EFL Iraqi College Students' Perception of Effective Supplementary Materials Adaptation

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Abstract

At present, English-as-a-foreign-language classrooms in Iraqi universities, by and large, have not moved far beyond the traditional board-and-chalk pedagogy. As a result, students find themselves trapped in the tedium of endless drills, repetitive rote memorization, and a never ending cycle of preparation, practice, and presentation. In order to address these difficulties, effective supplementary materials adaptation have been developed and are presented as an alternative for rote learning, so that students are engaged in studying English. This study will touch on the development of these effective supplementary materials adaptation and the students' opinions of them.

This study is an attempt to assess the perception of an effective supplementary material adaptation ,the present study therefore aims at assessing EFL students' perception of an effective supplementary materials adaptation in English, also , finding out the differences among the domains of an effective supplementary materials adaptation,

The random sample of the study consist of 100 students from the four academic stages of the Department of English at the college of Education for Human Sciences / University of Diyala for the academic year (2011-2012). A questionnaire is constructed to measure the awareness of the EFL college students' perceptions of an effective supplementary materials adaptation . The questionnaire covers eight scales that contains (52)items which are measured using a five –points Likert - type scale anchored by 1= Never to 5=Always. The questionnaire is exposed to a jury of experts for the purpose of ascertaining its face validity. Two methods have been used to calculate the questionnaire reliability coefficient.

In the light of the results obtained, a number of recommendations are put forward which are concerned with textbooks designers, teachers, and learners.

Keywords: supplementary materials, college student's awareness, materials adaptation.

Section One
1.1-The Problem and its Significance

Language instruction has five important components .. students , a teacher , teaching methods , materials and evaluation . Among between these components ,there is an important component that are materials . Wright and Haleem (1991:78) argues that materials should teach students to learn , that they should be resource books for ideas and activities for

instruction/learning , and that they should give teachers rationales for what they do .

The emphasis is on materials that control learning and teaching , so materials not only include Textbooks but also aural and visual aids such as   course   syllabus , exams, supplemental reading lists assignments and Handouts and lectures outlines, , in addition to the visual material such as blackboard , flashcards, pictures, wall charts, the overhead projector, videos , DVD, dictionaries, grammar books , slides and filmstrips, tape- recorders, Games, the language laboratory and other aids .   (ibid:79).

All of these materials are called "Effective Supplementary Materials Adaptation" that they influence on the content and the procedures of learning . so ,supplementary instructional materials shall be defined as any instructional material other including ,but not limited to only course books such as ,newspapers, slides and transparencies , maps and electronic multimedia which relate directly to the curriculum and are available for teacher use and/or students selection . they are used to provide extension, enrichment , support to the curriculum and are used for less than 10% of the instruction of a course or subject area . these materials should be age appropriate and previewed by the teacher (Int ./www. twinpeaks charter .org/).

The problem of this study comes to arise when the researcher observed that the majority of English language instructors put most of supplementary material out of services , despite of its role in supporting the teaching/ learning a process .

This overlooking for using effective supplementary materials adaptation in classroom makes the educational process faces several barriers that are reflected their negative impact on the most important components (teacher and student) such as , fatigue , misunderstanding the subject area and the difficulty conveyance of the subject given by the teacher. In addition , There are some common 'phobias' for using effective supplementary materials adaptation in class for example ; when the teacher wants to use materials in class but he does not have much time to do so in his/her lessons or the school owner disagrees to use these kinds of materials or student's – and their parents – do not consider them as "serious" learning materials.

Recently, technology has made it quite essential for college instructors and students to know how to use and apply the kinds of materials adaptation . To the best of the researcher's knowledge this topic has not be investigated before, thus, the need arises to carry out a scientific research of this problem to arrive at conclusions and propose effective remedial pedagogical suggestions for this problem.

1.2 Aims

The study aims at:

1- Assessing EFL students' perception of effective supplementary materials adaptation in English,

2- Finding out the differences among the domains of effective supplementary materials adaptation.

1.3 Hypothesis

It is hypothesis that :

1-   EFL students' have no perception of   effective supplementary materials adaptation in English ,

2-   There are no statistically significant differences among the domains of effective supplementary materials adaptation in English .

1.4 Limits

The present study is limited to:

1- The sample of the study is limited to the EFL students of the four stages at the College of Education for Human Science, University of Diyala for the academic year (2012-2013).

2-   Eight domains of effective supplementary materials adaptation in English , namely , course syllabus , assignment, hands out, exams, textbooks, supplemental reading list, lectures outlines, and visual materials.

1.5   Definitions of Basic Terms

1.5.1 Supplementary Materials Adaptation

Supplementary materials adaptation means matching materials with the learner's needs, the teacher's demands and administration's purpose. **Many kinds of materials which teachers use them in class for helping students' understanding. They will enhance meaning and clarify confusing concepts, making lessons more relevant   (Jonson , 2008:3).** These materials could obviously be textbooks, course syllabus , exams, supplemental reading lists, assignments and Handouts , lectures outlines and visual materials.

Practical Definition :

Familiarize and enable students to focus on the theoretical and practical aspects of evaluating and adapting effective supplementary language teaching materials in current textbooks, exams, supplemental reading lists, assignments and Handouts , lectures outlines and visual materials.

1.5.2 Perception

Perception is the set of processes by which an individual becomes aware of and interprets information about the environment.

www.doc-txt.com/Definition-of-Perception.pdf

Practical Definition:

EFL college students conscious recognition and interpretation of sensory stimuli that serve as a basis for understanding, learning, and knowing or for motivating a particular action or reaction toward particular activity, topic, or concept such as supplementary materials adaptation.

Section Two

Theoretical Background and Literature Review

2.1 An Introduction

Most people associate the term "language - learning materials" with course books because that has been their main experience of using materials ,however , in this research the term of materials adaptation are used to refer to anything which is used by teachers or learners to facilitate the learning of a language . These materials could obviously be visual materials, lectures outlines, course syllabus and other aids .

In other words , they can be anything which is deliberately used to increase the learner's knowledge and/or experience of the language , keeping this pragmatic concept of materials in mind can help materials developers to utilize as many sources of input as possible and, even more importantly, can help teachers to realize that they are also materials developers and they are ultimately responsible for the materials that their learners use.

It can also be useful to keep in mind that materials can be instructional in that they inform learners about the language , they can experiential in that they provide exposure to the language in use , they can be elucidative in that they stimulate language use , or they can be exploratory in that they facilitate discoveries about language use(Tomlinson,2011:66).

1.2Definitions of Supplementary Materials Adaptation

The expression on materials is here used synonymously with the expression of syllabus. It does not include only text books but also workbooks, films, tapes, games, flashcard , wall charts, reading cards, songs , supplementary readers , and teachers guides. In short, The term(material) includes all those elements that carry learning experiences to the learners , As such they include also class explanations and additional exercises devised by the teacher to supplement the prescribed materials (Al-Hamash,1989: 39).

In teaching and learning process ,materials are divided into two categories that are original materials and supplementary materials According to Spratt, et.al. , 2005:115) define that supplementary materials

as "Books and other materials used in addition to course book .This is, supplementary materials are any resource (no matter the form) that complements the teacher's work". In that sense , Diyanti (2008:8) agrees with the Spratt, et.al definition in which these books and other materials may include skill development materials ,grammar and vocabulary practice materials collection of communicative activities .They may come from authentic sources such as newspaper and magazine articles , video etc.) . Whereas , Tomlinson (1998: xvi) states that supplementary materials "Those materials are designed to be used in addition to the core materials of a course . They are usually related to the development of the skills(reading, writing, listening or speaking) rather than to the learning of language items ,But also include dictionary, grammar books and work books"

While , Satita (2003:3) mentions that the definition of supplementary materials for active learning as refer to   "paper-based handouts ,which teacher distribute to the students during their classes at their discretion, to supplement the main course book .These supplement can be used according to requirements of the particular teacher e.g.(as homework or as class work)". Also, Johnson (2008:3) defines the supplementary material adaptation as many kinds of materials which teachers use them in class for helping students' understanding. They will enhance meaning and clarify confusing concepts, making lessons more relevant. Thus , material adaptation is the process in which the teacher 'refines' the content of the course book (or other book used in class) in order to achieve maximum opportunities for effective learning by the participants.

When instructional materials set a barrier to student learning, teacher can adapt it to allow the learners reach greater success. This may be defined as changing the level, context or additions of an activity in order to cover the needs of the learners in an improved way. With the framework of history, it is easy to understand that materials adaptation can be described as changing the aim of the lesson totally when necessary. Before the advent of the communicative approach, for example, many course books focused on structural activities and heavily influenced by grammar-translation method. As Islam and Mares(2003:78) state teachers used to find themselves facing with materials that did not reflect the teaching and learning principles that they need.

The good teacher is the one always look for equivalence among the teaching materials, learners' levels, context, the target language and the

course objectives. That is why materials adaptation is a process of setting equivalence in a language class. Though it should be vice-versa, in some classes, the materials may be in the centre of the lesson and learners are turning around the centre. In such cases, materials adaptation for the sake of learners' learning styles, interests and motivations becomes a process of setting a fresh start for the learners. (Ibid :79).

1.3Reasons beyond Supplementary Material Adaptation

The adaptation of materials reflects the concern of the teacher about his/her learners in terms of learning atmosphere and objectives . And for adapting material , each teacher may have different reason and these reasons as stated by Madsen, and Bowen (1978:78) may have a common background , as mentioned below :-

- **Not Enough Grammatical Input**: Some course books may lack, somehow, the grammar coverage in general. This may be a problem for the learners who are getting ready for exams like TOEFL/IELTS
- **Not Communicative Enough**: Many course books, even though they are claimed to be communicative, may lack communicative input to increase communicative performance which may root a huge gap between the overall aim language teaching and the lesson material.
- **Not Appropriate Level:** The level of the course book may not appeal to the level of learners. It may lower or higher than the aimed challenging level.
- **Not Appealing to Learning Styles**: The activities may not appeal to VAKOG or MI. In such a case, while some of the learners are easily grasped, some will be missed obviously.
- **Too Long / Too Short:** Lesson sessions are most often time-controlled. This obliges the teachers to manage the time of the in-class activities. A teacher may need a shorter piece of goings-on or longer depending on timing.
- **Not Balanced Skills:** The balance of skills may be deficient in quality or there may be too much emphasis on one specific language skill area. At that moment the teacher is required to set the balance needed once more. The balance of the skills may be satisfactory enough; however, the teacher may think learners need to focus on a specific skill. Vocabulary activities, for instance, may be added if the learners lack vocabulary comprehension. In that case, for a second time adaptation is up to the teacher.
- **Sequence or Grading:** Order of language may need change according to the needs of the learners. Or, some points may need to

be omitted, if found unnecessary for the needs of learners by the teacher.

- **Inappropriate Methods**: The exercises may be too mechanical filled with drills. It may be short of meaningful activities or may be too complicated for the aimed objectives.
- **Cultural Content:** Culture is crucial and may be even fragile in English classes. A cultural reference may need to be omitted because of a cultural reflection in a country may be problematic in another.
- **Not Enough Audio-Visual Back-Up:** Audios and Visuals may project poor layout and low quality. And for audio materials, they may tricky in terms of level, timing and quality.
- **Uninteresting Topics**: Learners' interests differ and some topics in course books may not appeal to the learners and they need to be changed to catch more learners in terms of attention throughout the lesson.

In realistic classroom practice materials adaptation is achieved through the following processes:

a. Task or exercise addition. The teacher estimates that after a particular exercise in the book, an extra exercise (or set of tasks / exercises) should be set for the students to practice or consolidate the learning point further.

b. Task or exercise omission. The teacher decides to omit an exercise or task from the book because it is not considered vital for the students' learning situation at this particular stage of the lesson.

c. Task or exercise reordering. The teacher decides to change the order of certain tasks or exercises in the book for the benefit of the students, and

d. Task or exercise replacing. The teacher decides to replace an exercise or task (because the students do not need it) with another 'free-standing' one which might be more effective for the learners.

For any of the above processes the teacher should have a reason for doing so. After all, teacher's job is to be trained to make on-the-spot decisions for facilitating students.

1.4 The Effectiveness of Supplementary Materials Adaptation

Teaching materials is an important part of most English programmes from text books , video tapes and pictures to the internet teachers ,Here ,relay heavily on a diverse range of materials to support their teaching and their student's learning (Howard & Major , 2004:101). So , Hurrell (1997:3) asserts that supplementary materials adaptation have an important

role in language learning , as they provide additional opportunities for exposure to the target language and practice , avoiding repetition and boredom. In some cases , the teacher has a mediating role and generally adapts the materials to his /her need, when he /she used supplementary materials to get new ideas for activities or to make lessons more effective and they are so called "resource books" or "resource packs" with ideas and materials for presentations and activities of various kinds of these materials"

The relationship between supplementary materials adaptation and coherence in learning and educational goals .Thus, supplementary materials should coherent with the learning goals and shouldn't act as distracters from the syllabus or stated goals. While , in coherence with educational goals , supplementary materials should encourage cooperative learning ,creativity and autonomy in learning . Also, suitability for the target group. Supplementary materials should ideally provide a challenge for learners and require some effort on their part but the effort should not be discouraging. They can provide opportunities for differentiated work, as in some activities, different students or groups of students may work with different materials (Hurrell, 1997:4). Although many teachers get motivated by the idea of using supplementary materials in class because there are a number of phobias for using these kinds of materials such as students and their parents do not consider them as "serious" learning materials or these materials are fun but time consuming to find , prepare and do them in the lesson etc. But , actually , these materials are effected in the teaching process especially on the following aspects :-

2.4.1 Course Syllabus
According to *Merriam Webster's Collegiate Dictionary*, *11ᵗʰ Edition*, The term derives from the Greek word meaning "label for a book." While the derivation is not very illuminating, the definition states that a syllabus is "a summary outline of a discourse, treatise, or course of study or of examination requirements." The syllabus serves many purposes for the students and the teacher such as ensuring a fair and impartial understanding between the instructor and students such that there is minimal confusion on policies relating to the course, setting clear expectations of material to be learned, behaviour in the classroom, and effort on student's behalf to be put into the course, providing a roadmap of course organization/direction relaying the instructor's teaching philosophy to the students, and providing a marketing angle of the course such that students may choose early in the course whether the subject material is attractive (Brown, 2007: 65).

Then, Harmer (2001 :181) mentions the benefits of course book that good course books are carefully prepared to offer a coherent syllabus , satisfactory language control , motivating texts , audio cassettes/CDs and other accessories such as video /DVD material , CD-ROMs and extra resource material . they are often attractively presented and they provide teachers under pressure with the reassurance that , even when they are forced to plan at the last moment , they will be using material which they can have confidence in . They come with detailed teacher's guides, which not only provide procedures for the lesson in the student's book , but also offer suggestions and alternatives , extra activities and resources. In another page , Harmer (2001   :185) refers to the using of course books by saying "using course books appropriately is an art which becomes clearer with experience.

2.4.2 Exams

Mowla (2009:214-218) defines examination that is derived from "examen" which means the tongue of balance by putting the student and the expected standard in a balance. Exams test student's achievement or proficiency at the end of a study course or a level pre scribed as (BA/MA). The only change in tests and exams in English over the years is the substitution of the essay and objective type of questions . This is a marginal change compared to the vast innovations brought about in syllabus making , textbook writing and methods of teaching English. Exam is an integral part in the teaching process and the feedback from testing should be help improve teaching and good teaching should prepare them for testing such testing forms part of real evaluation . It should help ones to make continuous assessment of the students . Exam achieves only one objective of separating the failed students.

Thus, the real purpose of test and exams should be not to demarcate students as pass/ fail but to help teachers to teach better and better , based on every test . Exam sets the pattern for periodical tests and never points to the weakness of students , thus leading to some remedial work.

2.4.3 Textbooks

A textbook defined by UR (1996) as "a principal basis for instructors to follow on a systematic manner to carry out teaching in a language course." .

A according to(Mowla , 2009:219) A text book in English , says F.L Billows, is " a guide for the teacher , a memory aid for the pupil , a permanent record of what has been learnt , a generalisation , a canalisation of the linguistic experience of a wide area , a centralising force . it is a means of extending linguistic experience beyond the local scene and the

limited experience of the pupil . it is handy for reading purposes .The textbook is the most important visual aid . it should related to the real world by the teacher ; by his illumination of the textbook he should illumine his pupil's local and personal experience". While, Richards (1995:1) indicates to the role of textbooks in language that "Textbooks are a key component in most language programs . In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom . They may provide the basis for the content of the lessons , the balance of skills taught and the kinds of language practice the students take part in . In other situations, the textbook may serve primarily to supplement the teacher's instruction . For learners, the textbook provide the major source of contact they have with the language apart from input provided by the teacher textbooks provide ideas on how to plan and teach lessons as well as formats that teachers can use . Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks."

        Teachers use textbooks to instruct students(DeMatos, 2000:157). This is something that many people accept as a fact. There are, however, a lot of teachers out there that dispute the need for a textbook (Ansary & Babaii, 2002: 2). One argument against the use of textbooks is that the textbook may have a prearranged structure, which teachers must follow. This structure is usually based on the author's ideas of what is or isn't good. Teachers may feel that the textbook is an external syllabus that has been "imposed on students without any regard for their individual needs"(Yien, 1996:266).

        Actually, without books there will be a lot of wastage and avoidable repetitions all over , in teaching and learning . Textbooks are valuable reference points , on what to learn and what to revise and remember .

2.4.4 Supplemental Reading Lists

        Other books and readings besides the class textbook can be supplemental materials inside and outside the classroom. Griffiths, (2002: 7) points out that the highest proficiency language learners look for things to read in English, "This adds support to the possibility that reading in the target language is a useful strategy for the development of proficiency" .

        By reading aloud to students, and having them read along, teachers can model the language. The sounds of English, the sentence structures, and background knowledge may all be attained by the students from listening to stories (Trelease, 2001:6).According to (Koskinen et. al., 1995:1) state that The supplemental readings do not have to be used only in class. Many books, especially children's books and graded readers, come with an audio tape or CD. Teachers may assign books as homework and let

students check out books and audio components from the class or the library.

1.4.5 Assignments

These are activities in which the learners are asked to use the   target language in
 order to achieve a particular outcome within a particular context (e.g. solving a problem; planning a meeting ;selecting candidates for interview (Tomlinson,2011:xvi).

2.4.6 Handouts and Lecture Outlines

In the classroom today teachers use many different tools to educate their students. One of the most effective tools, and one that is relied on by almost all teachers in all grades, is the handout. This is a worksheet that is prepared by the teacher for the student's completion to help educate the student in the subject that is being taught in class. The handout helps to clarify the material that is presented to the student through lectures, books and various materials. Despite the widespread use of computers in the classroom today, printed handouts that are given to students to complete are still an integral and important part of the   classroom (Harmer, 2001:101).

While , Lecture outlines provides a quality supplementary educational service for students and faculty. Lecture outlines provide another dimension to the learning process by allowing students to focus on the audio and visual parts of the lecture rather than preparing endless transcripts. In addition, the notes are a "second reading" for reinforcing the academic value of lectures. Lecture outlines are a device which allows students to restudy the main parts of lecture. Lecture Notes are not meant to replace attending lecture. A.S. Lecture outline is designed to offer as close as possible a concise and carefully rendered transcript of the lecture to help the student in the learning process. Lecture Notes are only taken with the approval of the professor (ibid. :103).

2.4.7 Visual Materials

These can include overhead transparencies, models, graphs, charts, timelines, maps, props, and bulletin board displays. Students with diverse abilities often have difficulty processing an inordinate amount of auditory information and are aided with visual clues. In brief, it is really necessary to incorporate Unconventional Supplementary Materials (USMs)in English because , it develops fantasy and imagination of student, they catch their eyes immediately and naturally increase their motivation and interest in learning language. A textbook can help learners greatly because nowadays one can buy good quality textbooks for young learners, but many of them are written for international use, therefore one should adapt them for our

specific needs or environment and make them fit the needs of each individual learner in the class.

Section Three
Procedures and Methodology
3.1 The Population of the Study

The population of the study consists of Iraqi EFL college students at English Departments ,viz College of Education – Ibn Rushd for Human Sciences / University of Baghdad , College of Education / University of Al-Mustansirya and College of Education – for Human Sciences / University of Diyala.

3.2 The Sample of the Study

The selected sample of this study is stratified randomly chosen from English Department at College of Education for Human Sciences / University of Diyala, in which the total number at the four stages 470 of both sexes for the academic year (2012-2013) that consists of four stages , As a result, four sections are randomly selected from the four academic stages to represent the sample of this study. The sample is selected according to the percentage of each stage to the total number of the students. Therefore, the sample of the first stage includes 20 students, the second stage includes 30, the third stage includes 31 students, and the fourth stage includes 19 students. So the total number of the sample subjects is 100 students (see Table 1) .

Table 1
The Sample of the Study

No. of Students	1st	2nd	3rd	4th	Total
Number of students at each stage	93	141	147	89	470
Sample	20	30	31	19	100
Pilot Study	6	9	10	6	31

3.3 Description of the Questionnaire

In order to achieve the aims of this research and to assess its hypotheses , a questionnaire has been used for data gathering . The initial form of the questionnaire is divided into two parts ,the first part involves a letter submitted to the group of English methodologists and Linguistics specialists asking them to give their notes and opinions about the items that are offered in the questionnaire by choosing one of two subscales that are (Agree or Disagree) .   While the second part of the questionnaire covers eight scales that contains (52)items . The following eight scales that are : Course syllabus (11 items), Assignments (8 items) , Handouts (4 items) ,Exams (8 items) , Text books (6 items) , Supplementary reading lists (5

items) , lecture outlines (4 items) and Visual materials (6 items) . (See table 2).

Table 2
The Domains of the Questionnaire

The Domains	No. of Items of each Domain	Total No. of Items
Course syllabus	11	
Assignments	8	
Handouts	4	
Exams	8	52
Textbooks	6	
Supplementary reading lists	5	
Lectures outlines	4	
Visual Materials	6	

3.4 The Validity of the Questionnaire

Al-Juboury (2000:61) defines validity that is "a truth or the degree to which a test measures what it claims to measure. when we give a test two questions must always be considered , what precisely does the test measure? And How well does the test measure ?" The meaning of validity may be made clear by describing an invalid test .

Face validity is proved by exposing, i.e. the questionnaire with its scoring scheme procedure to a jury of specialists . the jury this group of this research consists of number of instructors in the field language teaching methodology and linguistics at the University of Diyala / College of Education for Human sciences and College of Basic Education , College of Education –Ibn Rushed , University of Baghdad , who are:

1- Professor Al- Rifa'i, Fatin Khairi Ph. D. in ELT / College of Education/ Ibn Rushd/ University of Baghdad.
2- Professor Rijia , Khalil I. Ph. D. in Linguistic / College of Education for Humanities /University of Diyala.
3- Assistant Professor Abd-Allah, Ali Ph. D. in Linguistic / College of Education for Humanities /University of Diyala.

4- Assistant Professor Al-Ma'mory, Sami Ph. D. in ELT /College of Basic Education /University of Diyala.

5- Instructor Abbas , Amthel Muhammad Ph. D. in Translation / College of Education for Humanities /University of Diyala.

6- Instructor Abd Al-Rassul , Arwa Salman Ph. D. in Linguistic / College of Education for Humanities /University of Diyala.

7- Instructor Abbas, Zainab Ph. D. in ELT / College of Education for Humanities /University of Diyala.

In the light of the jury members' views and recommendations, the following modifications are undertaken:

1- Two of the jurors have recommended to add more details and items, but after the application of the pilot study, the average time is found out to be long. Therefore, the questionnaire remained as it is.

2- Some grammatical, spelling, and printing mistakes are avoided in the final form of the questionnaire .

To ensure the face validity of the items of the questionnaire the percentage of agreement is used. Thus, the jurors agreed on the items of the questionnaire as being appropriate for the aims of the study with a percentage of 94.12%.

3.5 The Pilot Administration of the Questionnaire

This pilot administration has been conducted in order to:

1- check the clarity of the instrument instructions,

2- estimate the time allotted for answering the instruments, and ,

3- compute the reliability coefficient of the instruments

The same procedures have been followed for the instrument , they are as follows:

1- A group of 31 students has been selected for the pilot administration of the questionnaire. (See table 1) .This was on Monday , 4th , March, 2012.

2- The students are asked to read the directions of the questionnaire by themselves.

3- The time required for the participants to work out the questionnaire by computing the average length of the time is needed by participants for responding to the questionnaire , is found out to range between 24 to 48 minutes. So the average length of the time needed for answering the items of the questionnaire is 36 minutes.

4- The same procedure has been followed to the same group of students after week in order to respond to the questionnaire, so that every participant has two score on the instrument.

5- The application of the pilot study shows no serious ambiguity concerning the instruction of the instrument.

3.6 The Reliability of the Questionnaire

Reliability refers to the stability or consistency of test scores. Meaning how far the test would give the same results if the same subjects under the same condition could do it again ? (Al-Juboury , 2000:49).

Heaton (1975:155) believes that this kind of reliability method indicates the extent to which the same marks or scores are obtained if the same test sheets are marked or corrected by two or more different examiners or by the same examiner on different occasions.

Two methods are applied to compute the reliability of the questionnaire:

1- inter-rater reliability,
2- test-retest reliability.

Inter-rater reliability coefficient has been assessed by using the Pearson Correlation Coefficient formula where it was found to be 0.81; which indicates acceptable reliability in educational research (Hedges, 1966: 22; Nunnaly, 1972:226). In addition, test- retest reliability coefficient of the first and second administration of the questionnaire indicates 0.80 which is considered acceptable as well (ibid).

3.7 The Final Administration of the Questionnaire.

After achieving the validity and reliability of the questionnaire, it has been administered at different days to the selected sample, starting from Monday 11th, March,2012 . The researcher has explained the aim behind the instrument for the participants. The allocated time for the questionnaire is only 36 minutes. Then, the participants answering sheets are collected by the researcher and then scored and tabulated in order to find out the final results.

3.8 The Questionnaire

At the beginning of the final form of the questionnaire, students are asked to respond to all questions concerning. The first section contains the demographic questions .Demographic questions are designed to elicit information from respondents concerning their personal characteristics and social background. This type of information is important for explaining variations in educational outcomes and behavioural patterns .The most frequently adopted demographic questions in this study focus on University , College, Department, Stage , gender , signature , and date (Siniscalco and Auriat ,2005: 38).

While the second part of the questionnaire covers eight scales that contains (52)items which are measured using a five –point Likert - type scale anchored by 1= Never Rarely= 2, Sometimes = 3, Usually=4 and 5=Always measure the following eight scales that are : Course syllabus (11 items), Assignments (8 items) , Handouts (4 items) ,Exams (8 items) , Text books (6 items) , Supplementary reading lists (5 items) , lecture outlines (4 items) and Visual materials (6 items) .

Section Four
Results, Conclusions , and Recommendations
4.1 Results Related to the First Aim and the Verification of the first Null
Hypothesis

In order to check **EFL students' perception of effective supplementary materials adaptation in English** , descriptive statistic are used to present data gathering above the current aim and its hypothesis , a questionnaire has been prepared and administered to the sample of the study as mentioned in section three.

These results will be presented according to a aforementioned aim of the present study by applying two statistical means that are weighted mean and weighted percentile to find out the effectiveness supplementary materials adaptation on students and if all students have awareness of how to use these materials and benefit from them to achieve the above aims .

So , The theoretical mean is (3) , i.e. the item is achieved at level three and above , so it is found that weighted mean and weighted percentile for all the items of the questionnaire are received (W.M= 2.89) &(W.P= 58.58)

Whereas, the result of the most frequently supplementary material are familiar known by the students at college level is the item number (14), which is " Encompass items which are appropriate to course objectives and content level." (Weighted M.=3.65, W.P. =75%).

The lowest rating item is number (7), which says " Includes description of course objectives ." (W. M.=2.47, W.P. =49.4).

Table (3) displays the Weighted Mean, Weighted Percentile, and Rank Order for effectiveness supplementary materials adaptation.

Table (3)
Weighted Mean, Weighted Percentile, and Rank Order for effectiveness supplementary materials adaptation

No.	Items	Rank	Weighted Mean	Weighted Percentile

14-	Encompass items which are appropriate to course objectives and content level	1	3.65	75%
11-	Implies a chance to develop four macro skills	2	3.57	71.4
10-	Provides a sense of how knowledge and meaningful learning will apply in course	3	3.49	69.8
36-	Provide information ,thoughts, ideas , and situations in a natural and successful order.	4	3.41	68.2
31-	Supply some explanation of how the instructor calculated the exam score through grading process.	5	3.38	67.6
12-	Produce meaningful and challenging learning experiences.	6	3.37	67.4
8-	Embraces well-done structures so that the information is clearly and understood	7	3.28	65.6
38-	Contain material that seems relevant to the course .	8	3.27	65.4
43-	Communicate a sense of appropriation and detail that is consistent with content .	9	3.24	64.6
33-	Present content in a systematic and logical order that makes it easy to understand the material.	10	3.23	64.6
25-	Involve items written so that the intent of the questions is clear and explicit	11	3.23	64.6
2-	Describes evaluation procedures.	12	3.22	64.4
24-	Contain content consistent with course objectives	13	3.17	63.4
35-	Serve in ways that show the relationship between book content and class content .	14	3.14	62.8
37-	Enrich and provide students with worthy cultural background	15	3.14	62.8
3-	Outlines the sequence of the topics to be covered.	16	3.13	62.6
27-	Cover enough time given to long exam period.	17	3.12	62.4
41	Include material that is easy to locate and convenient to use.	18	3.09	61.8
18-	Enclose and present with ample time to complete them.	19	3.08	61.6
5-	Lists major assignments and due dates	20	3.07	61.4

29-	Give a fruitful feedback through grading and written comments.	21	3.02	60.4
44-	Provide enough information to assist the note – taking process.	22.5	2.99	59.9
22-	Involve neat , minus spelling and grammatical errors.	22.5	2.99	59.8
23-	Distribute in terms of appropriate background and clear related to course content and objectives.	25.5	2.95	59
32-	Contribute effectively in shaping knowledge , attitudes and principles of students .	25.5	2.95	59
42-	Involve information to direct reading in terms of its relationship to course content.	25.5	2.95	59
51-	Watch and read with ease everywhere in classroom .	25.5	2.95	59
16-	Comprise a sense of challenge but not over burdensome.	28	2.94	58.8
13-	Include a variety of activities that are responsive to varying students interests , abilities , and learning styles	29	2.92	58.4
9-	Is supposed to be neatly typed without spelling or grammatical errors.	30	2.91	58.2
4-	Includes a class or activity schedule or calendar	31.5	2.89	57.8
45-	Include space for students to write additional information.	31.5	2.89	57.8
26-	Cover manageable amounts of material in terms of time allocated or studying it	34	2.85	57.00
17-	Prepare students for complex courses in this subject area.	34	2.85	57.00
6-	Contains information about the faculty member ,I.e., name, office address, office hours, phone number , e-mail address	34	2.85	57,00
34-	Grant interesting material so as to encourage reading	36	2.83	56.6
39-	Consider as a supplement course content .	37	2.82	56.4
19-	Design in terms of motivation and reinforcement students'' learning .	38	2.81	56.2

46-	Enhanced by lecture presentation	39	2.78	55.6
40-	Include content that is challenging yet not inappropriately difficult.	40	2.76	55.4
50-	Tackle in a way which is easy to use , prepare, interact with and retain interest.	42	2.67	53.4
48-	Keep the graphic visual device clear and carefully planned.	42	2.67	53.4
15-	Include spaces at appropriate intervals in the course.	42	2.67	53.4
52-	Contain manageable amount of material to save time consuming.	44	2.59	51.8
49-	Include written elaborations that are obvious and easily read.	45	2.50	50
47-	Illustrate aspects of the content that are enhanced by visual representation.	46	2.47	49.4
30-	Provide written comments that are clearly and readable organized in return exams.	47	2.19	43.8
20-	Add relevant additions and/or elaborations of course content .	48.5	2.03	40.6
21-	Contain good structures so that the content is clearly communicated to readers.	48.5	2.03	40.6
28-	Require analysis and application of content , as opposed to regurgitation of details.	50	2.01	40.2
1-	Identifies instructional resources like books, films and guest speakers.	51	1.87	37.4
7-	Includes description of course objectives.	52	1.27	25.4

4.2 Results Related to the Second Aim and the Verification of the Second

Null Hypothesis :

n order to find out the differences among the eight domains, which are mentioned in earlier , weighted mean and weighted percentile are used . Based on eight domains in the questionnaire , it terms of the first domain , "assignment" is received (W. M. = 3.14, W.P.=68.97). While the lowest domain "Handouts" is received (W. M.=2.5, W.P. 50%). As it is shown in the table 4 below.

Table (4)

Weighted Mean, Weighted Percentile, and Rank Order for the Questionnaire's Domains

No.	Domains	Rank	Weighted Mean	Percentage
2	Assignment	1	3.14	68.97
5	Textbooks	2	3.11	62.33
7	Lectures outline	3	2.98	59.06
6	Supplementary Reading list	4	2.97	59.56
1	Course Syllabus	5	2.92	58.50
4	Exams	6	2.87	57.42
8	Visual Material	7	2.64	52.83
3	Handouts	8	2.5	50%

The following pages present detailed discussions of results toward each domain of the questionnaire according to the obtained results.

1- Assignments

This domain measures the teacher's viability on the distribution of tasks or duties to the students to serve the parties (teacher and student), majority of students points of view agree that this aspect of a questionnaire have been achieved by the instructors in terms that he gives the duties and distributed to the request as appropriate to annual plan developed by him first and make sure to accept students for a way to explain his/her lesson of the duties assigned to them and included a variety of activities that are responsive to varying students interests , abilities , and learning styles. Most of students see that there are some assignments that does design in terms of motivation and reinforcement students" learning are used by the instructors in classroom . As it shown in table 5.

Table (5)

Weighted Mean, Weighted Percentile, and Rank Order of Assignment Domain

No.	Items	Rank	Weighted Mean	Weighted Percentile
3-	Encompass items which are appropriate to course objectives and content level.	12	3.65	75%
4-	Include spaces at appropriate intervals in the course.	13	3.57	71.4
1-	Produce meaningful and challenging learning	14	3.37	67.4

	experiences.			
7-	Enclose and present with ample time to complete them.	15	3.08	61.6
5-	Comprise a sense of challenge but not over burdensome.	16	2.94	58.8
2-	Include a variety of activities that are responsive to varying students interests , abilities , and learning styles	17	2.92	58.4
6-	Prepare students for complex courses in this subject area.	18	2.85	57.00
8-	Design in terms of motivation and reinforcement students" learning .	19	2.81	56.2

2- Textbooks

This domain measures teachers" ability who considers that text books are

  the first source recognized by the student in the first years of study has attendant like a friend or alienate him as the enemy depending on the method or style of the teacher in the definition for it and its contents which provides students vocabulary and ideas and attitudes of learning through which students made up his cultural background and must include a textbook on threads in a fun and useful to encourage students to continue reading from the perspective of students that the textbook is an effective and essential in the acquisition of four skills of language , thus, majority of students points of view agree that the instructors have quiet enough awareness of applying this domain rightfully in the classroom . As it shown in table 6.

Table (6)
Weighted Mean, Weighted Percentile, and Rank Order of Textbook Domain

No.	Items	Rank	Weighted Mean	Weighted Percentile
5-	Provide information ,thoughts, ideas , and situations in a natural and successful order.	32	3.41	68.2
2-	Present content in a systematic and logical order that makes it easy to understand the material.	33	3.23	64.6
4-	Serve in ways that show the	34	3.14	62.8

	relationship between book content and class content .			
6-	Enrich and provide students with worthy cultural background .	35	3.14	62.8
1-	Contribute effectively in shaping knowledge , attitudes and principles of students .	36	2.95	59
3-	Grant interesting material so as to encourage reading .	37	2.83	56.6

3- Lecture Outlines

This domain measures the extent of the commitment of the teacher to his profession through its for his students from the lectures previously prepared by him and the preparation of lectures by the teacher enhance the provision of the lecture is the concept and reflect the status of communication between the teacher and the topics entrusted prepared with by providing students with adequate information about substance Lesson.

Yet majority of students points of view agree that this domain is completely ignored and out of used by their instructors in the classroom . As it shown in table 7.

Table (7)

Weighted Mean, Weighted Percentile, and Rank Order of Lectures Outline Domain

No.	Items	Rank	Weighted Mean	Weighted Percentile
1-	Communicate a sense of appropriation and detail that is consistent with content .	43	3.24	64.6
2-	Provide enough information to assist the note – taking process.	44	3.01	60.2
3-	Include space for students to write additional information.	45	2.89	57.8
4-	Enhanced by lecture presentation.	46	2.78	55.6

4- Supplementary Reading Lists .

This domain measures the readings supplementary source that support the course book, mainly because they provide students with new

information through the direct reading , especially as it related to articles of the curriculum, then ones can deduce that it enhances the perceptions of students topics associated with substance lesson given to them and despite the benefits of these readings. Thus, majority of students points of view agree that this domain seems out of services at classroom , this may attribute to the lack of instructors' awareness toward applying this domain , also, due to the lack the existence of libraries at English department in an orderly and capabilities to serve the students in the development of the cultural and knowledge for them . As it shown in table 8.

Table (8)

Weighted Mean, Weighted Percentile, and Rank Order of Supplemental Reading List Domain

No.	Items	Rank	Weighted Mean	Weighted Percentile
1-	Contain material that seems relevant to the course .	38	3.27	65.4
4-	Include material that is easy to locate and convenient to use .	39	3.09	61.8
5-	Involve information to direct reading in terms of its relationship to course content .	40	2.95	59
2-	Consider as a supplement course content .	41	2.82	56.4
3-	Include content that is challenging yet not inappropriately difficult .	42	2.76	55.4

5- Course Syllabus

This domain measures the teacher's ability to deliver the idea contained in the curriculum, which includes, the development of four skills macro , description of evaluation procedures , the sequence of the topics , class activity and description of course objectives   and so on etc… .According to the results of the questionnaire , majority of students points of view agree that their instructors who do not pay attention   to define what is in the curriculum such as , the general contents of the course syllabus . Generally speaking , the ambiguity in understanding the course syllabus in general leads to difficult to accept, understand , comprehend the subject by students . As it shown in table 9.

Table (9)

Weighted Mean, Weighted Percentile, and Rank Order of Course Syllabus List Domain

No.	Items	Rank	Weighted Mean	Weighted Percentile
11-	Implies a chance to develop four macro skills.	1	3.57	71.4
10-	Provides a sense of how knowledge and meaningful learning will apply in course .	2	3.49	69.8
8-	Embraces well-done structures so that the information is clearly and understood .	3	3.28	65.6
2-	Describes evaluation procedures	4	3.22	64.4
3 -	Outlines the sequence of the topics to be covered	5	3.13	62.6
5-	Lists major assignments and due dates.	6	3.07	61.4
9-	Is supposed to be neatly typed without spelling or grammatical errors.	7	2.91	58.2
4-	Includes a class or activity schedule or calendar.	8	2.89	57.8
6-	Contains information about the faculty member ,I.e., name, office address, office hours, phone number , e-mail address.	9	2.85	57,00
1-	Identifies instructional resources like books, films and guest speakers .	10	1.87	37.4
7-	Includes description of course objectives.	11	1.27	25.4

6- Exams

This domain measures the teacher's assessment to   the capabilities and level requested by the school through the examinations carried out during the semester and exams include written and paragraphs containing a set of questions clear, accurate and appropriate for the time specified for the examiners. With respect to the results of the research , it have been found that the majority of students agree that their instructors should have more enlighten about the types and the purposes of tests in classroom

exams. This illumination will helps instructors to be aware enough about cover manageable material with allotted time which is needed or studied . As it shown in table 10.

Table (10)
Weighted Mean, Weighted Percentile, and Rank Order of Exam Domain

No.	Items	Rank	Weighted Mean	Weighted Percentile
8-	Supply some explanation of how the instructor calculated the exam score through grading process.	24	3.38	67.6
2-	Involve items written so that the intent of the questions is clear and explicit.	25	3.23	64.6
1-	Contain content consistent with course objectives.	26	3.17	63.4
4-	Cover enough time given to long exam period .	27	3.12	62.4
6-	Give a fruitful feedback through grading and written comments.	28	3.02	60.4
3-	Cover manageable amounts of material in terms of time allocated or studying it .	29	2.85	57.00
7-	Provide written comments that are clearly and readable organized in return exams.	30	2.19	43.8
5-	Require analysis and application of content , as opposed to regurgitation of details .	31	2.01	40.2

7- Visual Materials

This domain measures the teacher's knowledge of the latest visual means and how to use them to serve the material given by him and good choice of content taking into account individual differences of students in terms of scientific and cultural rights of each student as well as to exploit the properties of these means to achieve the goal of the lesson.

The properties of visual materials contain a sufficient amount of material before taking into account the time and presentation in the classroom are clear and easy to read taking into account the time and presentation in the classroom are clear and easy to read, despite the benefits of visual means above mentioned, but ,the research result as viewed by the students show that their instructors have quite insufficient competence of using visual material in classroom , and this causes which affect student's academic achievement , This lack also may due to the circumstances of the department and the possibility of physical availability of their instructors. As it shown in table 11.

Table (11)

Weighted Mean, Weighted Percentile, and Rank Order of Visual Material Domain

No.	Items	Rank	Weighted Mean	Weighted Percentile
H- **5-**	**Visual Materials:-** Watch and read with ease everywhere in classroom .	47	2.95	59
2-	Keep the graphic visual device clear and carefully planned .	48	2.67	53.4
4-	Tackle in a way which is easy to use , prepare, interact with and retain interest	49	2.67	53.4
6-	Contain manageable amount of material to save time consuming .	50	2.59	51.8
3-	Include written elaborations that are obvious and easily read .	51	2.50	50
1-	Illustrate aspects of the content that are enhanced by visual representation .	52	2.47	49.4

8- Handouts

This domain measures the effectiveness of the teacher with his career and accepted it as a profession by providing him/herself with addition information to the external information listed in the curriculum that included the distribution in terms of appropriate background and clear related to course content and objectives while , many handouts contain good structures of the content that is clearly communicated to student . The research results that there is lack of instructors in applying hands outs in

classroom , resultantly , that instructors pay no attention for   adding relevant additions and/or elaborations of course content. As it shown in table 12.

Table (12)
Weighted Mean, Weighted Percentile, and Rank Order of Hands Out Domain

No.	Items	Rank	Weighted Mean	Weighted Percentile
3-	Involve neat , minus spelling and grammatical errors .	20	2.99	59.8
4-	Distribute in terms of appropriate background and clear related to course content and objectives.	21	2.95	59
2-	Contain good structures so that the content is clearly communicated to readers.	22	2.03	40.6
1-	Add relevant additions and/or elaborations of course content .	2	2.03	40.6

4.3 Conclusions

In the light of objectives , the statistical analysis and findings of the study , the following conclusions are drawn:

1-   EFL college students have no awareness in effective   materials adaptation in English.

2-   Based on eight domains in the questionnaire , students share the same opinions which is the domain "Assignment" is received the first interest according to others, while "Handouts" is received the lowest one.

3-   The study results in the light of student's response showed that their instructors are not aware of applying effective materials adaptation in English.

4.4   Recommendations

In the light of findings and conclusions of the study , following recommendations are made:

1- Raise awareness of using Effective Supplementary Materials Adaptation at college levels ,by adding an effective material that support the syllabus to give the motivation for learners to acquire all skills (reading , writing, speaking and listening) .

2- Enhance Instructor to eliminate their fears in how to use supplementary materials in the classroom without the negative influence

that is reflected whether in terms of financial or intangible such as (expensive costs or non- sufficient time) .

3-   Encourage students to contribute to the support of the subject by providing a simple supplementary materials from them such as (pictures , wall charts , cards)all of these help the students to Create a spirit of cooperation between them and develop the skills of their activities and extra- curricular .

4-   Embrace instructors in training courses which qualify for them to apply modern technologies in learning environment to serve educational process and keep abreast of developments in term of educational and scientific approaches.

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إدراك طلبة الجامعة العراقيين الدارسين للغة الانكليزية لغة أجنبية لكيفية التكيف مع مواد تكميلية فاعلة

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الملخص:

في الوقت الحاضر، الفصول الدراسية التي تدرس اللغة الإنجليزية لغة اجنبية في الجامعات العراقية ،بشكل عام لم تتحرك أبعد من استخدام الطريقة التقليدية وهي السبورة والطباشير ونتيجة لذلك، يجد الطلاب أنفسهم محاصرين في دائرة من الملل من خلال التدريبات التي لا نهاية لها من خلال التلقين والاستظهار المتكرر ودورة لا تنتهي من الأعداد والممارسة والعرض. من أجل معالجة هذه الصعوبات، وقد تم وضع ألية لكيفية التكيف مع مواد تكميلية فاعلة وتعرض كبديل للتعلم عن ظهر قلب، بحيث ينخرط الطلاب في دراسة اللغة الإنجليزية. سوف تلمس هذه الدراسة على استعراض هذه المواد التكميلية وآراء الطلاب عليها.

هذا البحث هو محاولة لتقييم ادراك طلبة الجامعة الدارسين اللغة الانجليزية لغة اجنبية إلى المواد التكميلية الفاعلة ، لذا هذا البحث يهدف الى التالي ;تقييم ادراك طلبة الجامعة الدارسين اللغة الإنجليزية لغة أجنبية لكيفية التكيف مع مواد تكميلية فاعلة في اللغة الإنجليزية. وكذلك معرفة الفروق بين المجالات للمواد التكميلية الفاعلة.

شملت العينة العشوائية للبحث من ١٠٠ طالب وطالبة من المراحل الاكاديمية الأربع لقسم اللغة الانجليزية في كلية التربية للعلوم الإنسانية / جامعة ديالى للعام الدراسي (٢٠١١-٢٠١٢) .

ولتحقيق أهداف الدراسة واختبار فرضياتها، تم بناء على استبيان لقياس مستوى وعي وإدراك طلبة الجامعة الدراسي اللغة الإنجليزية لغة أجنبية في كيفية التكيف مع مواد التكميلية فاعلة في اللغة الانجليزية . حيث يغطي الاستبيان ٨ مجالات التي تحتوي على (٥٢)فقرة التي يتم قياسها باستخدام مقياس ليكرت الخماسي – والذي يبتدأ   ١ = أبدا و ينتهي بـ ٥ = دائما. وقد تم عرض الاستبيان إلى لجنة تحكيم من الخبراء لغرض التأكد من صلاحيتها من خلال الصدق الظاهري. وقد استخدمت طريقتين لحساب معامل ثبات الاستبيان.

وفي ضوء تحليل النتائج المستخلصة من خلال إجراءات هذه الدراسة أوصى الباحث بعدة توصيات ذات العلاقة والتي تخص مصممي المناهج والمدرسين والمتعلمين أيضا.