

Material adaptation in *London Road* from *English for Undergraduates* by Howe, Kirkpatrick

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Abstract

This study aims at examining the material and use of material adaptation techniques in unit # 09 “London Road” from English for Undergraduates by D.H. Howe, T.A. Kirkpatrick and D.L. Kirkpatrick. This book is taught in Government or private non-elite universities of Pakistan. The contents of the study are patterned by using Critical Discourse Analysis as a tool. The study inquires whether the content of Oxford University Press fulfills the requirements of students or not. If it really fulfills then why the students are not capable of using English in real life. The study unit is modified and analyzed by using Adaptation techniques according to Communicative Language Teaching approach.

Keywords: CLT, Material, Adaptation, Discourse Analysis, Techniques, Design

Introduction

Education means development of knowledge, skills and understanding the principles of right and wrong demanded in all aspects of life. We are aware of the role which education plays in the process of a nation building. A nation's development and success depend on the quality of its education system. If we talk about a formal education system, then we should remember that Education can never take place without textbooks.

The quality of education depends on the quality of content present in textbooks. There is no doubt that teacher plays an effective role in teaching and learning process but then textbooks also work as an effective tool that aids and guides teacher and student, simultaneously.

Hussain says that “If the textbooks do not match the social norms or contradict some beliefs or not produced according to mental level of students, or if they are outdated and do not come up to the requirements of the time, then they are no more useful for the students.”(Hussain, 2013)

Undoubtedly, the scope of English in Pakistan is highly valued. English is used as a Second language in Pakistan. When we are talking about teaching English then it means the purpose of teaching English is language, not the knowledge alone. Language is a skill which can be developed by learning all four skills (Speaking, Listening, Reading and Writing). English for Undergraduates, by D.H. Howe, T.A. Kirkpatrick and D.L. Kirkpatrick, published by “Oxford University Press” in the year 2006. This book aims to



teach English for the communicative purpose. However, its exercises are based on communicative language teaching approach.

It is taught in B.A. /B.Sc./B.com. (Hons and Pass courses), B.S. /B.Sc. (Home Economics) Part 1 and 2, Pharm D. /M.A. and M.Sc. (Previous). It is taught in large class with almost 200 to 300 students. The level of students is mixed. Students from different social and school backgrounds are taught the same book in one class. Their English proficiency level also varies. Such students belong to the age of 18 to 24.

Surely, the positive effects of Task Based Teaching method are counted, but that are not suitable for many university level students in Pakistan where it becomes impossible to arrange space and instruments for large and suffocated classes in just 50 minutes. In Pakistan, Communicative Teaching is still facing challenges when it comes to content designing and methodologies. This study is an attempt to probe into the curriculum accuracy according to the demand of Pakistani students' setting in the classroom and their cultural values, which is so far neglected by the authorities and educationists.

Literature Review

Bolster (2014) worked on the project, EAP-Teaching and Learning Material Adaptation. The study based on the assumption that, "EFL teachers adapt the publishing materials they are assigned." (Bayne, 2006.) The inquiry was made on whether teacher adapted section (of a text book) presented as ready for us. According to Martinez and Canning, "Materials development anything done by writers, teachers or learners to provide source of language input and the exploit those sources in ways that maximize the likelihood of intake." (Canning & Martinez, 2003 p. 479)

Teachers strategies with material exploitation can also be material adaptations. The techniques and changes make content more likely for according to learner's demand. Hence, the adaptation of material is somehow, adopted by most of the teachers. Teacher by no mean, is the core material developer. If he pursues with the distinctive instructing way, it will make adapting progressively less demanding for all learners.

Campbell (1987) stated "adapted literary text" as one of the situations to overcome or reduce the second language learning challenges. The purpose of the study was to simplify the text to earn positive outcome. By keeping in view, the narrative interest as well as the reading ease, the study focused on language simplification to deal with linguistic difficulty. Belder and Moens notified that the "Lexical simplification is the task of replacing individual words of a text with words that are easier to understand so that the text becomes easier to comprehend." (Belder and Moens, 2012)

Clark (1989) focused on students' advantage and their inclusion in material adjustment. The investigation proposed five unique rules that are the center reason in shaping student's cooperation for the educational programs plan. However, study later demonstrated that these four very differing opportunities for students in the material adjustment process. Typically, material adjustment is just the complete obligation of the educator, however understudy learner's inventiveness is likewise critical. In such a case

that content structures are comprised of their learning requests then by implication the adjustment instruments are really satisfying their conceivable premium, inclination and conduct in the specific learning conditions.

The above mention reviews formalized diverse ideas about material adaption. It helps to cultivate the process of evaluation in the present study. Meanwhile, the present literature also reflects how different linguistic parameters are strategized for making text simple and adoptable for the learners.

Research Methodology

Taking on board the idea of Johnstone, “Discourse analysts set out to answer a variety of questions about language, about writers and speakers, and about sociocultural processes that surround and give rise to discourse, but all approach their tasks by paying close and systematic attention to particular texts and their contexts.”(Johnstone, 2017)

This study probes into the cognitive, psychological, cultural and social reasons to analyze the suggestive purpose and procedures in the selected text.

Data Process

The analysis of data is being proceed here with the systematical description to forming a detailed context-based evaluation. By keeping in view CIT method, data is being reviewed as an integration of multiple skill including listening and writing, not confined to the speaking only. Systematic evaluation of the text follows:

- Modifying (reconstructing)
- Simplifying
- Adding
- Subtracting (deleting)

Data Sources

The original text of *London Road* is taken from the book Oxford English for Undergraduates Kirkpatrick, (2006) as the Primary source. Articles, Books, Research Papers and related material are utilized for the better understanding and framing ideas.

Analysis

The original text is taken underneath for the adaptation. All the underline text mentioned below is the special focus of the study. The rest of the text is citing here to maintain the connection for clear comprehension of the Unit. However, the clear comparison of the both texts (including Exercises) require equal attention to original and adapted versions.

Original Text: UNIT# 09 London Road

“The stooping figure of my mother, waist-deep in the grass and caught there like a piece of sheep’s wool, was the last I saw of my country home as I left it to discover the world. She stood old and bent at the top of the bank, silently watching me go, one gnarled red hand raised in farewell and blessing, not questioning why I went. At the bend of the road

I looked back again and saw the gold light die behind her; then I turned the corner, passed the village school, and closed that part of my life forever.” (Reproduced text from *London Road Unit:09* English for Undergraduates Kirkpatrick, 2006)

Note: The lines from the first part of the chapter has been considered for adaptation on these two bases; First, Western culture is against the norms of local culture. Secondly, Representation of negative difference between Us and Them (Modification with complete reasons are given in the later part of the paper)

“it was a bright Sunday Morning in early June, the right time to be leaving home. My three sisters and a brother had already gone before me; two other brothers had yet to make up their minds. They were still sleeping that morning, but my mother had got up early and cooked me a heavy breakfast, had stood wordlessly while I ate it, her hand on my chair, and had then helped me pack up my few belongings. There had been no fuss, no appeals, no attempts at advice or persuasion, only a long and searching look.” (Reproduced text from *London Road Unit:09* English for Undergraduates Kirkpatrick, 2006)

Note: The second portion of the text is adapted for deleting and modifying lines on the bases of these two reasons. First, Elite culture is represented as a survival, second these lines show gender Biased views regarding social role and character. (Modification with complete reasons are given in the later part of the paper)

“Then, with my bags on my back, I’d gone out into the early sunshine and climbed through the long-wet grass to the road. It was 1934. I was nineteen years old, still soft at the edges, but with a confident belief in good fortune. I carried a small rolled-up tent, a violin in a blanket, a change of clothes, a tin of treacle biscuits, and some cheese. I was excited, vain-glorious, knowing I had far to go; but not, as yet, how far. As I left home that morning and walked away from the sleeping village, it never occurred to me that others had done this before me. I was propelled, of course, by the traditional forces that had sent many generations along this road by the small tight valley closing in around one, stifling the breath with its mossy mouth, the cottage walls narrowing like the arms of an iron maiden, the local girls whispering,” (Reproduced text from *London Road Unit:09* English for Undergraduates Kirkpatrick, 2006)

Note: The third section of the text has been remained same and has not taken for adaptation. However, it has been shown here to maintain the connectivity of ideas and thoughts. (Modification with complete reasons are given in the later part of the paper)

“Marry, and settle down. Months of restless unease, leading to this inevitable moment, had been spent wandering about the hills, mournfully whistling, and watching the high open fields stepping away eastwards under gigantic cloud. And, now I was on my journey, in a pair of thick boots and with a hazel stick in my hand. Naturally, I was going to London, which lay a hundred miles to the east; and it seemed equally obvious that I

should go on foot. But first, as I'd never yet seen the sea, I thought I'd walk to the coast and find it. This would add another hundred miles to my journey, going by way of Southampton. But I had all the summer and all time to spend. That first day alone, and now I was really alone at last – steadily declined in excitement and vigor. As I tramped through the dust towards the Wiltshire Downs* a growing reluctance weighed me down.” (Reproduced text from *London Road Unit:09 English for Undergraduates* Kirkpatrick, 2006)

Note: The fourth section of the text has been adapted on grammatical basis, as sentence structures are passive, complex and lengthy, implying single idea.

“Through the solitary morning and afternoon, I found myself longing for some opposition or rescue, for the sound of hurrying footsteps coming after me and family voices calling me back. None came. I was free. The day's silence said, ‘Go where you will. It's all yours. You asked for it. It's up to you now. You 're on your own, and nobody's going to stop you.’ As I walked, I was taunted by echoes of home, by the tinkling sounds of the kitchen, shafts of sun from the windows falling across the familiar furniture, across the bedroom and the bed I had left.” (Reproduced text from *London Road Unit:09 English for Undergraduates* Kirkpatrick, 2006)

Note: The final paragraph or lines are modified as there is no concluding idea or decision in ending lines. (Modification with complete reasons are given in the later part of the paper)

Original exercise that needs adaptation

D) Comprehension: “Summary”

Imagine the writer had a friend, Daisy, who lived in Spain. Shortly after he arrived in London, he wrote her a letter. Part of the letter is reproduced below. Complete it with information and ideas from the passage. Add about 100 words. The approximate number of words needed for each blank space is given in brackets. (Kirkpatrick, 2006)

Dear Daisy,

You're probably surprised to get this letter from London but I've left home and I'm now living here alone. At last I am (1) !

Making up my mind to (2) took (3). For months I (4) thinking about it. But finally I made my decision. Why did I want to leave my home and the valley? I wanted to (3) before I got married and (2).

I left home on (7). I got up (1) and (4) cooked (3). I'm sure she (2) me to leave but she (2) to stop me. She helped me (3) and then I walked to the road. Standing (6) my mother (5), her hand (5).

I had (4) London but first I wanted (4) because (6). My first day on the road started off well. I felt (1) and (1), but later in the day I began to feel (1) and (1) and longed to hear (3) someone (3) to call (2). But no one came.

Now that I am in London I earn my living (4) but I hope soon to get a job (5). And one day (4) you (2). It's a country I've always wanted to visit.

Until then, best wishes,

(figure:1 Reproduced from *London Road Unit:09 English for Undergraduates* Kirkpatrick, 2006)

E) **Comprehension: "Think about it and answer the following questions:"**

- 1) "What was the part of the writer's life that he closed forever?" (Reproduced text from *London Road Unit:09 English for Undergraduates* Kirkpatrick, 2006)
- 2) "How did the writer's mother feel about his leaving home and how did she show her feelings? Support your answer with evidence from the first and second paragraphs." (Reproduced text from *London Road Unit:09 English for Undergraduates* Kirkpatrick, 2006)
- 3) "The writer says that before his departure his mother gave him *only a long and searching look*. What do you think the look was searching for?" (Reproduced text from *London Road Unit:09 English for Undergraduates* Kirkpatrick, 2006)
- 4) "Do you think the writer's home life was a happy one?" (Reproduced text from *London Road Unit:09 English for Undergraduates* Kirkpatrick, 2006)
- 5) "Quote the words that tell us that the writer had an optimistic nature." (Reproduced text from *London Road Unit:09 English for Undergraduates* Kirkpatrick, 2006)
- 6) "The first sentence of paragraph four suggests that the writer had come to regard his home in the valley as a kind of" (Reproduced text from *London*

Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

A) Hotel B) church C) school D) prison

- 7) “Why did the writer spend months *wandering about the hills* (Para. 4) before he left home?” (Reproduced text from *London Road Unit:09 English for Undergraduates* Kirkpatrick, 2006)
- 8) “The writer began to long for the sound of someone from his family running after him and calling him home (Para. 6). Why didn’t he just go back home and say he had changed his mind about leaving?” (Reproduced text from *London Road Unit:09 English for Undergraduates* Kirkpatrick, 2006)
- 9) “Did the writer enjoy the feeling that he was now free? Explain your answer briefly.” (Reproduced text from *London Road Unit:09 English for Undergraduates* Kirkpatrick, 2006)
- 10) What would probably cause the *tinkling sounds* (Para. 7) in the kitchen that the writer remembered? (Kirkpatrick, 2006)

C) **Practical Conversation:**

“**Dialogue practice:**” Topic: The Election

Naz and Bina are friends. They are talking about a recent election in which Naz was a candidate.

Work in pairs. Make up a conversation between Naz and Bina using the prompts given. S1 is Naz and S2 is Bina. Do not look at your partner’s part of the exercise. S2’s part is on page 140.

S1

Naz: (Tell Bina you have just been elected. Invent a position.)

Bina: ...

Naz: (Respond to Bina’s question.)

Bina: ...

Naz: (Express gratitude but say there is a problem.)

Bina: ...

Naz: (Tell her your opponent has objected.)

Bina: ...

Naz: (Give the reason that you already hold another position. Say what it is.)

Bina: ...

Naz: (Tell Bina what you think the rules say.)

Bina: ...

Naz: (Respond appropriately.)

(figure:2 Reproduced from *London Road Unit:09 English for Undergraduates*. Kirkpatrick, 2006)

Analysis and Procedure of Adaptation in Text

1) **Modifying (Rewriting):**

“The stooping figure of my mother, waist-deep in the vast meadow and caught there like a piece of sheep’s wool, was the wretched full moment I saw of my country home as I left it for higher education.” (Adapted lines: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

Reason:

Western culture is against the norms of local culture:

In the original text of paragraph 1, it is clearly told to students in the first two lines that leaving home for western country is a kind of an adventurous act. Here the context of local culture is totally removed from OUP unit and western culture is shown as adventurous. In western culture, leaving home or family and living an independent and unrestricted life is considered as normal social practice. They call it as leaving everything for discovering the world independently. However, if we compare that culture with our local cultural context then here it is considered Taboo to leave your parents or home. Here the common practice is to live life jointly and serve parents in their old age. The objective of the original underlined lines is to influence learners to leave their homes and then they will be called adventurous. Our indigenous culture is excluded therefore it has written another clear purpose of leaving country by adaptation technique that is higher education.

2) **Modifying (Rewriting):**

“At the bend of the road I looked back again and saw the gold light die behind her; then I turned the corner, passed the village school, and closed that part of my life for a short period of time with the promise to get back and behold them soon.” (Adapted line: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

Reason:

Representation of negative difference between Us and Them:

“Forever” is a small word but carries a big meaning. It takes this whole beautifully described scene into the past. In the last three lines of paragraph 1, the picture through words shown to the students is that the local country home is not worth living. A happy and satisfied life is not provided in country home. While all the wonders and happiness can only be found in west. Here a negative image is created indirectly about an indigenous culture while a positive image is created about western culture. This is the reason to change these lines to show the importance of both cultures positively.

3) **Deleting (Subtracting):**

“Two other brothers had yet to make up their minds. They were still sleeping that morning.” (Reproduced text from London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

Reason:**Elite culture is represented as a survival:**

From the second line of second paragraph, it can easily be conveyed that its objective is to show students the extreme importance of western culture or English. It has been shown as a matter of survival. His 3 sisters and a brother have already left for western country to get education and jobs and now he is also going. But the next 2 brothers are also supposed to leave home country soon. Then what about village life? Are the parents supposed to live alone at country home? This is considered taboo in our culture but even then, it's not deleted from this unit. This shows students the inferiority of indigenous culture and superiority of western culture. It's a fact that students of this level take these ideas as granted. This is Pakistan where many students belong to poor or middle-class families and it's not possible for them to face heavy expenses of a foreign country. One should not hurt their feelings by showing extreme importance of western country.

4) **Modifying (Rewriting):**

I got up early in the morning and had a heavy breakfast. Then I packed up my few belongings, while my mother was watching me. I saw infinite love, some appeals and demands in her eyes she couldn't express in words. But I had to go with the promises of coming back soon. (Adapted lines: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

Reasons:1) **Gender Bias regarding Social Role:**

The original sentence in the last 5 lines of 2nd paragraph shows the stereotypical role of woman i.e. cooking. The woman's role is an old mother but despite of this she is cooking breakfast for her son. This is because of these stereotypical representations and descriptions that define women as “cook” inside their homes. She is an old mother but even then, it looks only her responsibility to feed her son. This implies a message that cooking is the job of only women, no matter what age they belong to. Men can also cook. We should remove these gender biases from our society by conveying equality-based messages so that men shouldn't consider cooking by them as an insult.

2) **Gender Bias regarding Character:**

The same paragraph shows a strong discriminatory character of woman as compare to man. The son is ready to leave for London. He doesn't care about

his mother. It shows his self-centered and negative character but even then, his mother is sacrificing her sleep and energy by getting up early in the morning and cooking heavy breakfast for her son. It shows her positive character that is caring, loving and sacrificing. It looks that society is not interested to portray men in positive character but rather it portrays always women in positive and weak character. In such situations, man becomes dominant and woman as dominated.

These are the reasons that original paragraph is modified, where gender bias has removed and have shown her son in positive character.

5) **Simplifying:**

After passing some restless months, which I spent wandering about the hills and watching the open fields under gigantic clouds. I was about to reach London in thick boots with a hazel stick in my hand. Now I thought to go on foot because it was just hundred miles more to the east. (Adapted line: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

Reason:

Grammatical and Sentence structures are passive, complex and Lengthy implying single idea:

In the original text, 4 to 9 lines of 4th paragraph portray the picture of London in a very long and splendid manner. The boy shows over excitement for the long journey to London in these sentences. These sentences are written very lengthy and in passive grammatical structure. Students feel difficulty in reading long complex sentences because such sentences break the coherence of ideas in mind and confuse learners. The author's description of travelling towards East contains ideological representation also. The objective of such representation is to maintain dominant effect of West over indigenous countries. This is the reason that young generation prefers to live in western countries.

So, by using Simplifying technique, we modified passive into active sentence and complex in a simpler one implying the same idea of reaching London.

6) **Adding (Expanding):**

As I walked, I was evoked by the love and care of my mother for me; I was vulnerable by terrible silence of house and secrets within my heart. I hoped from this time to pass and take me back to my country home soon. (Adapted lines: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

Reason:

There is no concluding idea or decision in ending lines:

First, middle and last lines are always very important. But a flaw in the last lines

of last paragraph of the original text is that they do not describe the final decision or thinking of the boy regarding the theme of lesson. They just describe his feelings which confuse learners that whether he will be coming back, or he also remained a self-centered son. Therefore, the above sentence was added which clearly describe the end of story.

Procedure of Adaptation in Exercise

7) Modifying (Restructuring):

D) Comprehension: “Summary”

Write a summary of the lesson “London Road” in your own words.

Instructions: Words limitation: Maximum 150 words

Time Limit: 20 minutes

Teaching Aid: Pen and Paper

Skill: Reading

Reasons:

1) **Out of Context:**

The original exercise on page # 03 gives students a situation that is out of their local context and then it asks them to write summary according to that limited situation.

2) **A Controlled Exercise:**

The original one is controlled exercise because students just must fill spaces. However, this is not a way of writing summary at undergraduate level. Comprehension skill is achieved when students can read, interpret and evaluate the text. So, it should provide free space to students so that their understanding about lesson and theme can be perceived by teacher.

These are the reasons for modifying the whole exercise.

8) Modifying (Restructuring):

E) Comprehension: Think about the questions and give answers according to your understanding.

◆ **Teaching Aid:** Pen and Paper

◆ **Skill:** Reading

Q#01: “What is the objective of this lesson? Define in your own words.” (Adapted Exercise: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

Q#07: “If you get a chance to go any foreign country, will you leave your home country and family forever? Give reasons.” (Adapted

Exercise: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

Q#08: “This lesson’s title is “London Road”. But this lesson describes some other realities as well. Think for a while and suggest any other title and reason for the same lesson.” (Adapted Exercise: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

Reasons:

- 1) **Extremely Easy questions:** Question #01, 06, 10 and 11 are very easy questions which demand only 2-word answers. These questions should not be asked at this level of students.
- 2) **Questions are based on exact text memorization:** Question #02 and 05 are asked to test student’s memorization skills where students do not need to think for a while but rather they must look on text and reproduce the same quoted lines.

9) **Modifying (Restructuring):**

C) Practical Conversation: “Dialogue Practice”



Photo Source: Internet

Instructions for Students:

Work in pairs. Your younger brother uses internet all the time. You always catch him watching the screen and fingers dancing on keyboard. Talk to your brother and build dialogues. You must tell him the importance of reading habit of books rather than social networking and your brother will try to gain your trust by supporting social networking as a modern medium of gaining knowledge. You are free to use your own thoughts. You can note down your argumentized points. Present in the class.

Instructions for Teacher:

The teacher must observe and write weak points of students during their dialogue conversation. In the end, he is supposed to give feedback to the students regarding their vocabulary, pronunciation and speaking skills.

- ◆ **Teaching Aid:** Pen and Paper
- ◆ **Skill:** Listening and Speaking

Reason:

Controlled speaking exercise: The original exercise on page #05 control students to speak limited according to instructions and the topic is also boring and not common. The reason for modifying this whole exercise is to give students a very common topic which is related to their daily life conversation so that they may talk freely and use English language confidently.

10) Adding (Extending):**C) Composition: “Essay Writing”**

- Instructions:**
- Read 3 topics and choose any one topic you want to write on
 - a) The greatest evil and worst crime is poverty
 - b) Role and power of media in modern world
 - c) A critical analysis of education system in Pakistan
 - Choose the topic according to your strength, preparation and ideas.
 - Write between 300 to 350 words.
 - Time limit is 45 minutes.
 - Descriptive and Argumentized essay should contain a proper introduction, a detailed body and a logical conclusion.
 - Teaching Aid: Pen and Paper
 - Skill: Writing

Reason:**All composition exercises are limited and related to same text only:**

Composition means what you expect from students to write. There are only two exercises regarding composition in this lesson and both exercises are limited which asks students again and again about the same topic of leaving home and living in a foreign country. Using “adding technique” the students are provided free space to express writings regarding those topics that are interested and related to our daily lives. They were asked to write an essay form because essay is such an aspect which is demanded in many types of tests, so students need to practice a lot in this area.

Lesson “London Road” After Adaptation

The below mentioned text is an adapted version of the selected original lesson. The next section shows adaptation of related exercises.

UNIT# 09 London Road

“The stooping figure of my mother, waist-deep in the vast meadow and caught there like a piece of sheep’s wool, was the wretched full moment I saw of my country home as I left it for the purpose of higher education. She stood old and bent at the top of the bank, silently watching me go, one gnarled red hand raised in farewell and blessing, not

questioning why I went. At the bend of the road I looked back again and saw the gold light die behind her; then I turned the corner, passed the village school, and closed that part of my life for a short period of time with the promise to get back and behold them soon.” (Adapted text version of London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

“It was a bright Sunday Morning in early June, the right time to be leaving home. My three sisters and a brother had already gone before me. I got up early in the morning and had a heavy breakfast. Then I packed up my few belongings, while my mother was watching me. I saw infinite love, some appeals and demands in her eyes she couldn’t express in words. But I had to go with the promises of coming back soon. Then, with my bags on my back, I’d gone out into the early sunshine and climbed through the long-wet grass to the road.” (Adapted text version of London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

“It was 1934. I was nineteen years old, still soft at the edges, but with a confident belief in good fortune. I carried a small rolled-up tent, a violin in a blanket, a change of clothes, a tin of treacle biscuits, and some cheese. I was excited, vain-glorious, knowing I had far to go; but not, yet, how far. As I left home that morning and walked away from the sleeping village, it never occurred to me that others had done this before me.” (Adapted text version of London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

“I was propelled, of course, by the traditional forces that had sent many generations along this road – by the small tight valley closing in around one, stifling the breath with its mossy mouth, the cottage walls narrowing like the arms of an iron maiden, the local girls whispering, ‘Marry, and settle down.’ After passing some restless months, which I spent wandering about the hills and watching the open fields under gigantic clouds. I was about to reach London in thick boots with a hazel stick in my hand. Now I thought to go on foot because it was just hundred miles more to the east. But first, as I’d never yet seen the sea, I thought I’d walk to the coast and find it. This would add another hundred miles to my journey, going by way of Southampton. But I had all the summer and all time to spend.” (Adapted text version of London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

“That day alone, and now I was really alone at last, steadily declined in excitement and vigor. As I tramped through the dust towards the Wiltshire Downs* a growing reluctance weighed me down. Through the solitary morning and afternoon, I found myself longing for some opposition or rescue, for the sound of hurrying footsteps coming after me and family voices calling me back.” (Adapted text version of London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

“None came. I was free. The day’s silence said, ‘Go where you will. It’s all yours. You asked for it. It’s up to you now. You’re on your own, and nobody’s going to stop you.’ As I walked, I was taunted by echoes of home, by the tinkling sounds of the kitchen, shafts of sun from the windows falling across the familiar furniture, across the bedroom and the bed I had left. I was evoked by the love and care of my mother for me; I

was vulnerable by terrible silence of house and secrets within my heart. I hoped from this time to pass and take me back to my country home soon.” (Adapted text version of London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

Adapted Exercises

D) Comprehension: “Summary”

Write a summary of the lesson “London Road” in your own words.

Instructions: Words limitation: Maximum 150 words
 Time Limit: 20 minutes
 Teaching Aid: Pen and Paper
 Skill: Reading

E) Comprehension: Think about the questions and give answers according to your understanding.

Teaching Aid: Pen and Paper
 Skill: Reading

- Q#01: “What is the objective of this lesson? Define in your own words.” (Adapted Exercise: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)
- Q#02: “The writer says that before his departure his mother gave him *only a long and searching look*. What do you think the look was searching for?” (Adapted Exercise: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)
- Q#03: “Do you think the writer’s home life was a happy one?” (Adapted Exercise: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)
- Q#04: “Why did the writer spend months *wandering about the hills* before he left home?” (Adapted Exercise: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)
- Q#05: “The writer began to long for the sound of someone from his family running after him and calling him home. Why didn’t he just go back home and say he had changed his mind about leaving?” (Adapted Exercise: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)
- Q#06: “Did the writer enjoy the feeling that he was now free? Explain your answer briefly.” (Adapted Exercise: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)
- Q#07: “If you get a chance to go any foreign country, will you leave your home country and family forever? Give reasons.” (Adapted Exercise: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)
- Q#08: “This lesson’s title is “London Road”. But this lesson describes some other realities as well. Think for a while and suggest any other title and

reason for the same lesson.” (Adapted Exercise: London Road Unit:09 English for Undergraduates Kirkpatrick, 2006)

C) Practical Conversation: “Dialogue Practice”



Instructions for Students:

Work in pairs. Your younger brother uses internet all the time. You always catch him watching the screen and fingers dancing on keyboard. Talk to your brother and build dialogues. You must tell him the importance of reading habit of books rather than social networking and your brother will try to gain your trust by supporting social networking as a modern medium of gaining knowledge. You are free to use your own thoughts. You can note down your argumentized points. Present in the class.

Instructions for Teacher:

The teacher must observe and write weak points of students during their dialogue conversation. In the end, he is supposed to give feedback to the students regarding their vocabulary, pronunciation and speaking skills.

- ◆ **Teaching Aid:** Pen and Paper
- ◆ **Skill:** Listening and Speaking

C) Composition: “Essay Writing”

- Instructions:**
- Read 3 topics and choose any one topic you want to write on
 - a) The greatest evil and worst crime is poverty
 - b) Role and power of media in modern world
 - c) A critical analysis of education system in Pakistan
 - Choose the topic according to your strength, preparation and ideas.
 - Write between 300 to 350 words.
 - Time limit is 45 minutes.
 - Descriptive and Argumentized essay should contain a proper introduction, a detailed body and a logical conclusion.
 - Teaching Aid: Pen and Paper
 - Skill: Writing

Evaluation Results

No one can deny the importance of textbooks, that strongly shapes the attitudes and ideas of young students. Selection of material is needed to be focused by our education authorities. The objective of the present study is to examine material, in order to highlight all emerging flaws and to apply necessary adaptation techniques. For this purpose, the “London Road” has been selected from English textbooks for Undergraduates published by Oxford University Press. The purpose of teaching English is based on Communicative Language Teaching (CLT). However, it has been found out that the book provides inadequate knowledge suitable to the needs of students at such a huge level. Meanwhile, the context matters highly. Most of the sentences have been considered to adapt because those sentences are contrary to our cultural norms and out of Pakistani local context. Despite of text, the next crucial ingredient for learning English is, the portion of exercise. In addition to the text adaptation, there was also need to adapt some of the exercises which were either out of context or insufficient to promote purposeful learning. The four main techniques that has been applied for the adaptation in the present study; Adding, Deleting, Modifying and Simplifying. The analysis of controlled exercises also proves that English is being taught not as a language, but as a subject which can be easily testified objectively. The study helps students to be aware that they should not follow English textbooks blindly. Rather, they should prepare their minds to think on such lessons with all different perspectives. It is also helpful for Government to bring such adaptations in English textbooks where it demands so that students can achieve their communicative purpose of learning English.

Conclusion

The results of the current study highlight the different adaptation needs in the selected lesson. Firstly, certain sentences are modified for the cultural concerns. All the selected sentences show the ideas based on cultural difference, class discrimination, and gender biased inequality regarding character and in performing social roles. Moreover, the complex syntactic structures are used to convey signal thought. So, the importance of contextual study is emphasized in the adapted version of the text. Secondly, the original exercise does only focus on the controlled writing and speaking. Most of them show contextual limitation and relativity with the text lesson, that cause controlled nature learning to the huge group of learners. Therefore, the possibility to achieve maximum learning outcomes through CLT are minimized. The study suggests adaptations needs in the Communication Language Teaching for the Pakistani Universities Text Books for English. Consequently, the learning importance of English is not merely testified objectively as a subject, but a language for overall effective communication.

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