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ADAPTING AND SUPPLEMENTING TEXTBOOK MATERIALS FOR FIFTH-GRADE ENGLISH LEARNERS: INTEGRATING TRADITIONAL AND CALL-BASED APPROACHES

Abstract: This study explores the adaptation and supplementation of the fifth-grade textbook *Guess What* to better meet learners' diverse needs and objectives. The research focuses on revising tasks and materials to ensure relevance and comprehensiveness. Supplementary tools such as worksheets, video lectures, and CALL platforms like Kahoot and Quizlet were employed to improve grammar, reading comprehension, vocabulary, and speaking skills. The study emphasizes the significance of customization and interactive methods to create an engaging and inclusive learning environment, grounded in theoretical frameworks by McGrath, Timmis, Mukundan, and Hanson-Smith.

Keywords: Adaptation, Supplementation, CALL, Speaking Skills, Reading Comprehension, Grammar, Kahoot, Quizlet, Fifth-Grade Learning, Model Verbs.

Ключевые слова: Адаптация, Дополнение, CALL, Навыки Говорения, Понимание Чтения, Грамматика, Kahoot, Quizlet, Обучение Пятиклассников, Модальные

I have chosen the textbook "Guess What" for my fifth-grade students at school for adaptation and supplementation. While taking this course, I learnt that a teacher can adjust anything in the classroom to better instruct students. Tasks and activities that are inappropriate for the class objectives and learners' individual requirements can be modified, adopted, adapted, deleted, supplemented, or replaced by sophisticated teachers. If the original content is irrelevant, there is no purpose to use it. However, vital learning aspects may be conveyed by unsuitable material owing to conditions such as learners' age, interests, cultural background, or prior knowledge. A partial approach is to replace the missing area with more appropriate materials 2016 (McGrath). The exercise 5 page 17 was supplemented with one video lecture and worksheets because the topic is just briefly explained, which I thought insufficient to comprehend in depth. Furthermore, I have given a worksheet with fill-in-the-blank questions to assess students' comprehension of the video lesson. Teachers regularly provide extra information to students in order to meet their needs and accommodate learner differences. The following exercise, which I evaluated on page 21, Ex 17, was changed because the job is basic; as an instructor, I added certain aspects to make it more understandable for my students. The relevance of adaptation as a process and the capacity of teachers to manage that process is well understood. 2016 (McGrath). To assess my pupils' comprehension, I inserted true/false statements based on the passages in the activity. In order to conserve time, I have eliminated the listening component of these sections. The final section of my work is about customizing and augmenting the exercises that I picked in the second section. I gave supplemental materials in the form of a worksheet and an audio file.

#2. New Adaptation or Supplementation Reflection.

The Supplementation task is taken from “Guess What” textbook for fifth grade students. Page 27. Exercise 5.

This activity is required just listening the text and reading it to understand the context according to the textbook. Students will have to learn model verb should and shouldn't by the help of small context through listening and reading it. However, I found it is not sufficient to know about model verbs: should and shouldn't and use them in their speaking and writing. I am going to supplement with some additional materials to accommodate my learners' needs and meet the lesson objectives. Supplementation, according to McGrath (2016), is a method of adding new content to a coursebook to fill a gap between the coursebook and the official curriculum, public examination expectations, or students' requirements. Firstly, after listening and reading the exercise 5 from the textbook, I will give present the usage of model verbs: should/shouldn't on the projector with some examples. This instruction allows learners to understand the usage of model verbs effectively. After understanding the usage of model verbs, I will check their understanding by the help of the next supplementary worksheet. This is a filling the gap activity, students need to read the sentences and put appropriate model verbs should or shouldn't according to the context. This activity can give an opportunity to strengthen learners' knowledge about the topic. For teacher, it helps to check students' comprehension.

#3 Revised Materials Development and Language Skills activity Reflection.

I picked the text "My daily routine" text for my target group of learners from the Talking people website. I feel this content is appropriate for my target group of learners and their language levels. This text is also appropriate for the activity I intend to build based on it. As previously said, my pupils' language levels are pre-intermediate, and they need to improve their speaking skills in order to succeed. This is a fascinating and useful essay that introduces some topic-related vocabulary and fundamental concepts regarding daily routine. Students can use these topic-specific vocabulary and important ideas to create their own daily routine. As Timmis (2016) defined that “Speaking skills occupy a curious position in contemporary ELT. The importance of speaking skills appears obvious: the global spread of English along with improved communication systems provide economic, political, academic and social reasons for learning to speak English” (p. 83). Based on this chosen text, I will create an exercise. While designing the exercise, I will address three important concepts of speaking skills because students will succeed in speaking if they concentrate on their correctness, fluency, and complexity. According to Timmis (2016), "accuracy, fluency, and complexity are thus valuable notions when designing or evaluating speaking activities" (p. 85).

4. New Materials Development and Language Skills Activity Reflection.

The text is taken from internet sources for pre-intermediate language learners which is called “My last Summer holiday” This text is appropriate for my target group of learners and their language levels. This text is informative and interesting that presents past simple tense in the interesting context. The topic is “My last summer holiday”. Students will learn past simple and enhance their reading comprehension abilities by the help of this selected text. I am planning to design pre, while and post activities in order to improve my learners' language proficiency based on this selected text. Mukundan (2016) defined that “Reading is undoubtedly one of the most salient and dominant activities in any language learning program. Not only does reading serve as a source of information, but also as a means of increasing and consolidating one's knowledge of the language itself” (p. 65). Taking into consideration the importance of reading comprehension in mastering language, I will focus on creating reading activity while consideration past simple tense. Learners will improve their grammar knowledge and reading comprehension. Teachers often focus on teaching vocabulary and sight reading to learners, believing that skills and expertise will be transferred to the target language when they start reading and writing in their mother tongue (Hughes, 2013).

#5. Revised CALL Activity Reflection.

I have employed **Kahoot online platform** for this activity since Kahoot can give an opportunity to create interactive and engaging quizzes, online games for any language learners. As an educator I try to create appropriate materials by the help of Technology and teach my learners how to use these technologies effectively and appropriately. As Hanson-Smith (2018) defined that “Rather than create the products, the teachers’ role is to help students discover and organize appropriate materials and use the tool to its best advantage” (p. 3). This platform is mostly suitable for young language learners as it is a game-based online learning platform that create dynamic and engaging atmosphere in the class. Kahoot encourages my learners’ collaboration, active participation and engagement by doing and playing creative Kahoot game in the classroom. Hanson-Smith (2018) claimed that “Teachers interested in projects online may lead their classes to collaborations around the globe” (p. 4). In some class not all students have not access to their own mobile phones so we can play this Kahoot game in a small group using projector. The projector shows the questions and each group members choose the correct answers. In this activity my learners work together in a small group and find out the quizzes at the same time they play the game with fun. The topic is “Sea animals and usage of superlative adjectives”. There are ten quizzes with true/false questions in Kahoot online platforms which are created by me. Each question is presented with appropriate pictures and sounds in order to attract learners. Which group will earn highest grade, Kahoot will show and congratulate winner of the game. There are also second and third winners’ place of the Kahoot.

#6. New CALL Activity Reflection.

Quizlet is one of the most interesting and helpful online learning platforms. It allows to create a great body of quizzes, flashcards that include grammar, vocabulary with definitions, pronunciation and reading passages. I find it most appropriate and useful online platforms to accommodate my learners’ needs. Hanson-Smith (2018) noted that “Tools for students and teachers to use in developing CALL lessons are plentiful” (p. 4). Moreover, it can be asset for enhancing my learners’ vocabulary knowledge, grammar, pronunciation ability by the help of its key features. I can easily create types of question such as true/false questions, multiple choice questions, filling the blank, matchings exercise and flashcard that make my lesson more engaging with different types of practice tests. One of the most interesting points is to put pictures in the questions, it offers appropriate pictures according to the meaning of questions. The exercise that I have taken form Quizzlet.com is very interesting and effective to practice the topic by the help of CALL. After explaining the model verbs: should and shouldn’t, I will share this quiz with my learners. The students either use their mobile phones or do it as a small group with their peers. I take into consideration my learners’ needs while employing this quiz.

Conclusion

The research highlights the critical role of adapting and supplementing course materials to align with students' language levels, interests, and curricular goals. Supplementary tools and activities bridge gaps in textbooks and enhance comprehension through engaging and interactive methods. Platforms like Kahoot and Quizlet integrate technology effectively, fostering collaborative and dynamic learning environments. These tailored strategies promote language acquisition by addressing learners’ needs while ensuring alignment with educational objectives and linguistic frameworks.

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