones.

Section Two: Listening Comprehension

The second section of the questionnaire consists of six questions. It is about the teachers' attitudes towards teaching listening in the Algerian high schools and the different types of materials they use.

Question 01: How can you describe your learners' level in listening English?

Q.01. How can you describe your learners 'level in listening English?

20 réponses

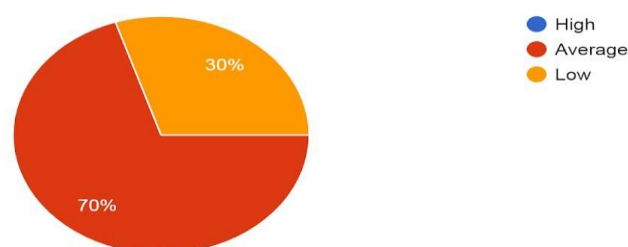


Figure 7. Learners' level in listening English

14 (70%) of the informants claimed that their learners' level in listening English is average. While 6 of them (30%) considered it as low and no one of them said it is high.

This finding reflects our theoretical research showing that EFL learners find it more difficult to learn to listen to the second language as stated by Rost (1994).

Question 02: What are major activities that you use to enhance your learners' listening skill?

Q.02.What are the major activities that you use to enhance your learners' listening skill ?
20 réponses

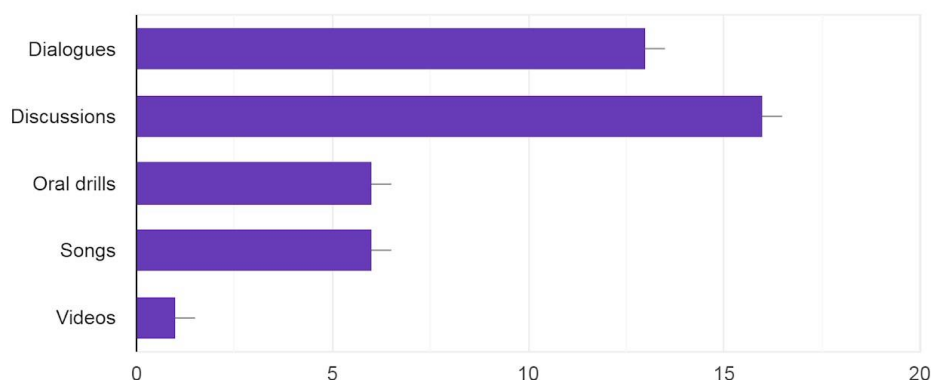


Figure 8. Major Activities to Enhance Learners' Listening Skill

Figure eight (8) displays that the types of activities teachers used to foster their learners' listening skill are different from one teacher to another. First, 80% (16) of them engage in discussions in their classes, 60% (13) use dialogues. Equal percentage of 30% is given to the use of oral drills and songs, and only 5% of them (only 1 teacher) make use of videos.

Most participants adopt textbook scripts or reply on their own discussions with learners to foster their listening skill. This finding can be related to what have been indicated

in the statement of the problem. It confirms the worry that leads us to investigate in this area aiming at putting an end to this bad habit in EFL teachers.

Question 03: What types of materials do teachers generally use while delivering the lesson?

Q.03.What type of materials do you generally use while delivering the lesson?
20 réponses

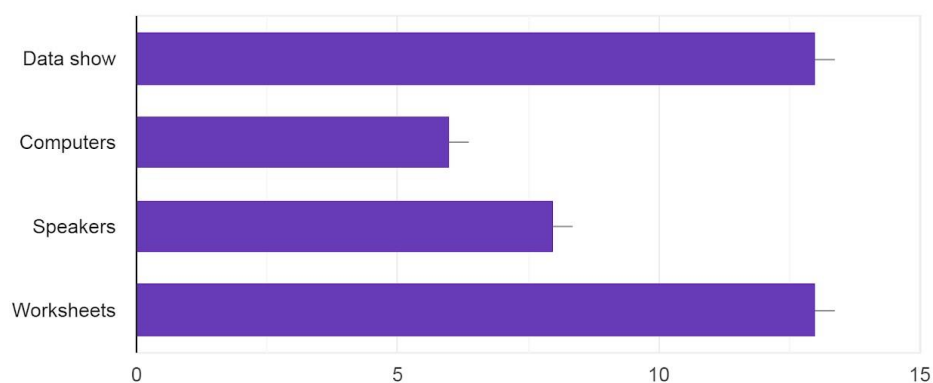


Figure 9. Types of Materials Used

As it is shown in the bar graphs above, 65% (16) of the participants used the data show to present their listening lessons; 65% (16) of them used worksheets; 40% (8) made use of the speakers and the rest 30% used computers.

The possible explanation given to the results of this question is the lack of audiovisual laboratories in the Algerian school makes it an obligation to use worksheets, data show and speakers as the most available tools.

Question 04: Do secondary schools have the necessary tools to teach listening comprehension appropriately?

Q.04. Do secondary schools have the necessary tools to teach listening comprehension appropriately?
20 réponses

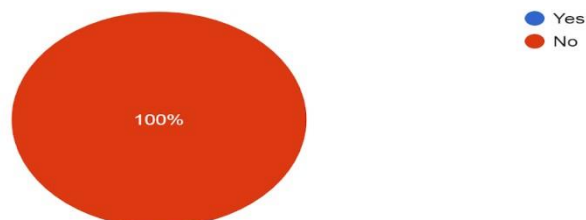


Figure 10. Availability of Listening Materials in the Secondary Schools

All the informants (100%) said that there are no necessary tools to teach listening comprehension adequately in their secondary schools.

All the participants agree that in 20 secondary school from different wilayas there are no necessary tools to teach the listening comprehension. It is due to the fact that the Algerian English syllabus of high school is giving less Importance to the listening skill.

Question 05: Do you use authentic listening materials in your English listening sessions?

Q.05 . Do you use authentic listening materials in your English listening sessions?
20 réponses

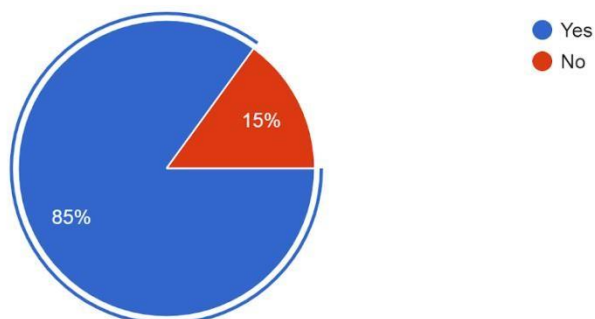


Figure 11. The Use of Authentic Materials in Listening Sessions

The results obtained revealed that 85% (17) of the teachers used authentic listening materials in their listening sessions, while the remaining percentage 15% (3) did not.

This finding gives more evidence to Mishan's (2005) idea, discussed so far in the review of literature, that authentic materials are vital sources in EFL teaching and learning.

Question 06: What are the most common sources you use to obtain these materials?

Q.06.If yes, what are the most common sources you use to obtain these materials?

20 réponses

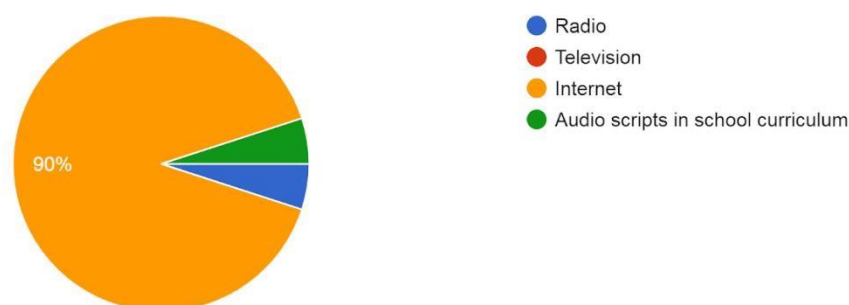


Figure 12. Common Sources to Obtain Authentic Materials

Concerning the sources of materials teachers use to teach listening, they differ. They depended on the authentic materials presented in media; for example, the internet was the choice of the majority of teachers with 90% (18), followed by the use of the radio (5%) and the audio scripts in the school curriculum represented by 5%. No teacher referred to television as a source of authentic listening materials.

It is widely known that Internet is the most accessible source for most researchers. This matter of fact is confirmed by most informants. The other participants' use of radio and textbook audio scripts is explained with Genhard's (1996) claim that radio scripts, cartoons and songs are authentic materials.

Section Three: Adapting Listening Materials

This section consists of eight questions. It investigates the teachers' points of view concerning adapting listening materials.

Question01: Is the textbook appropriate and appealing to your learners?

Q.01. Is the textbook appropriate and appealing to your learners?
20 réponses

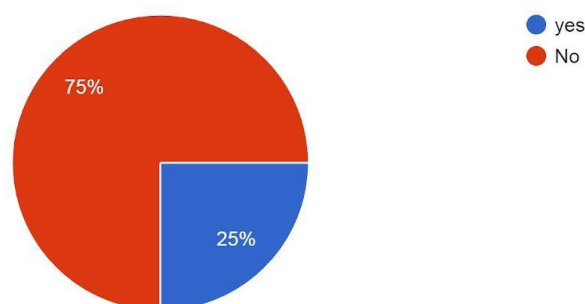


Figure 13: The Textbook Appropriateness for Learners

According to the results, the majority of the teachers with a percentage of 75% (15) thought that the textbook is not suitable and appealing to their pupils; while, 25% of them (5) stated that it appeals and attracts the learners' attention. Perhaps textbook materials seem to be inappropriate for the learners because it does not match their needs and expectations with what is really delivered for them. It can be boring or not flexible. This makes learners unable to deal with it effectively. This is why, it is necessary to adapt textbook materials according to the learners' needs and interests.

Question 02: Are the themes discussed updated and relevant?

Q.02. Are the themes discussed updated and relevant?
20 réponses

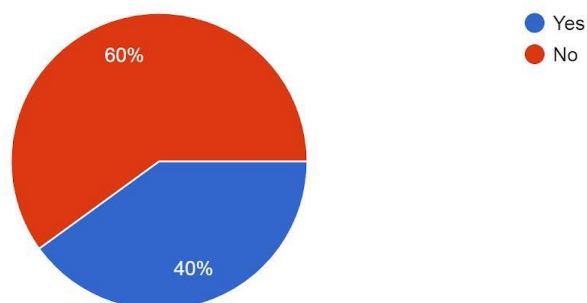


Figure 14: Relevance of the Themes

The majority (60%) of the teachers answered negatively claiming that the textbook's themes are irrelevant and not updated. On the other hand, the rest (40%) showed a positive answer. Therefore, it can be concluded that most of the themes in the textbook are old-fashioned.

Question 03: Are the units available appropriate for the level of pupils and their academic needs?

Q.03. Are the units available appropriate for the level of pupils and their academic needs?
20 réponses

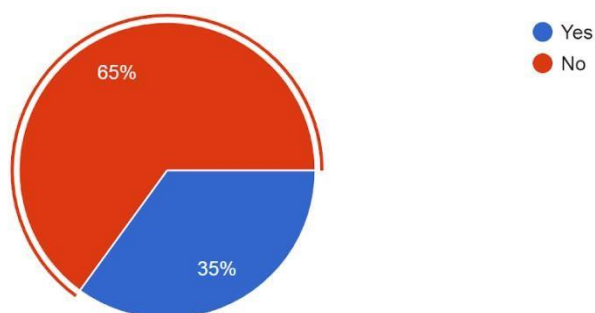


Figure 15. The Units' Appropriateness for Learners

Most of the informants (13) asserted that the units do not match the pupils' level and their academic needs with a percentage of 65%. While 35% of them stated that the textbook units are suitable for their learners. It is clear that most of the units and their topics are not at the reach of all pupils because most textbooks are made in "one size fits all" and do not take into consideration the differences among pupils.

Question 04: Is there anything in the coursebook that the pupils cannot handle or understand?

Q.04. Is there anything in the coursebook that the pupils cannot handle or understand?
20 réponses

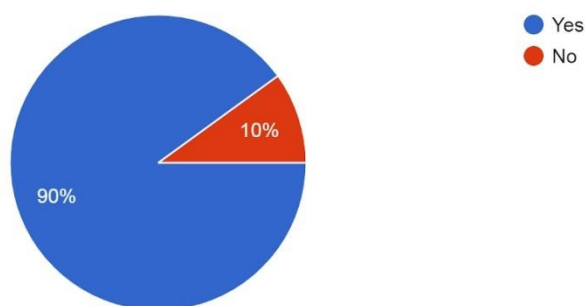


Figure 16. Pupils' problems with Textbook

The results illustrated in the pie chart above demonstrate that the vast majority of teachers (90%) maintained that their pupils cannot handle some items or parts in the textbook. Only two teachers out of 20 (10%) mentioned that their learners have no problems in dealing with their course-book.

As far as the textbook is concerned, it is probable that pupils face some problems in handling some topics. This is due to the gap between their level and the information presented for them. This hinders their understanding.

Question05:Do you adapt textbook listening materials?

Q.05. Do you adapt textbook listening materials?

20 réponses

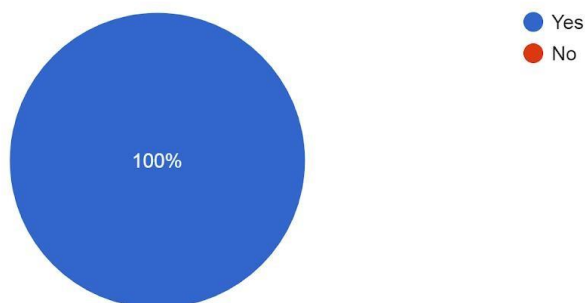


Figure 17. Textbook Listening Materials Adaptation

The results obtained, as shown in figure 17 above, demonstrated that all the participants (100%) without exception adapt textbook listening materials.

As it was stated in the previous questions, pupils face some problems when dealing with their textbook and its items. Hence, teachers tend to modify and adapt these materials in order to obtain better results and to foster their learners' attention and motivation.

Question06:How often do you adapt materials?

Q.06.How often do you adapt materials?

20 réponses

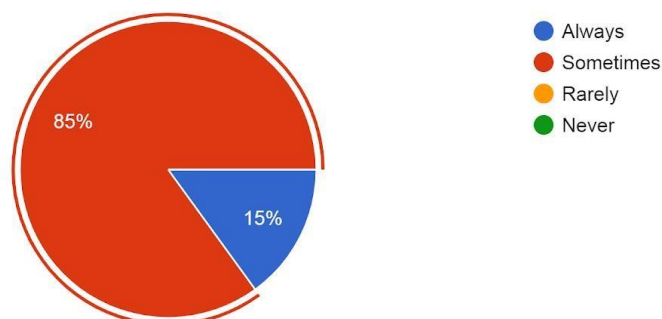


Figure 18. Adaptation Frequency

As it is indicated in the above chart, 85% of teachers sometimes adapt the materials they use and 15% of them always adapt their teaching materials. Most of the teachers feel the need to adapt materials because they think it is a necessary step toward a vivid and effective class.

Question 08: What are the main reasons that lead you to adapt textbook listening materials?

Q.07. What are the main reasons that lead you to adapt textbook listening materials ?

20 réponses

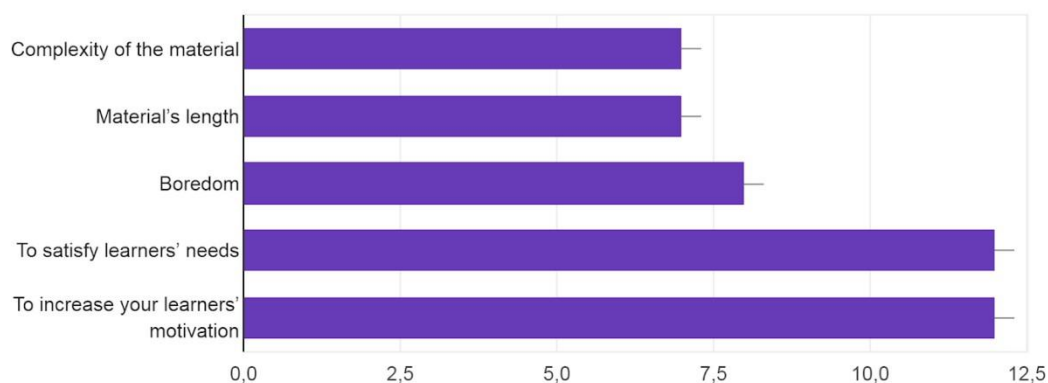


Figure 19. Reasons behind Adapting Listening Materials

Figure 19 shows that there are several reasons behind adapting textbook listening materials. 60% of the participants claimed that they adapted these materials to increase their learners' motivation. Another equal percentage of answers (60%) showed that the main reason is to satisfy their learners' needs. 40% of teachers argued that boredom is the chief cause that led them to adapt. At the end, equal percentage (35%) was given again to both complexity of the material and its length.

Question 08: Do your adapted materials raise your learners' motivation?

Q.08. Do your adapted materials rise your learners 'motivation ?

20 réponses

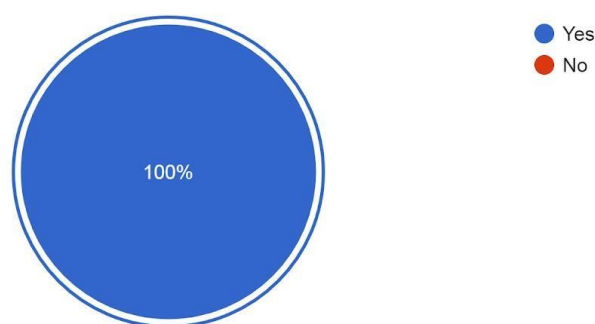


Figure 20. The Increase of Learners' Motivation through Adaptation

The whole participants (100%) agreed on the fact that adapted materials contribute to raise their learners' motivation. It is obvious that a good selection and adaptation of materials contribute in raising the pupils' extrinsic and intrinsic motivation inside and outside the classroom.

Section Four: Difficulties

The fourth section consists of three questions. It investigates the teachers' points of view concerning the problems EFL learners face while using authentic listening materials, the

teachers' suggested solutions to avoid these problems, and the difficulties teachers themselves find in selecting their listening authentic materials.

Question 01: What are the most significant challenges that your pupils face while using an authentic listening material?

Q.01.What are the most significant challenges that your pupils face while using an authentic listening material?

20 réponses

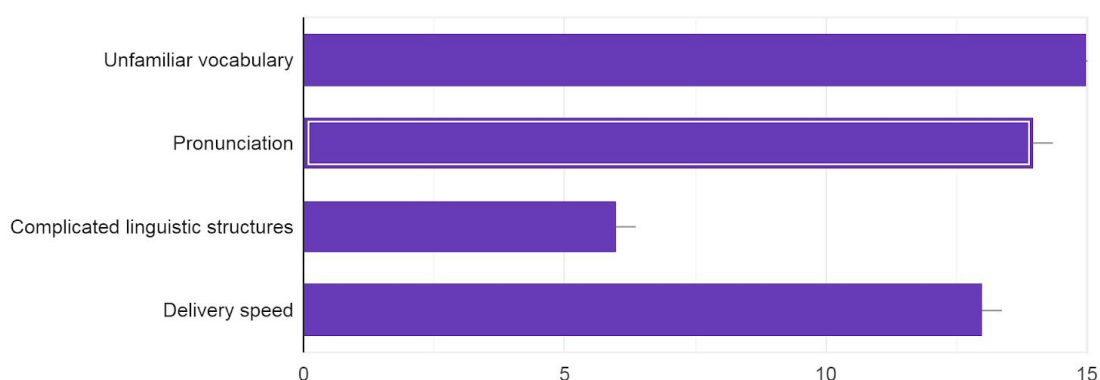


Figure 21. Challenges Pupils Face When Using Authentic Listening Materials

The answers of the first question varied among teachers as it is presented in figure 21. The majority (75%) of them pointed out that the main challenge faced by their learners while using authentic listening materials is the unfamiliar vocabulary. While 70% of them suggested that pronunciation is the prior obstacle. The delivery of speed was highlighted also as an important factor by 13 teachers (65%). At last, 30% of them proposed that complicated linguistic structures were considered as a challenge for their pupils.

Question 02: How would you help your pupils in overcoming these challenges?

Concerning this open question, some points of view were shared between most of the participants suggesting that practice makes things perfect through constant listening to authentic sources and videos and even by repeating and replaying the videos delivered in the

class. Another tip was through training the pupils' ears to listen to non-native speakers with the explanation of new vocabulary and new structures. One of the informants suggested using games to explain difficult words saying: "explaining the difficult and new vocabulary through games such as jigsaw games"; while another claimed that recording the voices is beneficial. The good selection and adaptation of materials to suit the learners' needs and level was also suggested to solve the problems pupils face while using authentic listening materials.

Question 03: Do you face problems while selecting authentic listening materials?

Q.03. Do you face problems while selecting authentic listening materials?
20 réponses

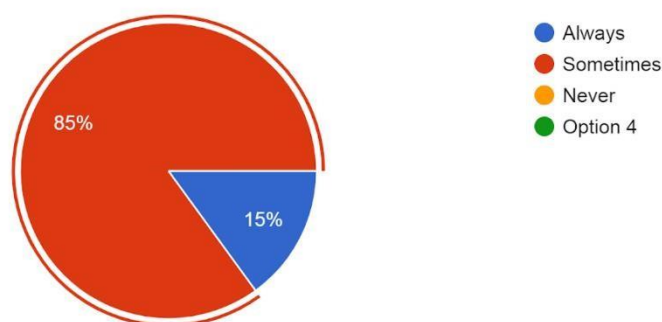


Figure 22. Problems Encountered while Selecting Authentic Listening Materials

The vast majority of teachers (85%) stated that they sometimes face problems in selecting authentic listening materials. While 15% said that they always face problems.

It is clear that textbooks are not the sole source of materials used in the classroom. The choice of the suitable materials for a particular class seems to be hard tasks for most teachers because there are no common criteria for selection. Teachers usually rely on their experience in the field, their knowledge of the subject, their personal judgment and other factors. Teachers also face problems with the cultural aspect of the material selected which needs to be relevant to the learners' cultural background.

2.3. Results Discussion

The present study aimed at investigating the adaptation of listening textbook materials by high school EFL teachers. Since the English Language acts as a “lingua franca”, much significance is placed on adapting teaching materials to ameliorate the listening and speaking engagement in EFL learning process. This enables learners to function adequately in the target situation. Thereby, it is up to educators to detect the most proficient ways that stimulate pupils to listen, understand and speak.

All the results obtained from the test, the interview and as the teachers' questionnaire ensure major findings that are going to be discussed in the following lines. First, listening skill is one of the skills indispensable for efficacious communication in any language. Consequently, it is viscerally significant in the teaching-learning process.

The pre-test findings showed that the pupils were inactive especially in the prelistening phase and less active in the summarizing task. This means that the textbook listening material the teacher used in her listening session did not meet the learners' needs and this is the answer of the present research first question.

Hence, teachers should adapt their teaching materials according to their learners needs in order to achieve their learning objectives. Tomlinson (2003) claimed that pupils are not pushed to think and interact unless they are encouraged by teachers' adaptation of coursebook materials.

The post-test results prove that applying adapted listening materials with second year scientific stream pupils enhances their listening comprehension. Because of the benefits that might be gained from adaptation, it is the right time to adapt listening materials in EFL classrooms whatever the grade is.

Therefore, after analyzing the test obtained results, the researchers have arrived to the point that adapting high school textbooks listening materials has a very positive effect in the learners' listening skills and comprehension. This was clearly noticed in the scores of the learners after being tested with an adapted material. They responded better to comprehension questions than learners who dealt with the textbook script and this confirms the research hypothesis.

Thus, adapting textbook listening materials can resolve the problem of pupils' motivation in listening sessions as well as their failure to answer listening comprehension questions which is a major problem encountered by most L2 learners.

Further, according to the interview and the teachers' questionnaire, the process of teaching listening is one of the most challenging tasks in EFL classrooms. Besides, most high school teachers adapt their listening materials in order to enhance learning and improve the learners' communicative competence.

The results also showed that pupils face problems in the listening sessions because of textbook materials which could not suit the levels and needs of all the learners. Therefore, teachers have to play an efficacious role through adapting and selecting the appropriate listening materials that meet their learners' needs.

All in all, these findings answered the research questions and prove the hypothesis that indicates if secondary school teachers appropriately adapt textbook listening materials, their learners' listening skills would be significantly enhanced.

2.4. Pedagogical Implications and Recommendations

Relying on the results of the present study, one can say that adaptation of textbook listening materials leads to the increase in learners' listening comprehension. Thanks to the adaptation technique, especially of audio visual materials, learners get more involved in the listening sessions. It stimulates and raises their motivation which, in turn, helps them to listen, concentrate best, and respond well to the tasks assigned for each and every listening stage.

For this reason, teachers are recommended to get pupils at high schools exposed to adapted listening sessions from their first year of study and even teachers at middle school are required to do so. In addition, the teacher has to vary while choosing materials to ensure that learners identify all kinds of language they could face elsewhere in their classes. Moreover, they give them more opportunities to discuss and imitate authentic language.

Besides, teachers had better select materials that meet learners' interests and needs in different topics. Teachers can adapt the textbook listening scripts accordingly respecting the grammatical point targeted in the listening sequence.

Furthermore, it's high time school gave priorities to teaching EFL by providing language laboratories to ensure the availability of ICT's in the Algerian school.

At last, a close examination of a variety of listening tips might provide further insights for instructors to enhance their learners' listening skill. among these tips ; the use of listening games such as filling the gaps, imitation tasks, engaging learners into discussions where they can be trained both to listen carefully and to speak.

Numerous theorists such as Porreca, Clarke, Williams, O'Neill and many others have studied the issue of adapting textbook materials and its surrounding variables and discussed them extensively in their writings and studies. They provide researches about the use of the

textbook and they argued that it is neither whole-heartedly advocated nor unqualifiedly used by teachers in different academic institutions. More researches in this area would also help to develop and validate the theoretical framework provided in this study.

2.5. Limitations of the Study

As any other investigation, there must be difficulties and obstacles that face the researchers while conducting research. In the present research, the main obstacle faced by the researchers was the current circumstances due to Covid-19; it was hard for the researchers to collect data. In addition, the high school where our field work was carried out minimized the working hours. The fact that hinders the treatment period of the experiment; it lasted one only.

Conclusion

This chapter presented the practical part of the study and investigated the adaptation of listening textbook materials and its role improving the EFL learners' listening skills. After analysing and interpreting the obtained results from the test, the interview and the questionnaire, the researchers came up with the result that adapting listening textbook materials enhance the learners' listening skills and communicative competence. The chapter ended with providing some pedagogical implications and presented some limitations which interrupted the researchers while conducting their study.

General Conclusion

This dissertation aims at shedding light on the importance of adapting textbook materials in EFL classes and showing how the adaptation of high school textbook listening materials enhances listening comprehension of second year scientific stream pupils at First November 1954 High School of Rouached.

The results of the present research confirmed that when pupils are well instructed to deal with adapted listening materials, their listening comprehension is affected positively. In this study, the controlled group participants' scores after the treatment period have been ameliorated. In other words, learners developed their listening comprehension.

The results obtained in the present study showed that adapting listening textbook materials increases learners' motivation and participation in the listening session and, therefore, their comprehension and communicative competence will be increased. Hence, we can say that the present research questions are answered and the hypothesis is confirmed.

Moreover, this study leads the researchers to draw some pedagogical implications and recommendations to teachers. Teachers are recommended to adapt listening scripts and schools are obliged to provide them with ICT's to apply these lessons. They are required to start the adaptation from the very first lessons of listening in their lesson plans, too. In addition, they have to vary while selecting the adapted material to meet the learners' level, learning styles, interests and needs as well. Furthermore, teachers' assessment, feedback and reward are necessary to engage learners in the listening sessions.

On the other hand, pupils are recommended to listen to authentic materials outside their classrooms to get accustomed to the natural language in listening sessions which are limited in schools.

To conclude, this study consolidates previous research that confirms the significance of listening skill and adaptation of listening materials in EFL teaching.

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Appendices

Appendix A: The pre-Test Script

Jamel: Tomorrow is (University) Open Day. I feel like going to the university to see how things work there. How about you?

Maya: Yeah, why not? We only have one year to go before we take our *Baccalauréat* exam. Which Faculty do you suggest we visit?

Jamel: Let me think. Mm... Why don't we visit the Faculty of Medicine? It's the Faculty that students visit most on Open Day.

Maya: Sorry, I don't intend to pursue my studies in medical sciences. If I pass my *Baccalauréat* I'll apply for registration in civil engineering; I don't know that, don't you? So I'd prefer to visit the Faculty of Civil Engineering instead.

Jamel: Well, we have the whole day for us tomorrow, so we could visit both. The campus of the Faculty of Medicine is quite close to that of the Faculty of Civil Engineering.

Maya: Fine. How shall we go?

Jamel: I suggest we go by bus. It's cheaper.

Maya: That's a good idea. What time shall we meet?

Appendix B: The Questions of the Pre-Test

- 1- Skim through the advertisement below and answer the questions:
 - a-Whom does the advertisement address?
 - b-What is the meaning of “open day” ?
- 2- Listen to your teacher reading a dialogue and check your answer to question 1 above.
- 3- Listen again to your teacher and answer the questions below.
 - a- Who are the speakers?
 - b- Who suggests to visit the university first?
 - c- How does he or she start making his or her suggestion?
 - d- Which faculty does Jamel want to visit?
 - e- Which faculty does Maya want to visit? Why?

AppendixC: Questions of the Post-Test

Unit: Budding Scientist

Sequence: Listening and Speaking

1. Pre-Listening:

Task 01: Watch the video silently then answer the questions below:

1-Where do you think these people are?

2- Why is an open day organized?

2. During-Listening: Watch the video then do following tasks:

Task01: Watch the video and check your answers to task one of pre-listening

Task02: Answer the following questions according to the video:

01- Who are the speakers?

02- Are they from the same country? What are their nationalities?

03- What do they want to study?

04- What is the expression used by the last speaker to speak about her plan for the future?

05- Did anyone else use that expression?

3. Post-Listening: Summarize the video in your own words.

Appendix E: The Interview

Q1: Do you adapt textbook materials and how often?

Q2: Why do you adapt, what is your main reason?

Q3: Do you think that teachers adapt textbook materials because of their complexity, length, boredom or seeking authenticity?

Q4: Which materials need to be adapted; listening, reading, grammatical activities or all?

Q5: What are the problems that you face when presenting authentic listening materials?

Q6: Do the adapted materials raise your learners' interests and motivation?

Q7: How and what are the sources used to adapt textbook materials?

Q8: Do authentic listening materials enhance your learners' listening comprehension?

Résumé

En raison de développement de la technologie et de la vie moderne, les compétences auditives sont devenues plus importantes que jamais. L'enseignement des langues étrangères s'est avéré inefficace sans une compréhension orale adéquate et l'utilisation d'une variété de matériaux qui favorisent cette compétence vitale. Néanmoins, ces matériaux ne sont pas toujours appropriés aux apprenants. Par conséquent, la solution optimale est l'adaptation des matériaux dans les manuels scolaires afin de répondre à ce que les enseignants et les instructeurs cherchent à satisfaire à travers les programmes et les objectifs fixés pour chaque cours. L'objectif principal de cette recherche est d'étudier comment l'adaptation du matériel d'écoute des manuels améliore la compréhension orale des apprenants de l'anglais comme langue étrangère. Les données de ce travail ont été recueillies auprès des élèves et des enseignants à l'aide d'un test, d'un entretien et d'un questionnaire. Ces outils démontrent que les enseignants adaptent fréquemment le matériel d'écoute des manuels scolaires pour répondre aux besoins et aux intérêts de leurs élèves. Les résultats de l'étude confirment l'hypothèse, ce qui implique le fait que l'adaptation du matériel d'écoute des manuels améliore les compétences d'écoute des apprenants.

Mots clés: Adaptation, manuel, matériel de manuel, écoute.

الملخص

نظرا للتطور التكنولوجي والحياة الحديثة، أصبحت مهارات الاستماع أكثر أهمية من أي وقت مضى. وقد ثبت أن تدريس اللغات الأجنبية غير فعال دون فهم كاف للاستماع واستخدام مجموعة متنوعة من الأدوات التي تعزز هذه المهارة الحيوية. هذه الأدوات ليست دائما مناسبة للمتعلمين لأسباب عديدة. ونتيجة لذلك، فإن الحل النهائي هو تكييفها لتلبية ما يبحث عنه المعلمون والمدرسون من خلال المناهج الدراسية والأهداف المحددة لأي درس. الهدف الرئيسي من هذا البحث هو التحقيق من أن تكييف أدوات الاستماع الموجودة في الكتب المدرسية يعزز مهارة الفهم والاستماع عند متعلمي اللغة الإنجليزية كلغة أجنبية. تم جمع البيانات الخاصة بهذا العمل من كل من التلاميذ والمعلمين من خلال استخدام اختبار ومقابلة واستبيان. وتبين هذه الأدوات أن المدرسين كثيرا ما يكفون أدوات الاستماع في الكتب المدرسية لتلبية احتياجات واهتمامات طلابهم، ما يعني أن تكييف أدوات الاستماع المدرسية يحسن كفاءة المتعلمين في الاستماع والفهم وهذا ما تؤكد نتائجه الدراسية.

الكلمات المفتاحية: التكيف، الكتاب المدرسي، مواد الكتاب المدرسي، الاستماع.