

Implementing Literature through Poems and Songs using Textbook Adaptation Strategies in Third Year Primary Education Textbook

دمج الأدب من خلال القصائد والأغاني باستخدام استراتيجيات تكيف الكتاب المدرسي في كتاب السنة الثالثة ابتدائي

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Abstract

Teaching children in primary school is a challenging profession inasmuch as it is difficult to teach and motivate them successfully. This article attempts to cast light on the importance of using literary texts through poems and songs in the textbook of third year primary education. The research endeavors to analyze the textbook from the standpoint of literature. Then, it seeks to demonstrate how to integrate poems and songs in the syllabus through using textbook adaptation strategies. Hence, the research reveals the lack of implementing literary texts in the textbook. Thus, it demonstrates the great importance of using poems and songs that are relevant to pupils' age, level, culture and area of interest and suggests many materials and activities to be integrated in the textbook for third year primary education.

Keywords: literature, poems, songs, syllabus, textbook adaptation strategies, third year textbook.

الملخص :

تعليم الأطفال في المدارس الابتدائية هو مهنة تحديات لأنه من الصعب تعليمهم وتحفيزهم بنجاح. يحاول هذا المقال إلقاء الضوء على أهمية استخدام النصوص الأدبية من خلال القصائد والأغاني في كتاب السنة الثالثة ابتدائي. يسعى البحث إلى تحليل الكتاب المدرسي من وجهة نظر أدبية. ثم يسعى إلى توضيح كيفية دمج القصائد والأغاني في المنهاج الدراسي من خلال استخدام استراتيجيات تكيف الكتاب المدرسي. ومن هنا، يكشف البحث عن نقص في دمج النصوص الأدبية في الكتاب المدرسي. وبالتالي، هذا البحث يظهر أهمية كبيرة لاستخدام القصائد والأغاني ذات الصلة مع عمر التلاميذ، ومستواهم، وثقافتهم، ومجال اهتمامهم، ويقترح العديد من المواد والأنشطة لتكون مدمجة في كتاب السنة الثالثة ابتدائي.

كلمات مفتاحية: الأدب، قصائد، أغاني، منهاج، استراتيجيات تكيف الكتاب المدرسي، كتاب السنة الثالثة ابتدائي.

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1. INTRODUCTION

Recently, English has been integrated in the Algerian primary school through the publication of the textbook of “My Book of English” for third year primary education. This is regarded as a significant decision to advocate the use of English, as an international language for education and scientific research, in the Algerian educational institutions. However, the content of the textbook has triggered many responses. In this regard, this article endeavors to scrutinize the content of third year primary textbook from the perspective of literature. It aims to analyze the textbook to diagnose the most used types of literary texts in the textbook in order to suggest the integration of other literary genres, like poems and songs. Hence, this research seeks to cast light on the benefits of integrating literature, especially poems and songs for young pupils in order to enhance their English language proficiency.

2. Children’s Way of Learning

Children, compared to other learners, have very special characteristics of learning. According to Piaget, children at the age between seven and eleven years old develop concrete logical thinking. In other words, they can understand concrete rather than abstract ideas. Ninivaggi also viewed that children, at this stage, develop concrete stage (Ninivaggi, 2013, p. 297). They are attached to concrete subjects. Children develop visual learning and they like listening to stories which are important to develop their language skills and cognitive abilities. In addition, Kieran Egan described different layers of learners’ educational development. Children between four and ten years old develop the Mythic layer. At this stage, children rely heavily on their emotions, feelings and values by appreciating learning that appeals to their emotional needs. They learn best in terms of oppositions, like good and bad. Furthermore, they have a high level of imagination that can be used to develop their language learning. Children view life in relation to “absolutes”, like the world of fairy tales, where the witch is all wicked and the prince is absolutely nice. For this reason, Egan viewed that storytelling, in terms of fairy tales, is the best way to teach children at this stage inasmuch as it includes emotions, moral lessons, opposites and open to a wide

imagination(Egan, pp. 15-16). In this regard, children can learn in a better way.

According to foreign language center Iowa State University, there are many characteristics of children's learning. They concentrate on meaning rather than on grammar. Moreover, they use their senses and rely on visual clues in language learning. Most importantly, they acquire their language through listening. Then, later, they develop their analytical abilities.(Characteristics of Young Learners, p. 5). They are playful and rely on their senses in learning. Children easily lose interest and get easily distracted. In this case, using stories in teaching can highly maintain their focus.

Albeit literature seems far removed from children's level inasmuch as it requires an elevated level of analysis, some literary genres can highly align with the needs of children to develop their language acquisition, especially stories, fairy tales, poems and songs.

3. The Importance of Literature for Children

Several people consider literature as an arduous subject that is irrelevant to teaching and real practical life since it is based on imagination and fiction. In addition, it requires a high level of thinking which is not congruent with children's low level of thinking. However, this research attempts to show that literature can be easily implemented in the syllabus of primary education and it is highly important in enhancing children's language learning.

Literature is an essential source to develop language acquisition. It can be used to contextualize the language to be easily understood by children inasmuch as they prefer concrete rather than abstract thinking. Literature can be used to teach children values that should be contextualized in stories instead of presenting them as "abstract concepts"(Signes, M., Kazmierczak, M., Amado, L., Acereda, A., & Bártoli, L, 2017, p. 21). Furthermore, literature can help to contextualize essential concepts for children, like family and society (Pulimeno, M., Piscitelli, P., & Colazzo, S, 2020). It can be a good source to develop children's emotional side through exposing them to different feelings.

Literature can be a vital source to learn new words and skills in the target language. Shuqair and Dushti stated, in their experimental study, that many teachers claim that literature is really helpful to develop children's vocabulary,

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grammar and the four language skills in terms of listening, speaking, reading and writing (Dashti, A. & Shuqair, K. , 2019).

Literature can be used by teachers to provide learners with authentic materials and new information. It can also enrich learners' linguistic and cultural competences by exposing learners to foreign cultures different from their own culture to accept difference and tolerance of other cultures.

Although literature, in the past, was not given importance in the curriculum, in recent studies, there is a revival of implementing literary texts in language teaching. For Rosario Cuesta, literature has been reintroduced in the teaching materials in recent years due to its beneficial outcomes for learners (Cuesta, 1995, p. 104). In addition, Gillian Lazar explained the benefits of using literature in language teaching. It develops learners' language acquisition through using motivating and authentic materials. It helps them to increase their critical and interpretive abilities by referring to other cultural practices different from their own culture. (Lazar, 1993, pp. 14-15). Accordingly, literature develops learners' language proficiency in terms of language use and usage.

In fact, literature is a broad subject. It includes many genres. Generally, it is divided into two main categories: fiction and nonfiction. The latter refers to history, essay, biography and autobiography and other writings that are not based on imagination. However, fiction includes stories, short stories, novellas, novels, plays and poems. In this regard, this research sheds light on the importance of poems and songs and their implementations in the syllabus of primary education.

4. The Importance of Poems and Songs for Children

Albeit poetry and songs are regarded as difficult types of literature, they can be adapted to learners' needs and level inasmuch as they are highly important. They share many common points. Accordingly, they appeal to readers' emotional side inasmuch as they rely on sound patterns and rhythms. In addition, they require special short and precise diction and language. However, songs are part of poems that rely on using music. In this regard, a poem is written to be read silently or loudly while a song is composed to be sung loudly. In addition, a song

is simpler than a poem in terms of language and structure.

Despite the differences between poems and songs, they are attractive to children because of their rhythm, beat and pitch. According to Ruth Wickham, both poems and songs raise learners' motivation. They are useful in teaching pronunciation, like intonation and stress. Most importantly, poems and songs are memorable materials because they are precise and concise.(Wickham, 2013, p. 9). In addition, poems and songs can develop learners' affective, cognitive, linguistic, social and cultural abilities. That is to say, they can raise learners' motivation and good feelings. They develop learners' knowledge and language proficiency through acquiring new vocabulary and sound patterns. They are a good material to develop language skills, especially listening and speaking.

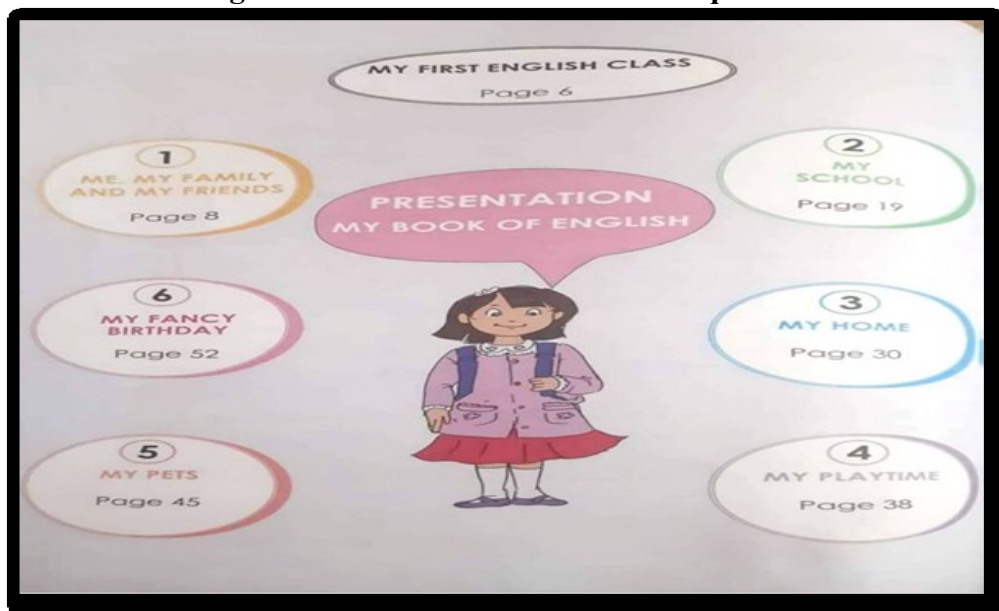
Furthermore, poems and songs can help learners to socialize with others through singing together and developing social skills. They are a rich source for learning other countries' cultural practices.(Wickham, 2013, p. 28). They are helpful to create a healthy atmosphere in the classroom to break the routine of teaching in order to encourage joyful learning. Hence, poems and songs, as part of literature, are important in language teaching and learning. In fact, literature has been given great importance in recent syllabi and programs. Yet, is it included in recent textbooks in Algerian primary education?

5.The Analysis of My Book of English for Third Year Primary Education

The textbook for third year primary education was published in 2022. It is entitled "My Book of English". It was designed by TamrabetLounis who is the head of the project and syllabus designer and ChenniAbdelfatah who is a material writer(Tamrabet, 2022). It includes 64 pages. The textbook is composed of these sequences as it is demonstrated in the following figure:

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FigureN° 1: Third Year Textbook Sequences



Source:(Tamrabet, 2022, p. 3)

The book includes interesting topics relevant to children's needs and areas of interest. However, the analysis reveals the absence of communicative and linguistic objectives of the textbook, unlike other textbooks in Middle and Secondary school education where they are clearly stated for teachers. In addition, the analysis also unravels the absence of cultural aspects of the English language and lack of authenticity of the teaching materials and activities. In other words, there are no references to the target language and many examples related to the native culture. The only reference to English culture is on pages 15 and 34 where there is a boy named Peter from London and on page 16, there is a flag of Great Britain.

In relation to literature, the analysis of the textbook from the perspective of literature demonstrates that there are a few stories and they are relevant to the native culture. For example, in the following figure on page 13, children are required to listen to a story about a group of children sitting in the park where Meriem introduces her Tuareg friend Tin Hinan to her brother Yassine. This story is relevant to the Algerian culture and there is no reference to English culture.

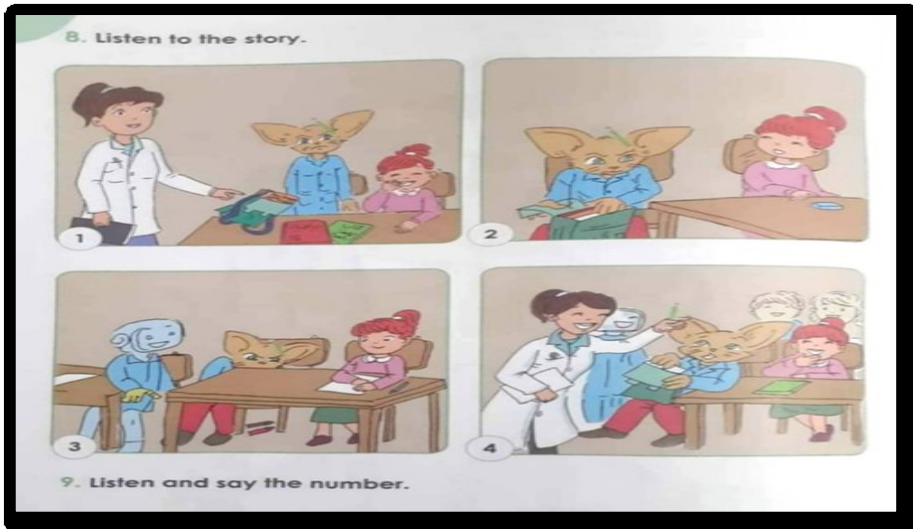
Figure N° 2: Story



Source:(Tamrabet, 2022, p. 13)

In addition, on page 22, there is another story about a group of children inside the classroom. However, it includes special characters in relation to Fennec and Robotkid. The Fennec is looking for his school things:

Figure N° 3: Fennec and Robotkid Story

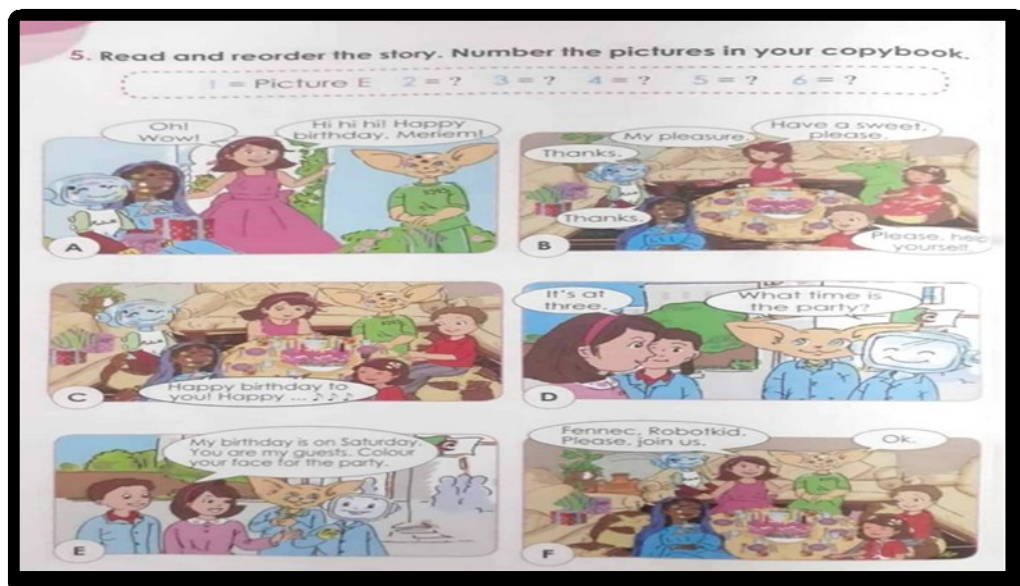


Source: (Tamrabet, 2022, p. 22)

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Moreover, another story is mentioned on page 54. It is about a group of children with Fennec and Robotkid celebrating Meriem's birthday.

Figure N° 4: Birthday Story

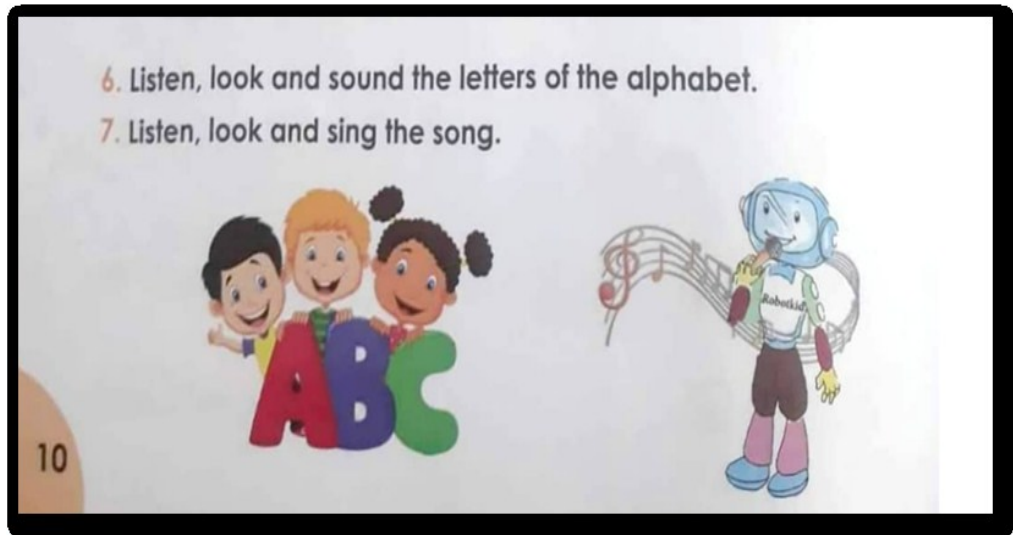


Source: (Tamrabet, 2022, p. 54)

The abovementioned figures are about stories which are part of literature; however, they are mainly about Algerian culture and there is no reference to authentic English stories and culture. Hence, albeit literature is given importance in recent approaches of teaching, it is not used adequately in the textbook.

Regardless of literature, in general, poems and songs are not frequently used in the textbook. On page ten, in activity number seven, learners are required to listen, look and sing the song about alphabets. The song is sung by a robotkid and not a child as it is shown in the following figure:

Figure N° 5: Alphabets Song



Source: (Tamrabet, 2022, p. 10)

In addition, on page 21, activity seven is about listening, looking and singing a song about colours. It is also sung by a robotkid as it is demonstrated in this figure:

Figure N° 6: Colours Song



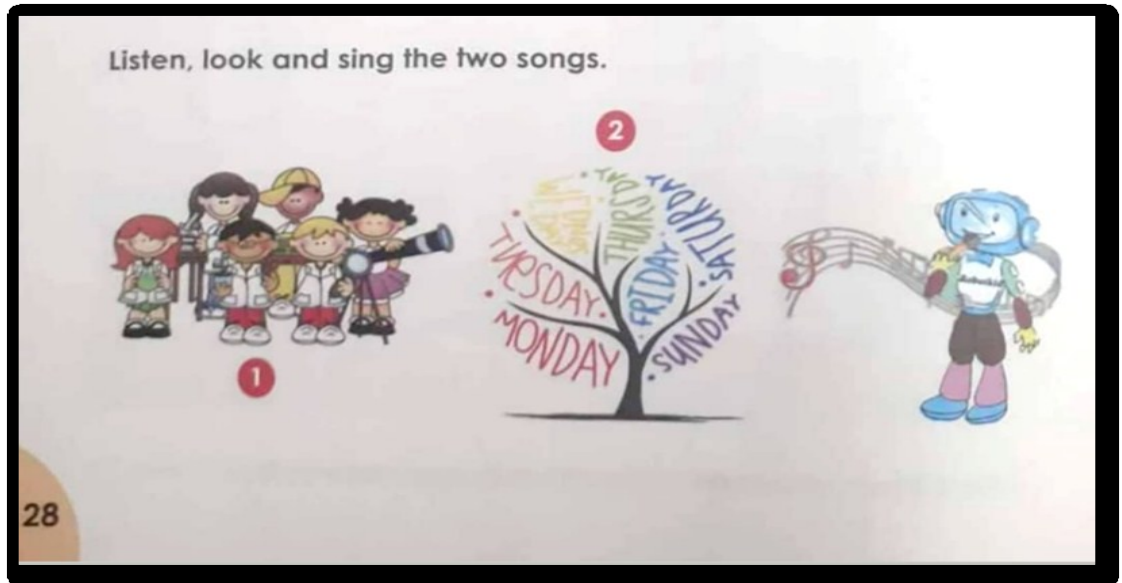
Source:(Tamrabet, 2022, p. 21)

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However, the songs are not followed by any activity. In addition, in the teacher's listening script, there is no reference to the song's lyrics or poem's text.

On page 17, there is a song about family members and on page 28, the song is about days. Furthermore, there is a song about house on page 37 and on page 43, the song is about children's toys. The last two songs are mentioned on page 50 and 61. The first is about pets and the last song is about birthday party. Unlike the first songs, an important remark about these songs is that there is no page number for the activity as it is shown in this figure:

Figure N° 7: Days Song



Source: (Tamrabet, 2022, p. 28)

Apart from the absence of activity number, the songs are not followed by any activity and there is no reference to poems or lyrics in the teachers' listening script.

Albeit the topics of songs are interesting and relevant to children's needs, they are not used for educational purposes. In other words, they are used at the end of the sequences and most of the activities of the songs are without number as if they are additional and unimportant. They are just used for entertainment inasmuch as they are not followed by any activity. There is no script of the songs

to be followed by the children. The latter cannot read the scripts, but the presence of the script helps learners to be familiar with the target language. Most importantly, they are not realistic, they are sung by a robotkid instead of a child.

Hence, the analysis of third year primary education textbook shows the shortage of using literary texts, in general, and poems and songs, in particular, although literature is given more importance in recent teaching curricula. Thus, despite the fact that textbooks are important, a teacher, sometimes, needs to make some modifications to satisfy learners' needs and area of interests. Such rectifications can be achieved through the use of textbook adaptation strategies.

6. Textbook Adaptation Strategies

Textbook adaptation strategies are modifications and changes used by teachers to make the content of the selected textbook congruent with the needs of his/her learners. Although textbooks are designed by experts, their content is not relevant to every educational context. In fact, the adaption can be in relation to examples, activities, tasks, evaluations and every aspect of the textbook.

There are many levels of textbook adaptation. According to Cunningsworth, the teacher can make modifications if there is no consistency between the learning objectives and the activities. In addition, if there is a disorder in terms of activities and difficulties in language, the teacher can adapt the textbook. The last level of modification is when the content of the textbook is not relevant to learners' interests and culture, the teacher needs to make some textbook adaptations.(Cunningsworth, 1995, p. 137)

There are many textbook adaptation strategies. For McDonough, J., & Shaw, C, and Mashuhara(2003), adaptation strategies are relevant to addition, deletion, modification; simplifying, and re-ordering. For addition can be either through expanding the quality or extending the quantity of the material. However, omission can be achieved by reducing the length of the material through subtraction or omitting the content through abridging. The third strategy is modification that can applied through rewriting the material or restricting the grouping of learners during integrating tasks. The next strategy is simplifying the activities' instructions for learners. For re-ordering, it is to modify the order

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and sequence of the activities and contents. (McDonough, J., & Shaw, C, and Mashuhara. , 2003, pp. 70-77). In this regard, the teacher can use one or all the strategies. It depends on the level of learners.

In relation to the previous ideas about the shortage of using literary texts, in general, and poems and songs, in particular, in third year primary textbook and the increasing importance of implementing literary texts in contemporary programs and textbooks, the next element of this research demonstrates how to integrate literary texts, especially poems and songs in third year primary education through the use of textbook adaptation strategies.

7. Selecting Literary Texts, Poems and Songs for Children

The selection of appropriate teaching material is an essential pillar in the success of the teaching learning process. A teacher at primary school needs to take into consideration children's level, age, area of interest and cultural background. In this regard, the selected literary text, whether a story, poem or song, should be short inasmuch as children easily lose their focus. It should be also written in simple language and sentence structure. According to Wickham, there are three criteria to select poems and songs for learners. They should be readable. This means they are easy to be read or sung according to the level of learners. Their language should be easy and approachable. The second criterion is the selection of appropriate content in relation to learners' age, level and culture. Then, the last criterion is that poems and songs should be exploitable to use them as teaching materials for new vocabulary, grammar and pronunciation (Wickham, 2013, pp. 45-46). In other words, they should not be used for only entertainment. It is necessary to use them to teach the target language through focusing on language use and usage and developing learners' skills.

In some cases, if the selected poem or song is important, but its language or structure is not relevant to learner's level, the teacher can adapt the material to cope with learners' needs. S/he can modify some words as s/he can change the structure of a sentence to make it easy for learners to grasp. In this regard, the

teacher decides about the appropriate material to be included in the syllabus. Hence, in selecting teaching and learning materials, the teacher needs to take into consideration the needs, levels and interests of learners. In addition, the availability of the material and the linguistic difficulty are important criteria in selecting the literary text. Accordingly, various literary types can be implemented in the textbook of third year primary education. They can be related to stories, fairy tales, songs and poems.

The teacher can use stories and fairy tales to teach moral lessons and language use and usage for children. Since children learn through concrete matters, it is advised to use stories as a context to teach vocabulary, language patterns and skills, especially listening and speaking. For example, “The Lion and the Mouse” can be used to teach children the notion of help and other language patterns. Moreover, the story of “Jack and the Beanstalk” can be implemented by teachers to teach finding solutions and seizing opportunities as it can be used to develop learners’ language proficiency. In addition, fairy tales as “Cinderella” and “Hensel and Gretel” can be used to teach many moral lessons and vocabularies relevant to children’s level.

Apart from stories, children like poems and songs. In this regard, a teacher can integrate them in primary education textbook through adaptation strategies to motivate learners. However, any teacher needs to take into consideration the level of children by selecting simple easy poems relevant to their area of interest. For instance, a teacher can select this poem which is related to children’s practices in the morning:

Figure N° 8: “The Morning Rush” Poem

The Morning rush
Into the bathroom,
Turn on the tap.
Wash away the sleepiness –
Splish! Splosh! Splash!

Into the bedroom,
Pull on your vest.
Quickly! Quickly!
Get yourself dressed.

Down to the kitchen.
No time to lose.
Gobble up your breakfast.
Put on your shoes.

Back to the bathroom.
Squeeze out the paste.
Brush, brush, brush your teeth.
No time to waste.

Look in the mirror.
Comb your hair.
Hurry, scurry, hurry, scurry
Down the stairs.

Pick your school bag
Up off the floor.
Grab your coat
And out through the door.

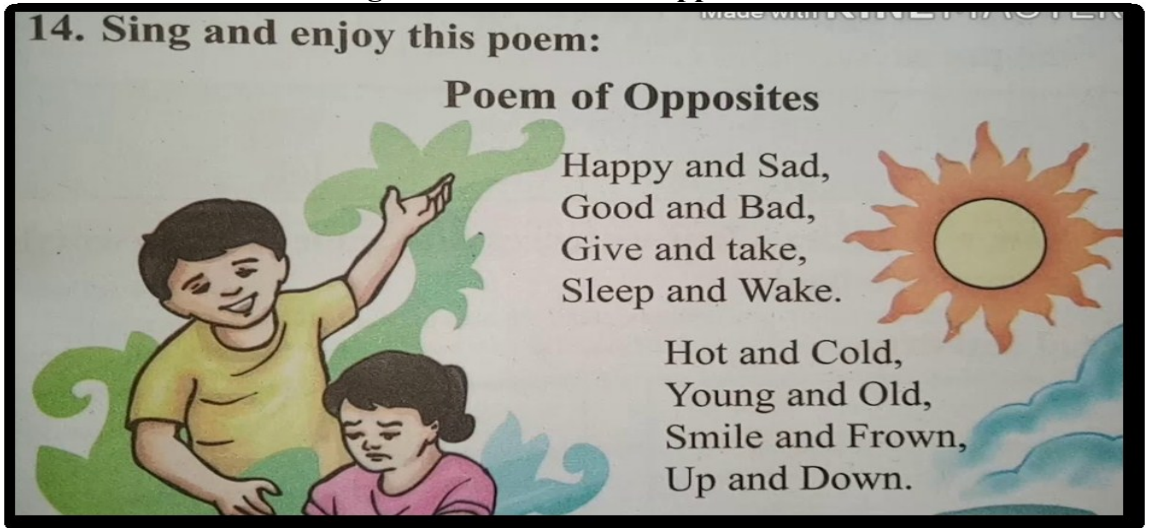
John Foster

Source: Foster, J., Internet, 2024

The poem can be used to teach house parts as kitchen, bathroom, bed room as it can be used to teach them to save time. Another effective way to use this poem is to ask children to sing it using their own rhythm to motivate and engage them in the teaching and learning process.

A teacher can use other types of poems that should be relevant to children's level. For example, a teacher can use opposite poem since children like to study in opposites as it is shown in this figure:

Figure N° 9: Poem of “Opposites”

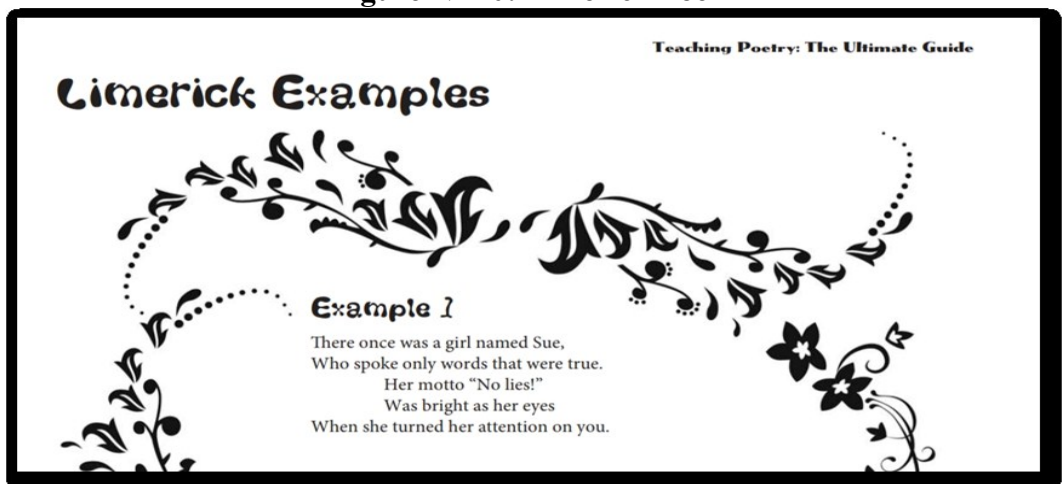


Source: Google image, 2024

In this case, children can remember easily words and their opposites in a funny way. In addition, since the poem is short, it is memorable for children.

In addition, a teacher can use other types of short poetry, like limerick, pyramid, acrostic and cinquain to teach some language patterns. Limerick is a funny poem that includes five verses. For example, this poem can be implemented for children:

Figure N° 10: Limerick Poem

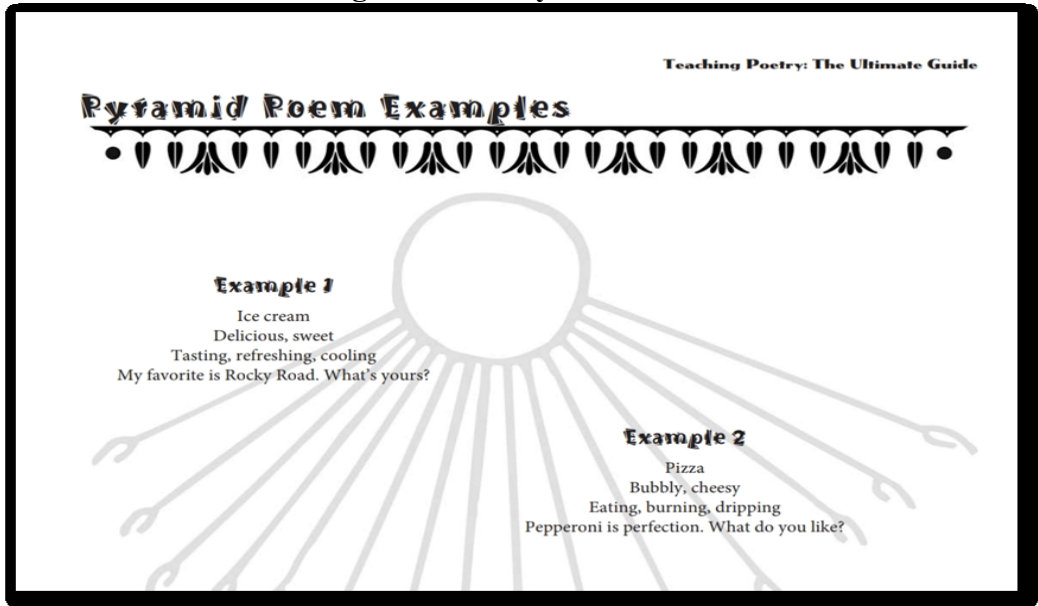


Source:(Cohen, 2011, p. 47)

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This poem can be used to teach children a moral lesson as it can be used to teach vocabulary and sounds. Another poem that can be used is pyramid poem which includes four lines in the form of a pyramid as it is shown in this figure:

Figure N° 11: Pyramid Poem



Source:(Cohen, 2011, p. 36)

This poem can be used to teach food for children in a very simple and direct language.

Another interesting and simple type of poetry that can be used to teach children the target language is shape poetry. The latter is written in a form which reflects the topic of the poem as it is demonstrated in the following figure:

Figure N° 12 : « Star so Bright » Shape Poem



Source: Betts. J., Google Image, 2024

This poem can be used to teach sounds and new words. Children can memorize the poem so easily because of its rhythm and sound patterns. Most importantly, the shape attracts children's attention to motivate them to read it.

Regardless of poems, songs can be used in an effective way to teach children the foreign language. In the website of British Council Kids, there are many suggested poems and songs along with their activities for children. For example, to teach children alphabets, it is advised to use the following song to memorize alphabets and have fun as well. The song is shown in the following figure:

Figure N° 13: “The Alphabet Song”

The alphabet song	Song
A - B - C - D - E I'm in the jungle in a coconut tree F - G - H - I - J Do you want to come and play? K - L - M - N - O - P - Q I will bring a friend or two R - S - T - U - V A zebra and a chimpanzee W - X - Y - Z We'll play until it's time for bed.	
A - B - C - D - E I'm in the jungle in a coconut tree F - G - H - I - J Do you want to come and play? K - L - M - N - O - P - Q I will bring a friend or two R - S - T - U - V A zebra and a chimpanzee W - X - Y - Z We'll play until it's time for bed.	

Source: British Council, 2024

It is very helpful to provide learners with the lyrics of the song to be familiar with the language although they do not know how to read. In addition, the song can be used for entertainment and most importantly as a tool to teach language. In this regard, the following language activities can be used from the aforementioned song:

Figure N° 14: Activities of “The Alphabet Song”

3. Fill it in! a b c

Write the missing big and small letters of the alphabet.

A _	_ b	C _	_ d	E _	_ f	G _
_ h	I _	_ j	K _	_ l	M _	_ n
O _	_ p	Q _	_ r	S _	_ t	U _
_ v	W _	_ x	Y _	_ z		

4. Write and draw!

What letters are there in your name? Write your name and draw a picture of yourself!

My name is

Source: British Council, 2024

Thus, in this case, children memorize the alphabets and the song can be also used to teach them how to write them.

Another song about greetings can be adapted to primary education textbook. Instead of teaching children greetings in a very abstract way, using a song that includes them can be highly motivating and effective in teaching the target language as it is mentioned in the following figure:

Figure N° 15: “Hello Song”

Hello, hello, hello

Hello, hello, hello, my name is Ali.
 Hello, hello, hello, I'm nine years old.
 Hello, hello, hello, I'm pleased to meet you.
 This is my sister.
 This is my brother.

Hello, hello, hello, my name is Nanu.
 Hello, hello, hello, I'm six years old.
 Hello, hello, hello, how old are you?
 Hello, hello, hello, what's your name?

My name is B23A,
 But I do not know my age.
 Hello, hello, hello, it's good to meet you.
 Good to meet you too.
 I'm just an ordinary robot,
 But when I move,
 I make a cool sound.

Hi, hi, hi,
 Hi, hi, hi, hi, ...

Song

Source: British Council, 2024

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Actually, the song includes many aspects. It is not only about greetings. It includes teaching family members and introducing oneself. Thus, children can enjoy listening and learning through this song. The activities that can be used from this song are as follows:

Figure N° 16: Activities of “Hello Song”

3. What's the order?

Listen to the song. Put the words in the correct order.

a. is My Ali: name

My name is Ali.

b. nine old. I'm years

c. you. meet pleased to I'm

d. is sister. This my

e. are How you? old

f. name? your What's

abc



Source:British Council, 2024

Hence, the song can be used for entertainment and language learning.

Another song that can be implemented in the textbook is entitled “Quiet Please”. Through this song a teacher can teach children many classroom instructions and school things in a funny way that can be grasped by many children. The song is as follows:

Figure N° 17: “Quiet, Please Song”

Quiet, please	Song
Good morning, children! Good morning!	
Stand up, sit down Stand up, sit down	
Have you got a pencil? Turn to page one Quiet, please, children The class has just begun.	
Can I have a pencil, please? Can I have a pencil, please? Yes, here you are.	
Stand up, sit down Stand up, sit down	
Have you got some scissors? Turn to page two Quiet, please, children Have you got some glue?	
Can I have some glue, please? Can I have some glue, please? Yes, here you are.	
Stand up, sit down Stand up, sit down	
Have you got a ruler? Turn to page three Quiet, please, children Listen to me!	
Can I have a ruler, please? Can I have a ruler, please? Yes, here you are!	

www.britishcouncil.org/learnenglishkids
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Source:British Council, 2024

In this regard, songs are highly effective in teaching young children the target language through concrete context rather than abstract concepts. From this song, many activities can be used to teach children. The following activities can be suggested in the textbook of fourth year primary education:

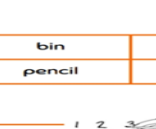
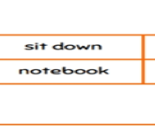
Figure N° 18: Activities of “Quiet, Please Song”

Quiet, please

1. Match them up!

Draw a line to match the picture and the word.





childrenstand upsit downquietbincoat

scissorsrulernotepadcrayonspencilglue

2. What's the order?

Listen to the song and put the school things in order.

1

ruler

notebook

pencil

glue

crayons

scissors

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Source: British Council, 2024

Thus, these are some examples that demonstrate how to implement literary texts, especially in relation to poems and songs in third year primary education textbook through the use of textbook adaptation strategies. Accordingly, the analysis of the textbook shows the lack of using poems and songs. In fact, the implemented songs are placed at the end of the sequence as additional materials without any number for the activity. They are used just for entertainment. In this regard, it is preferable to use poems and songs, which are relevant to the topic of the lessons at the beginning of the sequence to attract children’s attention and to raise their motivation. Most importantly, through poems and songs, the target language is put in a concrete context to help children learn in a better way.

8. Recommendations

After the analysis of the textbook of third year primary education, it is unraveled that literary texts, particularly poems and songs, are not well implemented in the textbook albeit they are given more importance in

contemporary studies and researches. In this regard, textbook designers should give more value to the subject of literature, in general, and poetry and songs, in particular, through integrating abridged interesting texts that align with children's age, level, culture and area of interest. Teachers also should be creative in using the materials of the textbook or can adapt it through the use of textbook adaptation strategies to satisfy children's needs and develop their language proficiency in an effective way. Most importantly, researchers should shed light on implementing literary texts in primary education through suggesting practical activities that can enhance children's language use and usage.

9. CONCLUSION

The analysis reveals the shortage of using literary texts in third year primary education textbook. Accordingly, literature is not given importance in the textbook. However, this research endeavors to cast light on the importance of implementing literary texts, in general, and poems and songs, in particular, for children in recent studies. The findings show the great benefits of using poems and songs for children to raise their motivation and to develop their language proficiency. Many poems and songs have been suggested along with their activities to be implemented in the textbook through the use of textbook adaptation strategies. However, this is one possible suggestion to enrich the content of the recent published textbook which is open to future suggestions and modifications.

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