

THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIQUE RESEARCH

Mentouri University, Constantine
Faculty of Letters and Languages
Department of Foreign Languages

**The Suitability of the First Year Secondary School Coursebook
'At The Crossroads' to the Algerian Teaching Environment**

Thesis submitted to the Department of Foreign Languages
In candidacy for the degree of Doctorat d'Etat
In Applied Linguistics

By: BELOUAHEM Riad

Supervisor: Prof. HAROUNI Zahri

Board of Examiners

Chairman:	Dr. MOUMENE Ahmed	M.C., Mentouri University, Constantine
Supervisor:	Pr.HAROUNI Zahri	Prof., Mentouri University, Constantine
Member:	Dr. KESKES Said	M.C., Ferhat Abbas University, Setif
Member:	Dr. HAMADA Hacene	M.C., E.N.S, Constantine
Member:	Dr. LABED Nacif	M.C. Mentouri University, Constantine

October 2008

Dedications

I dedicate this thesis to:

My wife, my son Abdou, my daughter Mouna

The memory of my father

My Mother

My Brothers and sisters

My friends

My students

Acknowledgements

I would like to express my extreme and hearty gratitude to Prof. Harouni Zahri first, for her distinguished humane qualities, for her precious guidance , for her perfect sense of understanding, for her willingness and principles , for her encouragement, cheering up, support and patience.

I would also like to thank all the teachers for their useful documents and help, and all those who were behind the elaboration of this work.

I would also like to thank all the members of the Board of Examiners who have kindly accepted to examine the present thesis.

Abstract

The present research attempts to examine the suitability and effectiveness of the coursebook 'At the Crossroads' used in the first year of the secondary school in Algeria. This evaluation aims to achieve insights into teachers' and learners' perceptions of the coursebook and to explore whether the coursebook serves the students expectations in relation to the objectives of the programme as defined by the Ministry of Education and whether the teachers appreciate the material in use. The evaluation phase focuses on the strengths and weaknesses of the coursebook and is examined according to a variety of frameworks and criteria. The extent to which the coursebook in use meets the aims of the programme is also considered.

To give consistency to the evaluation phase, two questionnaires have been submitted to teachers and learners so as to gather the necessary data about the content of the coursebook.

The results obtained revealed that despite the fact that the coursebook matches the objectives of the Ministry of Education, it does not completely suit the teachers' and the students' expectations and is not fit for the target group of teenagers. Adaptation, therefore, becomes undeniable.

List of abbreviations

1 A.S: Première Année Secondaire (first year of the secondary school).

E.F.L: English as a Foreign Language.

E.L.T: English Language Teaching.

E.S.L: English as a Second Language.

F.L: Foreign Language.

T.A.P.S.: Teachers –alone- pair work- small groups

T.B.L: Task- Based learning.

T.B.L.T: task -based Language Learning.

T.E.F.L: Teaching English as a Foreign Language.

List of Tables

Table 1: choices for the classroom.....	19
Table 2: different ways of classifying learning styles	25
Table 3: contextualized grammar practice activities.....	42
Table 4: Ideas for coordinating different language categories	59
Table 5: Teachers' role	67
Table 6: learners' role	69
Table 7: ways to adopt materials	95
Table 8: checklist for an ideal textbook	98
Table 9: unit in 'At The Crossroads'	103
Table 10: the project workshop	105
Table 11: Writing activities in 'At The Crossroads'	134
Table 12: criteria for a good speaking class	140
Table 13: teaching experience	161
Table 14: The Coursebook's Organization	179
Table 15: The Learners' Favourite Topics	198
Table 16: The Coursebook and real Situations.....	204

Table 17: The Coursebook and language skills.....	207
Table 18: Balance of skills	208
Table 19: The Coursebook and the Aims of the Learners	209

List of Graphs

Graph 1: the Coursbook's Organization	179
Graph 2: the learners' favourite topics	198
Graph 3: the coursebook and real life situations	204
Graph 4: balance of skills	208

List of Figures

Figure 1: Language Curriculum Development Processes.....	16
--	----

List of Diagrams

Diagram 1: The Interrelationship between the language skills	128
Diagram 2: Listening and speaking in 'At the Crossroads'	141

Contents

INTRODUCTION.....	1
1. Chapter I/ The Requirements of a Coursebook in Algeria	
Introduction.....	7
1.1. Specific Objectives Based on the Algerian Situation	8
1.2. General Objectives	11
1.2.1. Linguistic Objectives	12
1.2.2. Methodological Objectives.....	12
1.2.3. Cultural Objectives	12
1.3. The Learner's Needs	14
1.4. Factors Influencing Second Language Learners	19
1.4.1. Age	20
1.4.2. Learning Styles	22
1.4.3. Learning Strategies	26
1.4.4. Cognitive Strategies	26
1.4.5. Metacognitive	27
1.4.6. Resources Management Strategies	27
1.4.7. Past language Learning Experience	28
1.4.8. Motivation	28
1.4.9. Anxiety	32

1.4.10. Attitude	33
1.4.11. Self-Esteem	33
Conclusion.....	34

Chapter II/ The Syllabus

Introduction.....	35
2.1. Definition.....	36
2.2. The Grammar Syllabus.....	38
2.3. The Situational Syllabus	43
2.4. The Notional/Functional Syllabus	45
2.5. The Skill-Based Syllabus	50
2.6. The Topic-Based Syllabus	51
2.7. The Task – based Syllabus	52
2.8. The Multi- Syllabus Syllabus	56
2.9. The Competency-Based Approach	62
2.9.1. Background	62
2.9.2. Distinguishing Features	63
2.9.3. The Teachers’ Role & Teaching Strategies	65
2.9.4. The Learners’ Role & The Learning Strategies	68
Conclusion.....	70

3. Chapter III/ Material Evaluation

Introduction.....	71
3.1. What is Material Evaluation?	71
3.1.1. Purpose (Why Evaluate?)	73
3.1.2. Audience (Who For?)	73
3.1.3. Evaluator (Who?)	74
3.1.4. Content (What?)	74
3.1.5. Method (How?)	75
3.1.6. Timing (When?)	76
3.2. Rationale and Aspects of Material Evaluation	77
3.3. Material Evaluation : Approaches and Procedures	80
3.3.1. Predictive and Retrospective Evaluation	80
3.3.2. Morrow's Criteria	82
3.3.3. Green and Candlin's Criteria	83
3.3.4. The Three-Stage Framework	84
3.3.5. External and Internal Evaluations	85
3.3.6. The Localization Framework	86
3.3.7. Penny Ur's Criteria for EFL/ESL Coursebook Assessment	87
3.3.8. Cunningsworth's Five Aspects of Evaluation	87
3.4. The Importance of Communicative Teaching Material	89
3.5. The Need for Course Adaptation	91

3.6. Coursebook Evaluation Echecklist	97
Conclusion	99

4. Chapter IV/ Textbook Evaluation

Introduction.....	100
4.1. General Presentation	100
4.2. Unit Organization	102
4.3. Aims and Objectives	107
4.4. Language Content	110
4.4.1. Grammar	110
4.4.1.1. Grammar Teaching	110
4.4.1.2. Evaluation of the Coursebook in Terms of Grammar Teaching.....	112
4.4.2. Vocabulary	119
4.4.2.1. Vocabulary teaching	119
4.4.2.2. Evaluation of the Coursebook in Terms of Vocabulary Teaching.....	120
4.4.3. Pronunciation	123
4.4.3.1. Pronunciation Teaching	122
4.4.3.2. Evaluation of the Coursebook in Terms of Pronunciation Teaching.....	124
4.4.4. Skills.....	126

5. Chapter V/ Analysis of the Teachers' and the Learners' Questionnaires

Introduction	158
5.1. Teachers' Questionnaire	159
5.2. Students' Questionnaire	193
Conclusion.....	212

6. Chapter VI/ Pedagogical Recommendations

Introduction.....	214
6.1. Topic Coverage	214
6.2. Reading Texts	215
6.3. Audio-Equipment	216
6.4. Preferred Activities	217
6.5. Adapting Activities.....	219
6.6. Design and Illustration	220
6.7. Games	221
6.8. Topics Related to Teenage Life and Interest.....	223
6.9. Cultural Aspects	223
6.10. The Need for a Workshop	226
6.11. Teacher Training	228
6.12. Time Available	231
6.13. The Classroom Situation	232
6.14. Learners' Needs.....	232

Conclusion	235
GENERAL CONCLUSION	237
Bibliography	241
Appendixes	
Appendix I: Questionnaire for Students	I
Appendix II: Questionnaire for Teachers	II
Appendix III: Unit I of 'At the Crossroads'	XIX

INTRODUCTION

1. Rationale of the Study

Coursebook evaluation is a necessary and worthwhile process for teachers in any context and not only an exercise to be carried out for language teaching purposes. Making a detailed evaluation of a coursebook or set of materials used in a specific working context requires considering the syllabus followed, the methodology employed and the learners' objectives and needs.

This research aims to examine the suitability and effectiveness of the coursebook, 'At The Crossroads', in use in the first year of the secondary school. It aims at shedding light on the teachers and learners' perceptions of the coursebook in use and to determine whether it serves the learners' expectations with regard to the objectives of the programme as defined by the Algerian Ministry of Education. It also investigates the teachers' views on the coursebook in the light of the objectives of the programme.

More particularly, this study aims to throw light on the important requirements of a successful coursebook and examine the criteria to be taken into account when writing a coursebook. Furthermore, the study will centre round the content of the coursebook, 'At The Crossroads' (1ere AS) that we

have selected for this research in order to evaluate its effectiveness and show whether it meets the learners' needs and expectations.

A large number of secondary school teachers claims that although hypothetically it seems that the coursebook is likely to meet the needs and objectives of the learners, in practice, the students need more opportunities to develop their communicative skills and generate their critical thinking. There is also a claim which says that though the new approach which is learner-centered has always been eagerly sought after, it is not an easy task to put it into practice since it needs reflection and training to be implemented. On the basis of these claims, the problem raised in our study stands as follows: Is the coursebook, 'At The Crossroads' suitable to the Algerian teaching environment?

Informal discussions with different teachers, in terms of the suitability of the coursebook to the Algerian teaching environment, have revealed that many teachers have complained notably about 'At The Crossroads' despite some merits it may have. This study, then, seeks to identify the strengths and weaknesses of the coursebook and to assess its suitability.

2. Statement of Research Questions

The proposed study will be guided by the following research questions:

- a. Does the coursebook meet the aims and the objectives of the Algerian learning / teaching programme?
- b. Does it suit, as its content suggests, the needs, interests and abilities of the learners?
- c. Does it meet the teachers' expectations and objectives?

3. Research hypotheses

On the basis of what has been stated before, we formulate the following hypotheses:

- a. The coursebook meets the aims and the objectives of the Algerian learning/teaching programme.
- b. The coursebook does not fit the learners' needs, interests and abilities.
- c. The coursebook does not meet the teachers' expectations and objectives.

4. Method of investigation

- Population and Setting

The data for the study will be collected from a sample of teachers using 'At The Crossroads' and the first year students using it as a compulsory coursebook. There are altogether one hundred students randomly chosen, participating in this research. The study was carried out at the lycee Tarek Ibn Ziad, Constantine.

- Data Gathering Instrument

This study is a qualitative research. Retrospective data collection will be carried out through questionnaires. A questionnaire was distributed to twenty teachers who are presently using the coursebook. They were given one week to fill it up. Both teachers and learners collaborated in answering the questionnaires. These instruments were used in order to investigate the teachers' and the learners' views on the existing coursebook in terms of topic contents, syllabus, design and illustration, and target culture.

The data collected from the above instruments will be analyzed and an evaluation checklist will be used as the evaluation criteria to find out the strengths and the weaknesses of the coursebook 'At The Crossroads'

and whether this coursebook meets the objectives of the learners. The questionnaires for teachers and students are presented in the Appendix (1 and 2).

5. Structure of the Thesis

The research is divided into six chapters. Chapter one, as a point of departure, offers a review of literature which consists basically of the requirements of a textbook which are of two kinds: the specific requirements which are related to the country and the learners' needs of the language.

Chapter two describes the basic syllabuses for teaching a second or foreign language. It is necessary to define and justify the syllabus the coursebook should adopt. The selection of a syllabus depends enormously on choosing amongst the competing views on what language is and how language is learned. On the basis of this syllabus, a suitable methodology will be selected.

Chapter three focuses on material evaluation, the practical criteria for coursebook evaluation and gives the framework for the whole evaluation process.

Chapter four is devoted to the analysis and evaluation of the coursebook, 'At The Crossroads' within the framework and criteria discussed in the previous chapter. Furthermore, it summarizes the main

features of the coursebook and provides a list of the basic requirements of a successful coursebook for use in the Algerian teaching environment.

Chapter five is an attempt to analyse the two questionnaires for the teachers and the students respectively.

Chapter six provides some pedagogical implications underlying the design and implementation of a successful coursebook at 1.A.S. This chapter which closes the research offers suggestions and recommendations to teachers and syllabus designers.

CHAPTER ONE

The Requirements of a Coursebook for Use in Algeria

Introduction

One remarkable characteristic of the modern age is the increasing number of people who are interested in speaking other languages beside their mother tongue. The need for cross-communication and, therefore, the desire to learn other people's languages has become greater and greater with the world growing smaller and smaller. Knowing a particular language, English for example, has become a prerequisite to conducting business deals and for negotiating the solutions to international crises, as well as to gain social prestige.

English has become the first international language, an important, concern and a common core all over the world. It is widely used in business, industry, technology politics, medicine and education. This results in a positive attitude towards teaching the language communicatively and a strong drive to learn it.

In recent years, teaching English as a foreign language (TEFL) has received considerable attention. The fundamental purpose of this chapter, thus, is to discuss certain issues related to this subject matter.

1.1. Specific Objectives Based on the Algerian Situation

The use of English is rapidly growing in Algeria since it is the chief language of world publishing, technology and computing. Therefore, Cook (2003:25) stated:

In recent years the growth of English has been further accelerated by a startling expansion in the quantity and speed of international communication, the rise of international operations, linked to expanding U S power and influence, ensures an ever – increasing use of English in business , films, songs, television programmes, and advertisements in English are heard and seen in many countries where it is not the first nor even a second language.

One of the chief goals of the Algerian educational system is to achieve a great deal of success in the framework of foreign language learning and teaching. Al-Mutawa and Kailani (1989:3) say:

English holds an eminent place in most of the Arab countries owing to the traditional relationship maintained with the English-speaking world. There are extensive commercial, cultural and other interdependent activities with the United Kingdom and the United States. This results in a favourable attitude towards the language and consequently a strong drive to learn it. This status has recently been

enhanced by the rapid growth of science and technology.

Although the Algerian pedagogic authorities have realized that it is reasonable and proper to learn a foreign language exclusively for the purpose of reading its literature, they have also considered it as means for international communication. Hence, Hayane (1986:45) says:

D'une façon générale, on peut dire que la langue Anglaise a une assez bonne image de marque en Algérie. Elle joint d'un certain prestige auprès des élèves, qui lui vient de leur engouement pour la musique et les chansons Anglo-Saxonne, ainsi que des son statut ; volontiers reconnu, de langue internationale.

Since English is widely used as an international language and since most scientific research is done in English, the Algerian Ministry of Education has found that in order to catch up with world developments in different fields, the government will need individuals able to speak and write in English. In this sense, the teaching of English is meant to provide adequately trained people for scientific research and enable them to contribute to the Algerian society.

Therefore, the objectives of English language teaching, as they may be envisaged by the Algerian authorities can be specified as follows:

- To provide the learners with a cultural experience via the English language. This will enable them to adapt a mature view of the world around them.
- To provide the learners with an ability to speak, understand, read and write the English language with sufficient accuracy and fluency to enable them to obtain access to the literary, scientific and commercial worlds. In the Algerian context, the specific requirements of a coursebook include the following:
 - The coursebook should contribute to the fulfilment of the educational aims as defined by the Ministry of Education
 - The coursebook should motivate the learners by appealing to their perception of the reasons why they are learning the language.
 - The coursebook should be usable within the existing administrative framework of the teaching institutions and should not violate the existing cultural assumptions.

1.2. General Objectives

The Ministry of Education (2005:4) affirms that:

Intervenant au titre de deuxième langue étrangère et couvrant sept années d'études (quatre dans le cycle moyen et trois dans le cycle secondaire) l'enseignement de la langue anglaise se propose d'asseoir et de développer des compétences d'ordre communicatif, linguistique, culturel et méthodologique qui permettront à l'apprenant de faire face à des situations de communication orale et / ou écrite compte tenu de ses besoins futurs et de ceux de la société dans laquelle il évolue.

The teaching of English in the first year of secondary school aims at consolidating, deepening and developing the learners' capacities, skills and knowledge that have already been acquired in the intermediate school.

In accordance with the general objectives set to the teaching and learning of the English language in Algeria which state that the learner should achieve communication in its various forms, aspects, and dimensions, three main categories of objectives can be distinguished:

- Linguistic objectives

- Methodological objectives

- Cultural objectives

1.2.1. Linguistic Objectives

- To consolidate and develop the basic knowledge acquired in the intermediate school to help the learners carry on with their learning of the English language.
- To keep them equipped with the necessary tools to pursue their general training.

1.2.2. Methodological Objectives

- To consolidate and develop the strategies of learning and of self-evaluation that the learners have already acquired in the intermediate school.
- Reinforce and strengthen the study skills and techniques of what has already been acquired.

1.2.3. Cultural Objectives

- To stimulate the learners' curiosity to contribute to the broadening of their minds by exposing them to the various contexts of culture and civilization of the English language.
- To place the learners in an environment which suits their needs and interests in conceiving and planning activities in real-life situations.

- To favour the pedagogy of success by creating an environment in which the learners will develop positive attitudes towards learning English. From this angle, the teaching of English is seen as a means to broaden the learners' cultural outlook. By this it is meant that it is intended to give the learners a clear understanding of different cultures other than their own which will help them to understand the differences between world cultures. More importantly, an understanding of a foreign culture will develop the learners' awareness of different ways of life and make them develop more positive attitudes towards other cultures. Wilkins (1972:154) stressed that:

Whereas the second language learner needs language for use within his own community, the foreign language learner needs it so that he can form contacts with the community other than his own. The context of his learning therefore should be not his own culture, but that of the group whose culture has provided the justification of his language in the first place.

To put the general objectives into practice, the learners must be equipped with basic language acquisition in order to cope with it fluently and accurately. They must not only acquire the skill and knowledge of the target language but also the practice and use of the language

communicatively. Furthermore, to enable them to be involved in critical thinking, active learning and thus again communicative competence in all the skills, the development of mental abilities should be catered for.

1.3. The Learners' Needs

In recent years, teachers of English as a foreign language (EFL), or English as a second language (ESL), have been paying increasing attention to identifying the needs of their students.

Unquestionably, considering the learners' needs is a major requirement of a successful coursebook. For this reason, needs analysis, which has to do with the aims of a course, has received considerable attention and assumed an important role in language learning. Needs analysis is a set of procedures for specifying the parameters of a course of study, such parameters include the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, and course length, intensity and duration.

In other words, needs analysis aims at identifying general and specific language needs that can be applied in developing goals, objectives and content in a language programme. While identifying the learners' needs,

several basic factors ought to be considered such as: who the learners are, their present level of language proficiency, teachers and learners' goals and expectations, the teacher's teaching skills and level of proficiency in the target language. Such parameters will have to inform the methods and techniques used in class, as well as the materials design to be implemented in order to achieve the best results. As the following figure may suggest, needs analysis bears a firm relationship to the different components of language curriculum development.

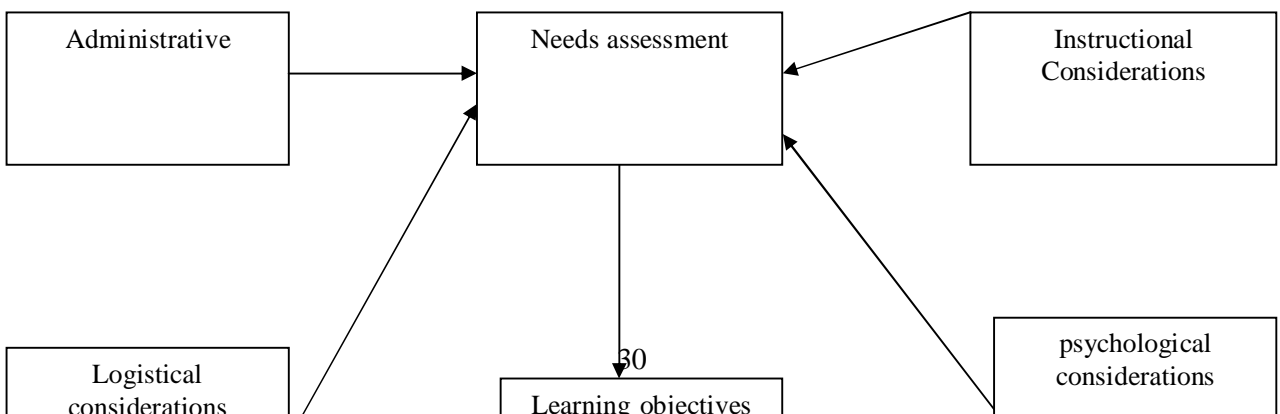


Figure 1: language Curriculum Development processes

(adapted from Richards, 1988:159)

Information gathered from needs analysis is extremely useful in developing, selecting or revising programme objectives.

The Algerian learners at the end of 1.AS have different needs which will vary from one stream to another. The question: what will the learners do with the English they will have learnt is worth-asking and calls for different answers. Some of the learners will never use English in their professional life; whereas, others will need it as a component of their

university studies. As far as the learners choosing the literary stream are concerned, they feel greater need for English since they will use it in their university studies and professional careers. They will use it for oral communication (teaching, interpreting) and for written communication as well.

However, those who choose the scientific streams will use it basically for research purposes and experimental reporting. Furthermore, they will use it to consult and exploit documents and literature written in English. So the written aspect of the language is the primary concern in this case.

The learners need to develop their mental abilities and skills in order to be able to interact orally in English, to interpret oral and written texts and to produce oral and written texts. Therefore, the coursebook should reflect some fundamental principles underlying the pedagogical activities:

- The provision of a wide range of listening , speaking , reading and writing skills

- The necessity of varying activities to train and develop the learners' linguistic skills

- The active and effective learners' participation within group activities and frequent interactions.

It is important that syllabus designers and materials writers integrate the basic objectives experienced by the learners which are: the need to communicate effectively, to be familiar with the language systems, to take more responsibility for their own learning, to acquaint with the target culture. The New Cambridge English course (Swan and Walter 1990:viii) recommends that:

People generally learn languages best when their experience knowledge, of the world, interests and feelings are involved, and a course must allow students to 'be themselves 'as fully as possible.

Adults and teenagers with specific professional, general or academic goals for learning English are in need of courses that meet their needs and to meet them, the teacher has various choices for the classroom.

These are shown in the following table:

Learners' needs	How the teacher can meet learner needs
-----------------	--

Personal needs	Choosing suitable <ul style="list-style-type: none"> - materials - topics - pace (speed) of lessons - activities - approach to teaching (e.g. activity-based topic-based) - treatment of individual learners - skills - interaction patterns (e.g. group, pair or individual work) - types of feedback (comments on learning).
Learners' needs	Choosing suitable <ul style="list-style-type: none"> - materials and topics - activities - interaction patterns - approach to teaching - language and skills - level of language and skills - learning strategies - work load

Table 1: choices for the classroom (Adapted from Spratt and Pulverness, 2008:58)

1.4. Factors Influencing Second Language Learners

It is assumed that differences between learners result in differences between degrees of FL mastery. The most known and well discussed individual differences are: age, learning styles, learning strategies, past language learning experience, motivation, anxiety and attitude. Being aware of these differences results in selecting appropriate methods, diagnosing

learning problems, and grouping the learners together according to their characteristics.

1.4.1. Age

Age variation in foreign language learning is a significant factor that must be taken in to account in choosing and selecting the right approaches, design and procedures. It is the task of every teacher to be cognizant of the differences between children who are usually interested in body movement and play, and the adolescents who are in general interested in learning about human relationships and achieving a deeper understanding of their ability.

Before taking any major decision in relation to what and how to teach, we must take for granted that the age of the learners is a factor which has received more attention and special care than any other factors, and it is therefore worth-considering.

Research has shown that not only does age affect the rate of learning but also the success of second language acquisition as well.

As far as the rate of progress in concerned, it has been proved that teenagers from (12 to 15 years old) progress more compared to

children and adults. This progress is easily noticed particularly in grammar and vocabulary. Besides this, the starting age and length of exposure play a role in terms of success. As evidence, children learning a second language become very good particularly at pronunciation. It has become, thus, a basic task to introduce foreign language learning in schools early. Furthermore, the time factor is also an important aspect since the longer the learners are exposed to a language, the more effectively and adequately they will master its skills.

It is of interest, then, to note that the age of the learners influences their learning of a second language. Because of that several explanations have been provided. The first explanation advocates what has been referred to as the Critical Period Hypothesis, between early childhood and puberty. Throughout this period, a child is capable of acquiring language naturally and readily. Research carried out on the biological development of the human brain has highlighted the fact that the lateralization of the brain develops during the first few years after birth and continues till puberty. Before this age, the brain remains elastic. Being divided into two hemispheres, each one

carries out a number of mental activities. In order to comprehend and produce sentences, both hemispheres collaborate together at the very beginning.

1.4.2. Learning Styles

Learning styles can be viewed as the ways in which a learner naturally prefers to take in, process and remember information and skills. Learning styles influence how we like to learn and how to learn best. Harmer (2001: 43) describes four different learner styles:

- **Convergers**

These are students who, by nature, prefer to avoid groups, and who are independent and confident in their own abilities. More importantly they are analytic and can impose their own structures on learning. They tend to be cool and pragmatic.

- **Conformists**

These are students who prefer to emphasize learning 'about language' over learning to use it. They tend to be dependent in authority and are perfectly happy to work in a non-communicative

classroom and to do what they are told. A classroom of conformists is one which prefers to see well-organized teachers.

- **Concrete Learners**

Though they are like conformists, they also enjoy the social aspects of learning and like to learn from direct use and language as communication rather than language as a system. They enjoy games and group work in class experience. They are interested in language

- **Communicative Learners**

These are language use oriented. They are comfortable out of class and show a degree of confidence and willingness to take risks which their colleagues may lack. They are much more interested in social interaction with other speakers of the language than they are with analysis of the language works. They are perfectly happy to operate without the guidance of a teacher. The more successful learners are the ones who are willing to guess, risk many mistakes, and try to communicate in the second language. Preferred learning style lies on the fact that they help a lot in the evaluation of the importance of the suitability of different methods. It is noteworthy

that in second language acquisition some specific personality factors should not be disregarded because of their implication in the learning process.

Several different ways of classifying learning styles have been suggested. They are related to the physical sense, the learners prefer to use in the process of learning, the way of interacting with other people and the learners' style of thinking. The following table illustrates some commonly mentioned learning styles:

Kinaesthetic Visual	The learner learns best through using the body The learner learns best through seeing
Group Auditory	The learner learn best through working with others The learner learns best thorough hearing

Individual	The learner learn best through working alone
Reflective	The learner learn best when given time to consider choices
Impulsive	The learner learn best when able to respond immediately

Table 2: different ways of classifying learning styles (Adapted from Pulverness and Spratt, 2008: 52)

From this description, we can see how learners with different learning styles learn in different ways; hence, they need to be taught in different ways

1.4.3. Learning Strategies

A learning strategy can be defined as an action or technique that learners use to improve their ability and remember new information till monitoring.

Using the right strategy at the right time can help learners learn the language better, be more independent or autonomous, be able to comprehend, memorize, recall, and use information.

The term has been defined by Oxford: (1999:8) as

Specific actions taken by the learner to make learning easier, faster, more enjoyable, self-directed, more effective, and more transferable to new situations.

Learning strategies can be classified into three categories:

1.4.3.1. Cognitive Strategies

Cognitive strategies are strategies used by successful language learners to repeat, group, deduct and evoke. They include:

- Listing strategies which are primarily aimed at helping to foster attention and encoding.
- Elaboration strategies which facilitate storing information in long-term memory, relating it with previously acquired knowledge
- Organizing strategies which contribute to information selection and make use of it.

1.4.3.2. Metacognitive Strategies

Metacognitive strategies are necessary to organize, make provisions, self –assessment ... etc. In their turn they include:

-Planning strategies which help plan strategy and process information.

-Control strategies which are basically concerned with helping learners to understand the subject matter and relate new information to what has been previously learned.

-Regulating strategies which enable learners to check and correct behaviour in order to increase performance.

1.4.3.3. Resource management strategies

Resource management strategies help to adapt the environment in order to provide favourable teaching/ learning conditions. This can be achieved through time management and management of the learning environment.

1.4.4. Past Language Learning Experience

Teenagers and adult learners have definite ideas about how to learn best. If we take the case of an adult who has learnt English at school notably through learning lots of grammar, his attitude will be different in a class where the teaching is done just by means of asking learner to use language

for communication. Consequently, he/she may not be successful in learning this way. Likewise, an adult may have learnt English through translation and may feel completely disinterested in a class in which translation is never used. Generally, learners want to learn in the same way as they learnt before. It is important for teachers, then, to be aware of how their learners have previously learnt and even to be ready to change their teaching in order to make the learners feel more comfortable and confident while learning.

1.4.5. Motivation

Motivation can be defined as the desire that someone has to do something. It is noteworthy that motivation is among the important psychological factors leading to success or failure in learning a language and those learners need to be motivated to be successful. Empirical studies indicate that highly motivated pupils learn faster and better than the ones who find the study of language distasteful. There are two types of motivation which ought to be considered: extrinsic and intrinsic motivation. The former is influenced by extraneous factors, such as when the learners feel the necessity to pass an exam, to win the prizes in a competition. However, the latter comes

form the individuals themselves. The learners must show a considerable degree of interest and love towards the learning process.

Deci (1975), quoted in Brown (2000: 164) says that:

Intrinsically motivated activities are those for which there is more apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences namely, feelings of competence and self-motivation.

Yule (2006: 167-168) identifies two types of motivation for language learning; these are: '*instrumental*', where the learners' goals are linked to utilitarian values such as achievement or vocational advantage, and '*integrative*', where the learners' attitudes to the target language community extend to wishing to become accepted as members. The concepts are a more specific restatement of the notions of intrinsic and extrinsic motivation. He says (ibid.):

Many learners have an instrumental motivation. That is, they want to learn the second language in order to achieve some other goal, such as completing a school graduation requirement or

being able to read scientific publications, but not really for any social purpose. In contrast, those learners with an integrative motivation want to learn the second language for a social purpose, in order to take part in the social life of a community using the language and to become an accepted member of that community.

Learners are said to be integratively motivated if they intend to integrate themselves with not only the people who speak that language but with its culture as well. In other words, the learners' attitudes to the target language community extend to become accepted as members.

Learners are said to be instrumentally motivated if they feel the desire to learn a language to achieve a specific goal such as gaining social prestige, meeting an educational or business requirement, searching for a career... etc.

Some suggestions from different experts have been summarized by Pulverness and Spratt (2008) as follows:

- The teacher should give a personal example and be motivated as a teacher himself.

- He should create a relaxed atmosphere in the classroom

- He should introduce tasks in an interesting way
- He should develop a good relationship with the learners.
- He should increase the learners' self-confidence about language learning.
- He should make the language classes interesting.
- He should promote learner autonomy.
- He should personalise the learning process by making the course relevant to the learners ' lives
- He should increase the learners ' awareness of their objectives.
- He should familiarize learners and make them acquainted with the target culture.

Accordingly, coursebooks should provide activities and materials that are motivating and give learners opportunities to use English to talk about their own lives.

1.4.6. Anxiety

It is undeniable that all people feel anxiety. However, people have different reactions towards such a personality trait. Those who

feel more anxious than others and react more severely are by no means successful learners. Anxiety acts as a double-edged trait which can either hinder performance or lead to perseverance. Actually, two types of anxiety have been identified: facilitative and debilitating. The former, as its name might suggest, enables the learners to repeat their attempts while performing a specific task, while the latter is an obstacle inhibiting the learners and hindering their progress. Being subject to debilitating anxiety, the learners will naturally miss the learning task.

1.4.7. Attitude

The term “attitude” has been defined by Rokeach (1970); quoted by Smith (1975:20) as “*a relatively enduring organization of beliefs around an object or a situation pre-disposing one to respond in some preferential manner*”.

When preparing his teaching materials or lessons, the teacher should be aware of the fact that such materials are related to the pupils’ needs and experiences. He should also take into account the learners’ age, motivation, attitude, previous language experience and

attitude to the target language. These factors are basic in the learning process; and the teacher will have to stimulate learning through varied appeals and methods to create desire among them to learn the language adequately. For example, while games and play activities may be effective with younger learners, older pupils would prefer more adult learning such as role playing and classroom discussion.

1.4.8. Self-Esteem

For effective learning to be achieved, self-esteem is of vital importance. People who have self-esteem are unquestionably successful language learners. Self-esteem can be defined as the way learners evaluate themselves in relation to general or specific tasks. The higher the learners evaluate themselves in specific areas or tasks, the more efficient language learner they will be. Success in second language learning then is wholly determined by this personality trait.

Conclusion

The teaching – learning situation is not simply an intellectual or cognitive process, it is a complex and dynamic system, whereby learners

should be encouraged to think, analyze and make hypotheses to achieve effective and successful learning.

Because foreign language learners will be in need of support that is not normally offered in the traditional foreign language class, he will be in need of language to express himself, to be able to use his innate competence and to develop basic awareness off what happens in face – to – face interaction.

CHAPTER TWO

The Syllabus

Introduction

The purpose of this chapter is to provide a description of the basic principles and the fundamental requirements of the different syllabuses in the field of foreign language learning / teaching. It is also intended to give an illustration of the kind of framework for a foreign language syllabus teachers should like to see implemented. It goes without saying that a

successful course which is more eagerly looked for is the one which combines all essential aspects: structure, function, situation, topic, skills in an integrated and coherent way. It is therefore concerned with linguistic theory and theories of language learning and how they are applied to the classroom.

A range of different types of syllabuses are available in foreign language teaching. The selection of a syllabus should be relevant to the intended learners, appropriate to the situation and fulfil the aims of a specific curriculum. The main types which constitute the object of the present study are: the grammatical syllabus, the situational syllabus, the notional-functional syllabus, the skill-based syllabus, the topic based-syllabus, the competency- based approach, and the multi- syllabus syllabus.

Since the coursebook ‘At The Crossroads’ is based on a competency based approach, this latter will be dealt with in isolation and examine from the point of view of distinguishing features and impact on teaching.

2.1. Definition

A syllabus can be defined as a guide or a programme for teachers by providing some goals to be achieved. Mc Donough and Shaw (1993:13) define a syllabus as:

The overall organizing principle for what is to be taught and learned. In other words, it is a general statement as to the pedagogical arrangement of learning context. It is a statement on the nature of language and learning, an expression of opinion of what is to be taught and learned.

Prabhu (1987:86), refers to it as

a form of support to the teaching activity that is to be carried out in the classroom and a form of guidance in the construction of appropriate lesson plans.

Yalden (1987:87) defines it as *a summary of the content to which learners will be exposed.*

The different criteria that ought to be taken into account by a syllabus designer while deciding about a course have been identified by Ellis (1987: 202) as follows:

- The syllabus should list and sequence the items of linguistic knowledge that are to be taught.

- The syllabus should list and possibly sequence the language functions and notions (together with the linguistic exponents) that are mastered.
- The syllabus should list the discourse processes that the learner needs to employ in order to participate in interpersonal interaction.
- The syllabus should list and sequence the communicative activities in which the learners will be asked to participate.

Accordingly linguistic knowledge, language functions and notions, discourse processes and communicative activities constitute the core of a syllabus. However, one can notice that, in addition to the criteria that have already been mentioned, there are further essential factors a syllabus designer needs to take into consideration notably, situations, topics and skills.

2.2. The Grammar Syllabus

The grammar syllabus is also referred to as 'the structural syllabus'.
According to Widdowson (1979: 240)

The belief here is that what has to be taught is a knowledge of the language system: its exploitation for communicative purposes can be left to the learner.

This type of syllabus is considered as the most prevalent. The selection and grading of the content is done according to the simplicity and complexity of grammatical items and consists of a collection of forms and structures of the language being taught such as: nouns, verbs, adjectives, statements, question, clauses, etc...

Thanks to a sequenced list of items, the learner will gradually acquire knowledge of grammatical structures and will eventually understand the grammatical system of the language. This syllabus is then based on the belief that the learners need to learn simple structures first and then move systematically on to more complex ones.

Mares (2003: 134) sees that moving away from the linear grammar-based syllabus has become a vital necessity.

The goal of a coursebook should be to provide the learner with comprehensive input and to expose the learner to as much language as possible in an engaging way, over time, rather than prescribe what should be learned.

This can be illustrated with an example of a coursebook from McDonough and Shaw (1993: 23):

Unit I / Present simple and position of time adverbs

1. Present continuous
2. Simple past tense regular and irregular verbs
3. Mass and unit
4. Some, any, a few, a little
5. Past tense with 'Ago' and questions with 'How long ago?'
6. Adjectives and adverbs
7. Comparison of adverbs
8. Going to do

9. Requests and offers and Take /get / bring / show someone something
10. Present perfect with 'for' and 'since'
11. Have been doing / have just done /haven't done yet / had better do
12. Past continuous and past simple
13. Simple future used in requests, offers, and of 'must' and 'can'
14. Present perfect + 'just' + preview of contrast with simple past
15. Present perfect and past simple

16. Frequent gerund constructions
17. Future simple with 'if' or 'when' and present simple clause
18. Common patterns with verb + him / her / etc. + infinitive with / without 'to'
19. Future in the past
20. Past perfect
21. Conditional sentences
22. Passive voice in present perfect and past
23. Reported speech
24. Past conditional

Irregular verb list

A fundamental criticism is that such a syllabus focuses only on one aspect of language, namely grammar, and ignores many more important aspects of language.

Obviously, grammar plays an important role in the teaching of foreign languages. Good knowledge of English grammar has always been sought after and has always been considered as an essential part of the course

aiming at improving the mastery of language and developing the learners' accuracy in speech and writing. Exercises which permit them to handle easily the structures and produce them effectively on their own to freely use grammar in context are very much required. An essential criterion is that form should not be overvalued at the expense of communicative meaning. Both should be including and reflected through a selection of contextual grammar practice activities based on real life language use, as has been demonstrated in the following table.

	Form	Meaning
Listening	Perception and recognition of the spoken form of the structure	Comprehensive of what this spoken structure means in context
Speaking	Production of well formed examples in speech	Use of the structure to convey meanings in speech
Reading	Perception and recognition of the written form	Comprehension of what the written structure means in

		context
Writing	Production of well formed examples in writing	Use of the structure to convey meanings in writing

Table 3: Contextualized Grammar Practice Activities

(Adapted from UR, 1988)

Despite the fact that this syllabus has been proved successful throughout a long period of time, methodologists have tried to put in to practice another syllabus whose main organizing foundation must not be the grammatical rules of the language.

2.3. The Situational Syllabus

The attention has shifted from teaching grammatical items, vocabulary topics, or functions to pupils' needs and interests. The major concern of this syllabus is to present language in different real-life situations through dialogues such as: at the post office, at the railway station, at the supermarket, at the restaurant, coming through immigration, shopping in an open-air market, marking enquiries in a department store, at the check-out desk...

Here, the syllabus designer will not find difficulty in defining everyday situations, people who are likely to take part in the conversation, and the communicative goals. From the various dialogues the learners are introduced to, there are some points which have to be borne in mind:

- The learners must understand very well the context and the place where the dialogue occurs: a bank, hotel reception, railway station, etc...
- The learners must understand the type of relationship maintained between people who are involved in the conversation whether they are
 - relatives, friends, a teacher and a pupil, a customer and a receptionist, an employee and a boss, a doctor and a patient, etc ...
- The learners must develop the ability to predict and imagine what could happen.

The advantage of this syllabus is that motivation will be heightened since it is "learner – rather than subject-centered", (Wilkins, 1976: 16)

In spite of its merits, the situational approach has not been proved so efficient since it rather operates more successfully with tourism students. A

foreigner on holiday in Britain might find learning very significant since he has been thoroughly trained and exposed to situations he is most likely to meet.

Meanwhile, this syllabus does not actually answer the needs of students of general English because first it is not an easy task to assure that language used in one situation can also be used in another. Second, and more importantly, choosing which situations to introduce for a general class cannot be readily achieved because there are several points that one should consider: background and personality, the country in which the learner is learning English. Consequently, the situational syllabus and particularly situations do not frequently constitute the common core and the real frame in general syllabus design.

2.4. The Notional /Functional Syllabus

This syllabus which has had a significant impact on syllabus design takes as its main starting point language functions and notions the learner needs in order to communicate successfully in a wide range of situations .

Notions and functions can be defined as how particular meanings can be achieved in language. So, both of them are used to describe language

semantically. The learner needs to be equipped with a wide range of notions in the foreign language such as: past time, future time, space, quantity, location, travel, education, size, age, colour, and so on. Such notions are expressed through communicative functions. A function, thus, is seen as how to use language in order to achieve a particular purpose, examples would be: expressing likes, dislikes, Preferences; expressing opinions feelings, reactions; agreeing and disagreeing; inviting; making suggestions; apologizing....

While describing this approach, Wilkins (1978:38) points out that

It is potentially superior to the grammatical syllabus because it will produce a communicative competence and because its evident concern with the use of language will sustain the motivation of the learner. It is superior to the situational syllabus because it can ensure that the most important grammatical forms are included and because it can cover all kinds of language functions, not only that typically occur in certain situations.

The focus shifts from teaching a collection of forms and structures to teaching of functions performed when language is used and notions that language is used to express. Communicative skills constitute the focus of this syllabus type.

Here, the task of the syllabus designer is to look for the different ways of expressing each function. For instance, here are some ways of offering to do something: McDonough and Shaw (1993:38)

- Let me get it for you
- Shall I get it for you?
- Any point in my getting it for you?
- How about my getting it for you?
- Would you like me to get it for you?
- Do you want some help?
- Let me give you a hand.
- Can I help you with that?...
- There are also some useful ways of asking permission (ibid:38)
- I'm going to...
- I thought I mind if I...?
- D' you mind if I?
- Is it alright if I..?

- Would it be alright if I...?
- Would you mind if I...?
- I hope you don't mind, but would it be at all possible for me to ...?
- An example of a typical coursebook, as has been provided by Donough and Shaw (ibid, 24), will consist of the following:

Contents:

Introduction to the student

1. Talking about yourself, starting a conversation, making a date (p3).
2. Asking for information: question techniques, answering techniques, getting more information (p9)
3. Getting people to do things: requesting, attracting attention, agreeing and refusing (p14).

4. Talking about past events: remembering, , describing experiences, imagining 'what if ...'(p20)
5. Conversation techniques: hesitating, preventing interruptions and interrupting politely, bringing in other people (p25).
6. Talking about the future: stating intentions, discussing probability,
7. Offering to do something, asking permission, giving reasons (p36)
8. Giving opinions, agreeing and disagreeing, discussing (p4)
9. Describing things, instructing people how to do things, checking understanding (p46)
10. Talking about similarities, talking about differences, stating preferences (p51)
11. Making suggestions and giving advice , expressing enthusiasm, persuading (sp58)
12. Complaining, apologizing and forgiving, expressing disappointment.
13. Describing places, describing people (p 70)

14. Telling a story: narrative techniques, handling a dialogue, controlling a narrative (p 76).

15. Dealing with moods and feelings: anger, sadness, indifference, saying goodbye (p 82).

Communicative activities (p89)

The problem which the syllabus designer will meet is how to decide on the grading of functions in a way that suits the needs of all the learners. We can undoubtedly say that the course will rather look as a tourist phrase book. It is quite possible for the learner to know the immediate application of the language but cannot easily create language to suit his needs in different situations.

2.5. The Skill-Based Syllabus

The skill-based syllabus basically attempts to develop among the learners specific abilities that may contribute in using language. To be competent in a language, people must be able to do what we call "skills" the syllabus in another framework around which to organize language and the content of language teaching so as to learn the specific language skill. The primary purpose of a skill-based syllabus is to group linguistic competencies

(pronunciation, vocabulary, and discourse) together for the sake of achieving generalized types of behaviour, for example:

- Listening to spoken language to find out and understand the main idea.
- Writing well-formed paragraphs.
- Giving effective oral presentations

It is true that to be competent in a language, the learners must be able to develop both receptive and productive skills. However, it is important to bear in mind that linguistic competencies (pronunciation, vocabulary, grammar) should be associated with specific settings of language use.

2.6. The Topic-Based Syllabus

The ultimate goal of this syllabus is that language can relate to different topics, for example: travelling, space, science and technology, music, art, sports, the environment and so on. Each topic, in its turn, can be subdivided further to include other themes; for instance, the topic "pollution" can cover the following:

- a) Types of pollution: air, water, land, noise.
- b) Cause of pollution

c) Consequences.

d) Solutions

Topic provide a welcome organizing principle in that they can be based on what student will be interested in (Harmer , 2001: 298)

This type of syllabus is organized according to topics which may be relevant to the learners and appropriate to their interests and utility. However, such an organization has not been proved satisfactorily enough to rely completely upon.

These five type of syllabus have been illustrated by means of examples by Mc Donough (1993: 14) as follows:

1. Grammatical or structural

2. Function- notional

3. Situation

4. Skills based

5. Topic based

Simple past, irregular verbs
(1) the passive
Formation of adverbs
Type 3 conditionals
Gerunds and infinitive

Making suggestions
Asking for directions
2(a) Giving advice
Introducing yourself
Location
2(b) duration
Ability

In the restaurant
At a hotel
(3) In the post-office
At a garage

Making notes from a talk
(4) Reading for information
Using a dictionary
Writing an exam answer

Introducing the learners to relevant and stimulating topics is an essential requirement in language teaching; yet, relying exclusively on topics is not enough to achieve successful results.

2.7. The Task-based syllabus

The field of task-based language learning has developed considerably since the publication of " Designing tasks for the communicative classroom" by Nunan (1989) Which has exerted a major influence particularly in the field of teaching methodology, according to Prabhu (1992:35) a task is

An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process.

Task-based language teaching (TBLT) stresses the importance of engaging the learners in the activities by interacting communicatively and purposefully to learn the target language effectively. Through such activities, the learners according to Tanner and Green (1998:127) *may feel a greater sense of belonging to the class*. Thus, such tasks may serve to increase the learners' motivation, improve class morale, and stimulate learning. Spratt and Pulverness (2008:61-62) present a task-based learning lesson as follows:

task-based learning (TBL) lesson
<p>Aim: students choose food and drinks for a birthday party, Procedure:</p> <ol style="list-style-type: none"> 1. Hold a discussion with the students about when their birthdays are, what presents they would like, what good birthday parties they have been to and what they like to eat and drink at birthday parties . 2. Put students into small groups and give them a worksheet with the pictures, names and prices of lots of party food and drink on it. 3. Tell the students to do this task: choose the food and drink they would like for a birthday party for ten friends keeping within a price limit e.g. \$ 10. 4. The students do the task while the teacher goes round the class listening and answering any questions. 5. Each group tells the other groups what decisions they have made. 6. The students ask the teacher question about any language they needed for the task and or the teacher tells the students about any language she noticed they didn't know while they were doing the task. E.g., the pronunciation of some food words, the grammar of uncountable and countable nouns. 7. Students do a written exercise on the new language.

The task-based teaching, then, has the goal of teaching learners to draw on resources to complete some piece of work (a process) by using a variety of language forms, functions and skills often individually and unpredictably while completing the tasks. Examples of tasks that can be used for language learning include: applying for a job, getting information over the telephone, taking a driving test, making a hotel reservation, finding a street destination, taking part in a job interview, and so on. Yule (2006:166) claims that

The goal of such activities is not that the learners will know more about the second language, but that they will develop communicative competence in the second language.

From the perspective of task-based teaching, three principal elements should be considered. First, access to language data or to samples of aural language in contexts is needed. Second, learners need information particularly about the target culture, and they need linguistic information about target language systems. The information can be obtained either deductively, with an explicit explanation from a teacher or a textbook, or inductively, in an inductive approach, learners study examples of language and then formulate the rules about it. Third, the learners should be provided

with practice opportunities. Extensive practice is an essential element to be successful in learning.

Task-based syllabuses represent a particular realization of communicative language teaching; therefore, a syllabus designer should not restrict himself to grammar, pronunciation, vocabulary topics and themes only. He should also arrange the program around tasks such as information and opinion-gap activities.

2.8. The Multi-Syllabus Syllabus

From what has been mentioned in terms of syllabuses and the different aspects of language, each syllabus focuses on, we can say that we are looking forward to implementing a syllabus which combines, fuses, and gives equal importance to various different syllabus models in general and a variety of units, including word, structure, notion, function, topic, and situation in particular. White (1988:92) comments:

A complete syllabus specification will include all five aspects Structure, function, situation, topic, skills. The difference between syllabuses will lie in the priority given to each of these aspects.

It is crucial for a successful coursebook to combine aspects of a language teaching program and consider eclecticism as a common feature: as Hutchinson and Waters (1987:89) observe:

Any teaching material must, in reality, operate several syllabuses at the same time. One of them will probably be used as the principal organizing feature, but the others are still there.

To illustrate this, The New Cambridge English Course (1996) serves as a good model of a complete English language course which will incorporate at least eight main syllabuses as specified below:

- Vocabulary: students must acquire a 'core' vocabulary of the most common and useful words in the language, as well as learning more words of their own choice.
- Grammar: basic structures must be learnt and revised.
- Pronunciation: work is important for many students. Learners need to speak comprehensively, and to understand people with different accents speaking in natural conditions (not just actors speaking Standard English in recording studios).
- Notions : students must know how to refer to common concepts such as sequence, contrast, or purpose,

- Functions: learners must be able to do things such as complaining, describing, suggesting, or asking for permission in English.
- Situations: a course must teach the stereotyped expressions associated with situations like shopping, making travel enquiries, booking hotel rooms, telephoning, etc.
- Topics: student need to learn the language used to talk about subjects of general interest.

The course book should include some controversial and emotionally engaging material, rather than sticking to bland middle-of-the-road 'safe' topics.

- Skills: learners need systematic practice in both receptive and productive skills. Reading and listening work will include some authentic interviews and texts, as well as specially written material. In fact, as Clarke (1991:13) suggests:

There have always been various suggestion concerning the possibility of eclecticism and the fusing together of the elements from various different syllabus models.

Situations	Topics	Notions and functions	Grammar	Vocabulary
------------	--------	-----------------------	---------	------------

Here are some ideas for coordinating different language

Getting to know someone	Tastes, hobbies	Inquiring Informing Greeting	Interrogative Forms Verb: e.g. Enjoy + ing	Swimming, sports, etc. (Pastime, leisure, activities).
Reporting an accident	Road accidents	Time past Narrating describing	Past tense	Road, car driving, etc. (to do with street scene or accident).
Shopping	Clothes	Making requests	Modals would, could, might.	Clothes Adjectives of colour, size, etc.
Planning a holiday	Travel, accommodation	Future time Predicting Suggesting	Future tense	Train, plane... etc. (transport), hotel, camping, etc. (accommodation)
Asking about or describing a profession	Professions Activities Equipment	Requesting information Describing activity	Yes/ no, questions Present tense	Farmer Secretary, etc (jobs)

Table 4: Ideas for Coordinating Different Language Categories
(Adapted from Ur, 1991)

Teachers are in need of a framework involving procedures and techniques drawn from various methods for basically two reasons. First, there is no one syllabus which is comprehensive enough to meet the requirements of effective teaching and learning, or to cater for the problems of FL teachers in classroom application. Second, the frequent shifts of methodology have made teachers feel that it is better to have a combination of elements from all of them . Accordingly, teachers should feel free to choose the techniques or procedures that best fit the learners' objectives and the teaching -learning situation. As Hubbard (1983:37) comments:

Such an approach to TEFL has many advantages. For one thing, it is much more flexible and can easily be adapted to suit a variety of teaching situations. Perhaps its biggest advantage is that a teacher who approaches TEFL eclectically is less likely to become fixed in one single method and more likely to keep an eye open for new techniques and approaches.

In a nutshell, teaching integrated skills is paramount. Hence, a successful coursebook is the one which should cater for the teaching of integrated skills as its first priority, in order to develop a coherent whole and practical application of what is being taught.

To sum up, the multi-syllabus syllabus is, therefore, a framework involving procedures and techniques drawn from various syllabuses. It is useful in practical situations in the classroom. It is important to mention that this syllabus is not based on a specific theory or discipline; but there are other assumptions underlying it. These can be summed up as follows:

- Each syllabus has its own principles and characteristics. This is significant because there is no one syllabus which is effective enough to meet the requirements of efficient teaching and learning, or to cater for the problems of FL teachers in classroom application. Each syllabus has some strengths and weaknesses. Hence, teachers should be sensitive to the limitations of the different syllabuses so as to reject the weak points and retain the positive ones.
- The frequent shifts of methodology have made teachers feel that it is important to have a combination of components from all syllabuses.

Syllabuses may supplement one another especially when there is no syllabus which can fulfil all language goals and program objectives.

To sum up, one of the major requirements of a successful coursebook is to incorporate all basic items: grammar, vocabulary, language functions, situations, topics, pronunciation to enable the learners to achieve effective and confident communication. By integrating all the possible factors from the different type of syllabuses and relating them to each other, a compromise between the different organising elements can be achieved.

2.9. The Competency-Based Approach:

2.9.1. Background

The competency-based approach has been developed and applied in the United States in the 1980. It focuses on acquiring life coping skills while developing the language to perform these skills. This approach is based on theories of adult learning which state that for effective learning to take place, adults need to know that what they are studying will improve their lives. Because of its success, it was widely adopted in vocationally oriented education and adult ESL program to develop the complex capacities and find coherence between the different stages of learning. It was introduced in

Quebec in 1999. In Algeria it has been introduced by the Algerian Ministry of Education in 2005 (2005:50) and has been adopted in the new coursebooks and program of English to develop intellectual competencies among the learner.

Cette approche lui permet d'installer des compétences intellectuelles et de développer divers processus nécessaires à l'assimilation et à l'utilisation de ses connaissances. Elle lui permet également de mobiliser des ressources qu'il développe à l'école en vue de faire face à des situation-problèmes scolaires et extrascolaires.

2.9.2. Distinguishing Features:

The competency-based syllabus comprises the essential skills, knowledge attitudes and behaviours required for effective performance of a real-world task or activity. The learners' need dominate the competency-based approach, and language skills, grammar and vocabulary are sequenced accordingly. Context is used for sake of helping the learners deduce meaning and authentic materials are used to encourage them to practise the language by performing real tasks outside the classroom. Docking (1994:16) finds that

CBLT competency-based language teaching is designed not around the notion of subject knowledge

but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies and assessment.

This approach considers that learning is mainly achieved through acquiring competencies and seeks to develop a know-how to act among the learners by means of different functions and skills. To become a competent language user in real-life situations the learners must acquire learning strategies. Further, they must be aware of how to share and exchange knowledge. Furthermore, they must learn how to co-operate with others. In this respect, the programme of the Algerian Ministry of Education (2005:4) states that

Cette approche permet à l'enseignant d'apprendre à apprendre mais également d'apprendre à porter, échanger et coopérer avec l'autre.

Thanks to this approach, the learners will develop the ability to observe, discover, apply, control and integrate. In order to allow exchanges of information and opinions, pair work and group work are encouraged. Besides, this approach is problem-solving in which the learners are engaged

in tasks that are actually related to solving a problem that is why they are more involved in the process; henceforth, their motivation and interest will increase. They will develop as well the ability to think deeply. So, learning is achieved through thinking.

One of the main features, from a pedagogic point of view, governing this approach is the project-work. This latter can be defined as a set of tasks somehow complex in which the learners are involved with their classmates with the help of the teacher. The rationale behind this is to enable the learners to ask questions and find answers throughout all the steps of the project. While playing an active role in the process of learning, the learners will develop a kind of autonomy, creativity initiation and responsibility. They are at the same time the inventors and the problem solvers. The project can be seen as a purely learner-centered work under the dynamic guidance of the teachers. In other words, the teacher's role consists of guiding, helping stimulating, checking, encouraging the learners and bringing the necessary corrections for an effective and satisfactory work. Not only do they provide opportunities for the learners to make English relevant to their own needs and interests, they have also to serve as kinds of facilitators to the learners' activities and to guide them towards attaining a greater degree of autonomy.

2.9.3. The Teachers' Role and Teaching Strategies

Being dominated by a broadly learners-centered orientation, this approach requires new roles to play. Teachers, in this approach, are encouraged to become autonomous and to get rid of their limited function of monitoring and evaluating. Their role is no longer restricted to communicating contents but to help and encourage learners to take part in their own training. Learners are seen as active participants in the learning process. This requires greater commitment on their part, and opportunity to take greater responsibility for their own learning. In addition to improving the value of co-operation and group work between the learners, the teachers should also help them process information, teach them learning strategies how to build knowledge by means of discovery activities.

Teacher's role and teaching strategies can be presented through the following table:

Teacher's role		
Previously	Now	Wha has changed
<ul style="list-style-type: none"> - knowledge provider - omnipresent in class - Decided everything - Authoritative 	<ul style="list-style-type: none"> - Guide/ helper - Counselor - Facilitator - Co- learner - Seeks pupils' participation - Teaches individually (when necessary) - Develops learning autonomy 	<ul style="list-style-type: none"> - Attitude less authoritative - Open to discussion - Takes into account pupil's anxieties and interests.

Table 5: teacher's role, (Ministry of Education, 2005:10)

2.9.4. The Learners' Role and the Learning Strategies

Since they live in a real world of real things, the learners develop abilities to perceive these things, and through their cognitive activity, move to the stage of creative and critical thinking. They start using their minds to meet new challenges which occur when they must interpret, analyze or manipulate information, because a question to be answered or a problem to be solved cannot be resolved through the routine application of previously learned knowledge. They are no longer passive recipients of knowledge but brought to an awareness as they are actively engaged in their own learning.

Within the framework of the competency-based approach they will be guided to find solutions to the problems they encounter, to share, exchange information and co-operate with others. In the classroom, they will be introduced to different tasks which will enable them to discover, build knowledge and find sense of what they do. The result is the acquisition of learning strategies reinforced with the help and continual support of their teachers and classmates. Thereby, they achieve a gradual autonomy. The learners' role can be illustrated through the following table:

Learner's Role		
Current Approach	New Approach	What has changed
<ul style="list-style-type: none"> - Knowledge recipient - Teacher dependent - Applies models - Motivation based on marking examination, and parental pressure. 	<ul style="list-style-type: none"> - The Learner wants to know what he learns - Is responsible for his learning - Learns better through action - S/he builds her/his own strategies - Defines her /himself the processes he will make use of when working - Strengthens skills into problem-solving 	<ul style="list-style-type: none"> - S/he learns due to and through action. - Increases her/his intellectual potential. - Improves her/his memorization process. - Has a positive attitude toward learning.

Table 6: Learner's role, (Ministry of Education, 2005:12)

Conclusion

From this review of syllabuses and approaches to foreign language teaching and Learning, demonstrating how the focus has shifted from explanation aimed at acquiring knowledge and skills to processes through which knowledge and skills are gained, two important aspects should be borne in mind: First, one of the major requirements of a successful coursebook is to incorporate all basic items: Grammar, vocabulary, language functions, situations, topics, pronunciation to enable the Learners to achieve effective and confident communication, by integrating all the possible factors from the different types of syllabuses and relating them to each other, a compromise between the different organizing elements can be achieved. Second, and equally important, a knowledge, information and instruction given by the teacher should have dynamic counterparts in real-life tasks, activities, and problems to be solved by the Learner. For the syllabus to be effectively designed, its contents must be coherent with the needs and objectives of the Learners. These requirements are without dispute and should be among the premises implemented in the curriculum.

CHAPTER THREE

Material Evaluation

Introduction

The ability to evaluate teaching materials effectively is a basic professional activity for all EFL teachers. This chapter examines the reasons why evaluating ELT materials is needed in the first instance. Next, it discusses the criteria that can be used to evaluate materials by suggesting suitable working model to be adopted.

3.1. What Is Material Evaluation?

“Materials” are resources designed specifically for language teaching and leaning. They include worksheets, computer software, newspaper articles that are particularly selected and exploited for teaching purposes, and teacher-written materials. In this research, materials would mean coursebooks including any activities or take conducted in language classrooms.

Materials play an effective role in language teaching. As useful resources, they can affect the learners’ motivation and language acquisition.

In this respect, Nunan (1991:279) states that “*Materials are important components with the curriculum, and are often the most tangible and visible component of pedagogy*”. Though published books are increasing in number in ELT field, selecting the right materials is a difficult task. It is necessary to make an evaluation in order to choose the best and most appropriate materials in language teaching.

Material evaluation is one of the applied- linguistic activities that is necessary for the improvement and development of language teaching programmes. In the context of the present research ‘evaluation refers to the assessment of the usefulness or appropriateness of the materials in relation to the learners’ needs and the context of learning. The term evaluation has been defined by Brivon (1989:223) as

The systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants’ attitudes within the context of the particular institutions involved.

Alderson (1992) suggests that planning a program evaluation involves working out answer to a number of questions concerning: the purpose of the evaluation, audience, evaluator, content, method, and timing.

3.2.1 Purpose (Why evaluate?)

It is the first question to be asked within which a number of possible reasons are to be considered. Basically, evaluation addresses whether the goals and objectives of a language program has been attained with a view of considering how it can be improved. . In addition, evaluation may be concerned with how teachers, learners and materials interact in classrooms, and how teachers and learners perceive the program's goals, materials, and learning experiences. The purpose of the present study is to identify whether or not the coursebook 'At The Crossroads', satisfies the learners' expected use of English, develop their communicative skills, and help the teachers use them appropriately in pursuing the objectives of the program.

3.2.2. Audience (who for?)

The teacher may conduct the evaluation for him/herself or may conduct it with a view to sharing the results with other teachers. Broadly

speaking, the resultants of an evaluation of a project programme are to be addressed to a target group.

This study will provide appropriate guidance for teachers to help them find out whether the coursebook, 'At the crossroads' is really effective in achieving the aims of the program and students' expectations.

3.2.3. Evaluator (who?)

The persons to take part in planning, carrying out and following through an evaluation can be internal agents or insiders having basic knowledge and experience about a programme, and outsiders, perceived as having greater credibility and may offer a valuable perspective. There should be a kind of collaboration between the two groups of agents for the benefit of evaluation.

3.2.4. Content (what?)

In general terms, the content of any evaluation must be related to its purpose as well as to the objectives of a particular programme. What is indisputable is that while focussing upon objectives stated in a programme, the evaluator will overlook important outcomes which were not expected.

The point is that the objectives of a programme must first of all be identified. Here, three types of evaluation can be identified. First, Student – based evaluation where the students’ attitudes towards and opinions about the programme are examined. Second, Response–based evaluation in which the outcomes or products of the programme are evaluated. Third, Learning–based evaluation whose aim is to investigate the extent to which any learning or skill development has occurred.

Since the aim of the present research is to find whether the learners have found the coursebook enjoyable and or useful, and to provide information regarding whether the coursebook, ‘At The Crossroads’ has achieved what it is intended to achieve. The evaluation therefore, will be student-based and response – based.

3.2.5. Method (how?)

Clearly, how one is to evaluate will depend upon what is to be evaluated. In other words, if the aim is to measure learning outcomes, language tests will be required. However, if attitudes and opinions constitute the target of the evaluation then doubtless questionnaires, interviews or group discussion will be called for.

Within the framework of this research, teachers' and students' perceptions of the coursebook, 'At The Crossroads' will be elicited through questionnaires.

3.2.6. Timing (When?)

Evaluation can be done before a particular programme has been taught in order to gather baseline information. It can also be either formative or summative. A formative evaluation takes place during the running of a programme or a curriculum. The main goal behind that is to collect data to be used to improve the curriculum. The result is to modify the existing course. The summative evaluation however, occurs after a programme has been completed. In this respect, information is gathered to see whether the programme has been successful and has had the intended effect. The decisions resulting from this type of evaluation will generate sweeping changes. The fact that language programmes never end makes the formative evaluation more suitable and more convenient.

While evaluating the coursebook 'At The Crossroads', a formative evaluation will be adopted.

3.3. Rationale and Aspects of Material Evaluation

Materials evaluation refers to a review of the usefulness or appropriateness of the materials by considering a number of important factors such as learners and teachers' expectations, methodological preferences, that needs as perceived by the learners, and syllabus requirements. This study will attempt to measure the suitability and effectiveness of the coursebook 'At The Crossroads' in relation to the objectives of the course and the expectations of the teachers as well as that of learners.

Many scholars and researchers have evaluated teaching materials focussing on different aspects.

O'Sullivan (1991:9) finds that a coursebook should be considered from the standpoint of:

- Its capacity to arouse the learners interest
- The perceived value in day-to day use of various component features of the course and supporting resources.

- Views of its perceived contribution to the learners' personal and linguistic development and general motivation for foreign language study.

Likewise, Grant (1987:118) depicts three conditions that need to be present in the best coursebook.

- the textbook should suit the needs, interests and abilities of the target student
- It should suit the teachers and the target classroom
- It must meet the needs of official public teaching syllabuses or examinations.

According to Davison (1975: 314), the materials should match the objectives of the language for communication rather than just to practise it in situations controlled by the teacher and the materials. Ellis (1990:191) put too much emphasis on the fact that materials ideally should provide opportunities for interaction among the learners.

Since the aims and objectives of a learning / teaching programme can reflect the learners' needs in terms of both language content and

communicative abilities, a selected coursebook should help in attaining these objectives.

In discussing the appropriacy of the materials, adaptation of the materials will also be considered as some situation might necessitate a number of changes that will lead to greater appropriacy. Mc Donough and Shaw (1993:87) affirm that *this is most likely to be expressed in terms of a need to personalize, individualize the content*, in order to make the materials become more integral to the goals and objectives of the course. Facilitating the localization of second language teaching materials, according to Dat (2003:171):

Aims at matching materials not only with learners' potential relevance and utility in real – life situations but also with their personality and preferences so as to achieve personal contact.

This evaluation focuses on the suitability and effectiveness of the material in developing learners' communicative competence, the strengths and weaknesses of the coursebook 'At The Crossroads' will be examined according to the criteria discussed above. Further, the extent to which the coursebook in use meets the aims of the programme will also be considered.

3.4. Material Evaluation: Approaches and Procedures

This section aims at discussing a variety of frameworks, criteria or approaches for evaluation coursebook in the literature. Among the different Kinds of frameworks or criteria, some are going to be discussed. They are Predictive and Retropective evaluation by Ellis (1997) Morrow's (1977) criteria and Breen and Candlin's (1987) criteria, the three- stage framework by Mc Grath (2002) , external Internal evaluations by Donough and Shaw (1993) , Cunnigsworth's five aspects of Evaluation (1995) the localization framework by Tomlinson Dat, Masuhara and Rubdy (2001) and Penny Ur's (1996) criteria for ESL coursebook assessment.

It is fundamental to make every effort for the sake of establishing and applying a wide variety of relevant and contextually appropriate criteria for the evaluation of the coursebook used in language classrooms in order to conduct action research as well as to achieve effective empowerment and improvement.

3.4.1. Predictive and Retrospective Evaluation by Ellis (1998)

The predictive evaluation is designed to make a decision regarding

what materials to use in respect to their suitability to the objectives. The evaluation can either rely on evaluations conducted by 'expert' reviewers and published in magazines such as the ELT journal, or carry on his personal evaluations thanks to several checklists and guidelines as helping tools. The retrospective evaluation, however, as defined by Ellis (1997:37).

Such an evaluation provides the teacher with information which can be used to determine whether it is worthwhile using the materials again, which activities 'work' and which do not, and how to modify the materials to make them more effective of 'testing' the validity of a predictive evaluation, and may point to ways in which the predictive instrument can be improved for future use.

The Retrospective evaluation occurs after the coursebook has been used to determine its strengths and weaknesses, to what extent it needs renewal and / or modification. The Retrospective evaluation can also be a tool for assessing the degree of success of a predictive evaluation and of improving its scope and means.

A Retrospective Evaluation can be impressionistic or empirical. The former is carried out during the course when the teachers appraise whether

particular activities work and make summative judgments at the end of the course. The latter, however, is an attempt to collect information in a more systematic manner. The effectiveness of teaching and the materials are judged by using students' journal and questionnaires in empirical evaluation. Here again, two levels, of planning and collecting the necessary information can be identified: macro-level and micro-level. While micro-evaluation deals with the overall assessment of the suitability of the materials to the target group, the macro – evaluation seeks to evaluate the tasks in detail.

3.4.2. Morrow's Criteria

Morrow (1977) suggests four simple comprehensive and direct criteria to be considered while evaluating a coursebook:

- What is my material about?
- Why was my material produced?
- Who was my material produced for?

How was my material produced, i.e., is the language in an appropriate mode (written, spoken, etc...).

It can be said that there are many important criteria that are missing in Morrow's list such the teachers' expectations, the learners' needs and the syllabus requirements.

3.4.3. Green and Candlin's Criteria.

In an attempt to provide a more comprehensive, detailed and structured model Green and Candlin (1987: 13-26) list the following criteria represented through into two phases:

Phase one:

- What the aims and content of the materials are.
- What they require you, as a teacher to do.
- What function they have as a classroom.

Phase two:

- Learner needs;
- Learner approaches to language learning;
- The teaching/ learning processes in the classroom.

Compared to the list of Morrow, that of Breen and Candlin is more developed because both materials and learners' needs should undoubtedly be catered for in the evaluation process.

3.4.4. The Three – Stage Framework (or) the Impressionistic method

The checklist method and in – dept method.

Mc Grath (2002) introduces the basic methods in the literature on coursebook evaluation: the Impressionistic Method, the Checklist method, and the In-Depth Method.

The Impressionistic Method is based on a general overview of the material which involves examining the features mentioned in the coursebook. The In –Depth evaluation, on the other hand, analyses features or sections. The checklists function is to compare and contrast the data in a systematic way by checking off a list of items. The present study will be conducted through close evaluation using checklists.

3.4.5. External and Internal Evaluations by Mc Donough and Shaw (1993)

Two types of evaluation have been distinguished: “external” and ‘internal’ stages. The former examines the presentation of the skills, the sequencing and grading of the material and appropriacy of the content. Accordingly, McDonough and Shaw (1993:67) find that

In this central stage of the model we have included criteria which will provide a comprehensive, external, overview of how the materials have been organized. Our aim is basically that of examining the organization of the materials as stated explicitly by the author / Publisher.

To a achieve this purpose , it is important to consider the claims made on the cover of the teachers / students coursebook as well as the introduction and table of contents, However, ‘Internal’ stages look at claims the authors make for the materials against what are actually presented ‘inside’ the materials themselves, In this respect, McDonough and Shaw (ibid.: 75) claim that:

The essential issue at this stage is for us to analyse the extent to which the aforementioned factors in the external evaluation stage actually match up with the

internal consistency and organization of the materials as stated by the author / publisher.

To put that into practice, at least two units of a course book must be examined to investigate the presentation, the sequencing, and the grading of materials, the type of recordings and dialogues offered, the suitability of the material for different learning styles as well as teacher/ learner interaction and the learner/ learner relationship.

3.4.6. The ‘Localization’ Framework by Tomlinson, Dat, Masuhara and Rubdy (2001).

This framework consists basically of 133 evaluation criteria, divided into two main headings: overall course criteria and coursebook specific criteria. In overall course criteria there are eight sub-headings namely: Publisher’s claims, flexibility, syllabus, Pedagogic approach, Topic content, Voice, Instructions and Teachability. In specific criteria, the appearance and design of the coursebook, the illustrations and reading texts presented in the course are emphasized.

3.4.7. Penny Ur's Criteria for EFL/ESL Coursebook Assessment

Ur (1996:186) offers another checklist with more or less similar focus and approach to EFL / ESL textbook evaluation. Its contents indicate that pronunciation practice, grammar presentation, grading and sequencing, cultural and pedagogical concerns in presentation, vocabulary practice, topics being interesting to different learners, etc... are emphasized and constitute “*grounds on which one might criticize or reject a textbook*” (ibid.: 184).

3.4.8. Cunningsworth's Five Aspects of Evaluation (1995)

The checklist proposed by Cunningsworth (1995) for the analysis of the target teaching and learning situation involves five features as follows:

- The aims and objectives of the English programme
- The syllabus
- The teaching and learning situation (the role of English in the country, the loss size, supplementary materials, etc...)
- The learners (their levels, expectations, preferred learning style and interest, motivation, previous learning experience etc...).

- The teachers (their roles, the teaching methods, their adaptation and supplementing of the coursebook, etc ...)

Cunningsworth (1996) affirms that there are different criteria to take into account when selecting your coursebooks. It is important to try out or pilot the material before adopting it, to seek the opinions of practicing teachers both within and outside the institution, students' views on the usefulness of the material, and, finally, if it is not possible to talk to people who have actually used the material and in case piloting is feasible, then a detailed analysis of the material is the effective way of becoming familiar with it. Cunningsworth (1984:15-20) insists upon a proper analysis of the aspects of language content learners take into account, for example, grammar, vocabulary, phonology, management of discourse, style and appropriacy and variety of the foreign language. Taken together, the areas listed above should provide a comprehensive coverage of the methodological and context aspects of any set of materials. This framework which attempts to provide comprehensive criteria, will be selected. In addition to that of Ur. The contexts of the checklists are adapted according to the target situation and the objectives of the study.

The present study will examine aims to achieve insights into what teachers and learners like and do not like in the coursebook “At the crossroads”, and how their expectations match the objectives of the programme, as defined by the Ministry of Education.

3.5. The Importance of Communicative Teaching Materials.

Contemporary coursebook focus on communicative aims in which a mixture of communicative activities and language functions such as asking for and giving information, making requests, giving opinions and expressing opinions is demanded. The New Cambridge English course Swan and Walter (1990) recommends that *language practice should resemble real-life communication with genuine exchange of information and opinions.*

Appropriate teaching materials are, therefore, required to help learners to communicate, to interact and to practise the language by means of communicative activities.

According to Richards and Rogers (2001:161) the theoretical base of language teaching includes the following characteristics:

- Language is a system for the expression of meaning

- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features, but its categories of functional and communicative meaning as exemplified in discourse.

Teaching materials should be based on the principle of communicative methodology which considers language learning as a thinking process. It is important to have communicative teaching materials to give learners opportunities to use language for communication rather than just to practise it in situations controlled by the teacher. Furthermore, communicative teaching materials should enable learners to practise the study skills and to develop the receptive and productive skills, this fact can be put into practice through language use, not through knowledge of linguistic rules.

This study will further examine how the activities and tasks are dealt with in the coursebook and whether they seem appealing enough to the learners. In case evaluation process proves that the coursework is not

suitable to learners' needs interests and learning styles, adaptation becomes unquestionable.

3.6. The Need for Course Adaptation

Adaptation is a process in which the teachers make changes or additions to materials to improve them or to make them more suitable for a particular type of learner and more integral to the goals and objectives of the course, It has been viewed by Tomlinson (1986:xi) as the processes of reducing, adding, omitting, modifying and supplementing Madsen and Brown (1978:ix) have, included other aspects to the meaning of adaptations notably: personalizing, simplifying, modernizing, localizing, or modifying cultural / situation content.

Griffiths and Keohane (2005:5) have preferred to use the term variation instead of adaptation while suggesting additional different ways of doing activities, the purpose of these variations may be:

- To refine the base activity to suit a particular set of learners according to group composition, age, level, and class size.
- To alter the language focus,i.e keeping the stages of the activity the same but looking at different language areas.

- To extend or limit the language focus according to level
- To provide an alternative shorter or simpler activity

Appraising a coursebook , after it has been used, is considered as a valuable exercise for any teacher. Not only does it provide him with a greater perception of the book's strengths and weaknesses, but it enables him to focus on the weak points and adapt or supplement accordingly as well.

- To provide something which you might prefer
- To provide less intrusive alternatives.

MC Grath (2002: 64) cites that there are two main purposes for adaptation which are:

- To make the material more suitable to the target students and the target context by making some changes in the coursebooks, and
- To make up for the intrinsic deficiencies in the materials such as linguistic inaccuracies, out-of datedness, lack of authenticity or lack of variety.

Cunningsworth (1995:136) claims that materials need to be adapted in order to suit the particular situation where it is being used because every learning and teaching situation is unique depending on factors such as:

- The dynamics of the classroom
- The personalities involved
- The constraints imposed by syllabuses
- The availability of resources
- The expectations and motivation of the learners

The various views exhibit similarities in the sense that they all focus on the fact that when adapting the coursebook, it is worth bearing in mind the students' interests, needs, motivation and learning styles.

One has to insist on the need of creating effective adaptation and supplementation with the objectives of the programme in mind in his view,

Rossner (1986: 161) says:

It goes without saying that successful classroom language development depends ability of teachers to put together coherent sequences of activities which may be based on published or other materials, but which have been adapted, reformulated , and supplemented to respond to the particular needs of those students in that situation. In the communicate

era, more than ever before, materials should not seek to mold teachers but should be available for molding by them.

There are some ways to adapt material that is not suitable for a particular teaching situation, here are some ideas:

Strategies	Problems	Possible solutions
-------------------	-----------------	---------------------------

Extending Material	<ul style="list-style-type: none"> - The task or exercise is too short. - The learners need more practice. 	<ul style="list-style-type: none"> - Write extra items, following the same pattern.
Shortening Material	<ul style="list-style-type: none"> - The task or exercise is too long. - The learners don't need so much practice. 	<ul style="list-style-type: none"> - Use as much as you need but do not feel you have to use it all. - Give different parts of the text or the task to different learners.
Changing the form of the tasks	<ul style="list-style-type: none"> - The task doesn't suit the learners' learning style. - You want a change of place. - The coursebook often repeats the same kind of task. 	<ul style="list-style-type: none"> - Change the interaction pattern, e.g. use a matching task as a mingling activity (i.e. one in which learners move around the class, in this case to find their partners).
Changing the level of the material	<ul style="list-style-type: none"> - The texts or tasks are too easy or too difficult. 	<ul style="list-style-type: none"> - Make material more challenging, e.g. learners try to answer comprehension questions before reading. - Make material less challenging, e.g. break up a long text onto shorter sections.
Reordering Material	<ul style="list-style-type: none"> - The activities in the units in the book always follow the same sequence. - The learners need to learn or practice things in a different order. 	<ul style="list-style-type: none"> - Change the order of the material, e.g. ask learners to cover up a page or part of a page, so that they focus on what you want them to do first.
making use of all the resources in the book	<ul style="list-style-type: none"> - There is not enough practice material in a particular unit. - The learners need to revise particular items. - You want to preview material in a future unit. 	<ul style="list-style-type: none"> - Use extra material from the book: grammar summaries, words lists, lists of irregular verbs etc. - Give whole book tasks, e.g. searching through the book for texts, pictures, language examples.

Table7: ways to adapt material that is not suitable for particular teaching situation

Adapted from: Spratt and Pulverness (2008: 111)

Though the coursebook is the most common way of teaching English today, it is very important to realize that it is only an aid, not a sacred text. Thus, teachers should work out the best ways to use their books and should never let the coursebook use them.

All coursebooks require supplementation. The point is just to decide how much and what kind of supplementing a coursebook requires, always taking into consideration the objectives of the learners.

To sum up, a coursebook is an important task every teacher must seriously think about. However, it is essential to understand a coursebook's content thoroughly, as well as its strengths and weaknesses to adapt it in order to suit factors such as course aims, students' needs and teachers' beliefs. However good the coursebook is, it will never be perfect for every teacher's teaching situation. In some respect it will always need adapting, modifying or supplementing.

In case teaching materials deal with a particular area in an unsuitable way, supplementary materials from other published sources need to be added or replaced. In adapting coursebooks, teachers need a deep understanding of the nature of the materials that they are adapting, and experience of working

in the learning / teaching situation for which they are adapting the materials. Supplementary materials can provide variety in lessons and useful extra practice, however it is important to make sure that they fit into the learners' programme, are suitable for the class and match the aims for particular courses.

3.7. Coursebook Evaluation Checklist

To find out the strengths and weaknesses of the coursebook in use and whether it meets the aims of the course and the learners' needs, the checklist adapted from Cunnigsworth (1995) will also be used as the evaluation criteria. It covers the following areas:

- Aims and approaches
- Design and organization
- Language content
- Language skills
- Topic

The language content		The language skills	
Item	Example	Item	Example
Grammar	<p>_ What grammar items are included? Do they correspond to student ' needs?</p> <p>_ how balanced is the treatment of form and use ?</p>	All four skills	<p>-is practice of all four skills included? If so, is it balanced ?</p> <p>- do the presentation and practice activities include the integration of skills in realistic context?</p>
Vocabulary	<p>- how much vocabulary is taught ?</p> <p>-is there any principled basis for vocabulary selection?</p>	listening	<p>-is the listening material set in a meaningful context?</p> <p>-are there pre-listening tasks, questions , etc.</p>
Phonology	<p>-is the phonemic alphabet used?</p> <p>-is the pronunciation work built on to other types of work , such as listening practice</p>	Speaking	<p>-how much emphasis is there on spoken English?</p> <p>-are there any listening strategies, e.g. debating?</p>
Discourse	<p>-does the coursebook deal with any aspects of discourse?</p> <p>-do the examples of spoken and written discourse presented by the material provide good model for the learners?</p>	Reading	<p>-is there a focus on the development of reading skills and strategies?</p> <p>-is there emphasis for reading for pleasure and for intellectual satisfaction?</p>
Appropriacy	<p>-is there any attempt to match language style to social situation?</p> <p>- does the coursebook identify situations of language use?</p>	Writing	<p>-is paragraphing taught adequately?</p> <p>-is there appropriate progression and variety of tasks?</p>

Table 8: checklist for an Ideal Textbook (Adapted from Cunningsworth, 1995)

As his checklist might suggest, Cunningsworth, cited in Ellis (1997:35), emphasizes the importance of relating materials to course objectives and the learners's needs and objectives as follows:.

Teachers are often faced with the task of choosing what teaching materials to use. In effect, they are required to carry on a predictive evaluation of the materials available to their purpose. Then, once they have used the materials, they may feel the need to undertake a further evaluation to determine whether the materials have 'worked' for them.

Conclusion

In summary, this chapter has been devoted to describing the research design as well as methodology adopted for this study. Further, it has been oriented towards identifying the criteria used for materials evaluation.

CHAPTER FOUR

Textbook Evaluation

Introduction

This chapter aims to evaluate whether the coursebook, ‘At The Crossroads’ is appropriate to be used according to some criteria drawn substantially from the theoretical framework, and more specifically from the guidelines and the checklists adapted from Cunningsworth (1995) and that of Ur (1995). That is, the coursebook will be examined from different areas and will cover the following areas: aims and objectives of the coursebook, design and organization, language skills, and cultural aspect.

To begin with, it is necessary to provide some information about the coursebook before dealing with the different criteria.

4.1. General Presentation

Level of proficiency: 1.A.S (1st year of secondary school) the number of its pages is 155.

The coursebook is basically designed for learners aged 15 to 16, who have already four years/tuition in English at Middle School level In the

section *To the Teacher*, the author (Arab) explains that the coursebook is designed to comply with the relevant Ministry of Education curriculum as laid down in January 2005 on the basis that these student have completed the four years of English in the new Middle school EFL syllabus. The coursebook is intended for all streams and consists of five units.

At the crossroads is composed of:

- Contents (p.II)
- Map of the book (pp III-VII)
- A note to the teacher (pp VIII-IV)
- A note to the pupil. (pp X-XI)
- Phonetic symbols (pp XII-XIII)
- Phonetic symbols (pp XII – XIII)
- 5 Units (pp 2-155)
- Scripts for listening (pp i-ix)

From the general presentation, it can be noted that although it introduces clearly who the coursebook is addressed for, its purpose, an its

contents ,it has not presented techniques and useful ideas on how to use the coursebook, how to teach different language skills, how to plan and manage texts, how to handle evaluation. Additionally, there is no glossary which should be provided to include comprehensible definitions of all crucial terms used throughout the texts. We can conclude, therefore, that the presentation of the coursebook is rather poor and does not provide firm methodological guidelines to facilitate the learning / teaching process.

4.2. Unit Organization

The coursebook has fine units distributed on the basis of 20 hours teaching load per hour, each unit comprises four sequences and includes the following sections:

- sequence 1: listening and speaking
- sequence 2: reading and writing (these two sequences are of the same pattern, they aim at producing oral and written discourse)
- sequence 3: developing skills (the students combine the four skills in problem-situations.
- Stop and consider (a language reference section, exercises based on the implementation of grammar rules).

- Sequence 4: consolidation and extension (to expand on and consolidate social skills, and to make students aware of problem areas in pronunciation and stress).
- Project workshop: (the learners are assigned projects to carry out and are asked to follow a checklist of instructions for its realization).
- Check your progress (self-evaluation section)

The units can be detailed in the following table

Unit	Titles of the topic	Number of pages
1	Getting through	32
2	Once upon a time	30
3	Our findings Show	30
4	Eureka	30
5	Back to nature	
Total		152

Table 9: units in (At The Crossroads)

A glance at the table organization enables us to deduce that the coursebook is crammed with sequences and activities the teachers do not have much time to cover the whole unit adequately (refer to Appendix III). Consequently, they rush through all of it without giving the learners time to use and assimilate thoroughly what they have learnt. The density and variety of its components do not cope up with the weekly time allocated to the teaching of English, distributed on the basis of 20 hours' teaching per unit. So, it is hard for them to cope with the inevitable workload.

The second serious flaw of the coursebook has to do with the project workshop, before discussing further the matter, it is necessary to make a table of the different projects throughout the coursebook.

Unit	Projet workshop
1	Making a job application booklet
2	Writing a book review
3	Conducting a survey
4	Making an invention profile
5	Making a consumer guide

Table 10: the project workshop in « At The Crossroads »

Since the aim is to make the learners create a rich, interesting and successful project, the teacher must have an idea before he begins teaching the unit. The most striking point concerning this activity is that it is listed at the end. Rather, it should appear at the beginning to prepare the learners through exercises and activities that are going to benefit and strengthen each project. It is above all, a carefully planned long-term undertaking. In unit one, for example the learners are required to make a job application

booklet. However, they are not well equipped in terms of skills and their linguistic repertoire is too limited to be able to put successfully this activity into practice. This particular project should be consolidated through several points:

- The structure of a letter application for a job becomes important
- Using language that is polite should be highlighted
- Grammar structures the learners need for their job application booklet
- The vocabulary acquired to achieve this purpose
- The sources of information the learners should turn to

All these significant points are absent in the coursebook. This indicates that the sequences are not interwoven and lack cohesion.

It is true that project work has several advantages. First, it makes learning more meaningful. Second, it makes co-operative learning a concrete reality. Third, it promotes interaction and the acquisition of new language. But, at this level it can be said that they are too demanding for

both the teacher at the pupils. Besides, seeking information from the internet never helps the learner to provide a personal effort. It would be better if it was simplified into a simple report since the learners are not ready to be in such a wide complex dimension.

4.3. Aims and Objectives

The main objectives of the coursebook are worded in the syllabus as follows:

- Interacting orally in English
- Interpreting oral and written texts
- Producing oral and written texts

According to the objectives, the coursebook seeks to create a real-life communication in the classroom so there has been an attempt to develop language fluency not just accuracy. In other words, the learners are expected to acquire the communicative competence in hearing the target language. Communicative competence, according to Hymes (1972) is the ability to know how language is used and use it appropriately and effectively for communication.

Widdowson (1996:28) recommends that:

Ability is the executive branch of competence, so to speak, and enables us to achieve meaning but putting our language to work. If we did not have this accessing ability, it can be argued, the abstract structures of knowledge – would remain internalized in the mind and never see the light of day. We could spend all our lives buried in thought in a paralysis of cognition.

The phase – check your progress- which is about self –assessment and which offers the learners the opportunity to assess their progress on a unit – by – unit basis, appears in form of a checklist at the end of each unit.

As far as this phase is concerned, we can say that it cannot be properly filled in and fairly done by the pupils especially at that age; they are not mature enough to evaluate their real capacities and measure their own progress. The teacher should not rely on checklists to see whether there is any remedial work to be undertaken before moving to the next unit. He has to give enough exercises and assessment tasks and tests on problem points.

The communicative teaching materials, therefore, need to be used for

the sake of upgrading the learners' needs and satisfying the objectives of the course. Communicative teaching materials would then imply that the coursebook should be oriented not only towards teaching purposes but also for real – life communicative purposes where the learners will have the opportunity to use the target language in actual situations. Grant (1987:13) claims that

Coursebook try to solve the problem by creating opportunities for the students to use the language in the classroom as a sort of “ halfway house” before using it in real life.

In “At the crossroads’, the student learn to recognize and produce important language functions, such as: expressing opinions; expressing agreement and disagreement; describing a person, a place; expressing likes and dislikes; asking for and giving directions; expressing condition and result; giving instructions, etc..

Though the coursebook emphasizes the communicative functions of language – real life situations – by giving the learners a solid background in the basic elements of language, individual work, in many case is the most dominant activity, teachers, then, should develop different kinds of teaching

for setting up pairwork and organize purposeful and meaningful activities which suit their ages, habits, and environment.

4.4. Language Content

The language is contained in the coursebook with what is being taught such as: grammar, vocabulary, pronunciation.

4.4.1 Grammar

4.4.1.1 Grammar teaching

Teaching grammar communicatively is a new approach which does not merely focus on linguistic forms such as the present tense, the past tense, adjectives, prepositions, adverbs, etc... but to achieve communication. Within this approach, the meaning of the grammatical forms is given a pivotal role. Hence, the basic principles underlying communicatively taught grammar are as follows:

- Since the primary aim of this approach is to help the learners to communicate effectively and confidently, it insists on the importance of teaching rules and grammatical structures as a means to perform communicative functions. The approach is based on the assumption that communicative competence is not

limited to mastering structural forms but the point is how to manipulate these forms appropriately.

- The integration of notions and functions together with structures is paramount. In fact, they supplement each other. The learner should first of all be aware of the notions to communicate and eventually express them by means of the language functions.
- When performing an activity, either in pairs or in small groups, and when being involved in communicative activities, the learners' independence and autonomy are encouraged.

Since grammar plays an important role in the teaching of foreign languages, good knowledge of English grammar has always been considered as an essential part of the course aiming at improving mastery of language and developing the learners' accuracy in speech and writing. Exercises which permit them to handle easily the structures and produce them effectively on their own to freely use grammar in context are very much required. An essential criterion is that form should not be overvalued at the expense of communicative meaning. Both should be included and reflected through a selection of contextual grammar practice activities based on real-life language use. Failure to integrate form and meaning will influence

negatively the learners who will remain deficient in the ability to use the language for communicative purposes. Cunningsworth (1995:32) says:

It is the effective teaching of grammar that distinguishes a true language course from a phrasebook and is an understanding of and an ability to use grammar that equips learners with the ability to create their own utterances and use language for their own purposes.

4.4.1.2. Evaluation of the Coursebook in Terms of Grammar Teaching

In 'At The Crossroads', grammar is taught following the principles of a deductive approach in that the learners are invited to look at rules supplied in *Reminders*, and apply those rules in various exercises – At this particular stage. Explicit rules are helpful to the learners. The rules given can be used as a yardstick against which they can check their answers.

The grammar items that are included in unit 1 are:

- The imperative

- Need to, have to...

- Comparatives of superiority / inferiority with adverbs: less / more quickly than...

- In order to / so as to
- Frequency adverbs: rarely / seldom..
- Degree adverbs: very...
- Reflexive pronouns : myself ...
- Modals : have to / had to
- Prepositions of time and place : in / the north... / on / at
- Link words: to / in order to...
- Neither... nor / either...or
- Definite and indefinite articles
- Have to / had to
- From ...to / until...

In unit 1, page 19, the grammar focus is on reflexive pronouns. The learners are asked to complete a set of sentences with the appropriate reflexive pronoun (himself, herself, itself, yourself, ourselves, themselves).

What is interesting is that grammar is introduced in the context of a

picture representing a parrot perched on a stick and its reflexion in the mirror. Before doing the exercise, the teacher can help the learners to grasp easily the use of reflexive pronouns by asking questions such as: what does the picture show? How many parrots are there? One or two? There is only one parrot, the parrot in the mirror is just a reflexion. The sentence *the parrot is talking to itself* is a very good example for completing the blanks in task three with appropriate reflexive pronouns. Then, a simple rule is given to the learners to bear in mind *reflexive pronouns are used with certain verbs, when the object of the verb is the same as the subject.*

Example: I have to introduce myself

In unit 2 the included grammar items

- Past simple tense
- Keen on...fond of
- Adjectives
- Prepositions; with, in ...
- What was he /she like?

- Prepositions of place: in, on, beside, next to...
- Past simple continuous
- Past simple / continuous + while / when / as
- Who / whom / which
- Beside / besides
- Time markers: at first / later...
- Lexical and grammatical cohesive ties
- Punctuation / capitalization

Let us take an example from page 52, there are pairs of pictures of different people practising different types of sport. In each of the pairs of pictures, two actions are taking place simultaneously in the past. The learners are asked to give names to the people and make sentences using 'while' after being introduced to a grammar summary part which is useful for self study.

Unit 3 covers the following language forms:

- Adjectives ending in '-ly'

- Degree adverbs: quite / absolutely;
- Direct / reported speech: s/ he asked if / where / when / what
where...
- Quotation marks
- Reporting verbs: suggested / ordered ...
- Direct / reported speech: orders / requests...
- Transformations
- Adverbs of manner
- Suffixes ‘ – fur’ – ‘less’
- Punctuation and capitalization
- Adverbs of manner

In unit 3, page 80 the practice of reporting questions: asked /told/advised/ suggested... where the learner is put in a situation which requires him/her to report what somebody has said. This exercise is presented through a dialogue. Contextualization is a major requirement and a fundamental concept in foreign teaching and learning.

In unit 4, page 111, after being introduced to some basic rules concerning the use of the article 'THE' they are given a short significant text in order to cross out article 'THE' where it is inappropriate. The text is about the different explorations man has made. In doing this exercise, the learners are not only going to apply the rules from the given table, but they are also going to gain some useful knowledge and develop their vocabulary. In addition to dialogues, texts are also effective because they provide contextualization.

In unit 5, page 142, after reading carefully *The Reminder* about how to derive adjectives from some English words by adding suffixes, an exercise containing significant vocabulary related specifically to environmental issues such as : recycle toxins, the greenhouse effect, desertification, ecology etc...

The learner will certainly add to his repertoire new lexical items. However, regarding the grammar section, instead of asking the learners to guess the meanings of words from the context, it is better if unknown words were explained before the learners do the grammar activities to feel more confident.

To conclude this section, we can say that the coursebook “At The Crossroads” introduces the grammar items in contextualized, isolated sentences. In addition to that, the grammar items that are included correspond to the learner language needs. Interesting dialogues and texts are provided to give them personal information and encourage them to talk about their field of interest. In each unit, there is a “Grammar table” which shows the grammar items in a deductive way; the rules are given to make the exercises easier. The learners practise grammar structures through the exercises which follow the table.

We see the past continuous tense after the simple past tense. The grammar order of ‘At The Crossroads’ is done according to cyclical progression, it moves from one item and then returns to cover it again. For example the prepositions which are the weak points of the learners are presented in unit 1; sequence 3, unit 2, sequence 2, sequence 3, unit 3, sequence 1, unit 4, sequence 3. The coursebook also recycles grammar structures and pays attention to revision and elaboration of the language forms that have already been learnt through the sequence, ‘*Extension and Consolidation*’.

4.4.2. Vocabulary

4.4.2.1 Vocabulary Teaching

Through learning vocabulary, the students should be able to spell and pronounce the words correctly when they use them in speaking or writing, understand the meaning of the words upon hearing or reading them. They should also be acquainted with the correct collocation of vocabulary as well as its connotations or associations, and use vocabulary in appropriate grammatical sentences or utterances. Cunningsworth (1995:38) says that

As well as teaching many new words as possible, coursebooks can help equip students with strategies for handling the unfamiliar vocabulary that they will inevitably meet.

The learners will not be able to communicate in English effectively and satisfactorily unless they acquire a wide range of vocabulary, Cunningsworth (ibid.: 38) asserts that good vocabulary development activities tend to exploit some or all of the following :

- *Semantic relations: word groups according to meaning, synonyms, hyponyms, opposites.*

- *Situational relationships: word sets associated with particular situation, e.g. sport, transport, politics.*
- *Collocations: words commonly found in association, e.g. food and drink, for better or worse, noun + preposition links and phrasal verb + particle links).*
- *Relationships of form (after referred to as “word-building” e.g. long-length – lengthen).*

4.4.2.2 Evaluation of the Coursebook in Terms of Vocabulary Teaching

To develop the learners’ linguistic repertoire, the coursebook should introduce as many new words as possible, and make them acquainted with the unfamiliar vocabulary they will undoubtedly meet. The coursebook ‘At The Crosswords’ is rich thanks to the vocabulary it contains and which the learners need to focus on and learn to use. For example, in unit 1, pages 4 and 5, there is a specific focus on vocabulary building linked to “describing” a computer. We find words such as *screen, floppy disk, drive, speaker, switch on, sign in, enter, ID, password, connection, e mail in –box* etc... which are really relevant and significant to the learners. The point here is that the teacher can encourage the learners to use strategies in order to cope

up with vocabulary problems when interacting in the classroom and keep the conversation going on.

It is important to mention that unit 1 starts with the presentation of new words and each word is presented through a picture, so that the learners understand the meaning easily by visualizing it.

The essential vocabulary is given according to some particular topics. As it is seen in unit 2, the topic is describing people, and the vocabulary given is about people's physical appearance and character. We find, then, adjectives such as: tall, average height, bald, fat, thin, black, whiter, etc... there are also the necessary structures used for defining someone's features, such as: what did s / he look like? What was s/he like?

In unit 3, page 45, we find an exercise based on collocation while asking for and giving directions. We find, for example: *on your right, on your left; turn right, turn left; next to, opposite* etc...

Unit 4, page 100, serves as a good example for vocabulary development activities exploited by means of relationships of form. We find names of sciences and adjectives derived from names of sciences:

Technology – technological

Ecology – ecological

Geology – geological

Sociology – sociological

Biology – biological

Hydrology – hydrological

Anthropology – anthropological

Bacteriology – bacteriological

In unit 5, page 128, new words together with their definitions are given under the topic “Back to nature”, dealing with the natural disasters, the new vocabulary the learners are really in need of to discuss such a topic and which are relevant to the situation is introduced as follows.

- Blizzard : violent and heavy snowstorm
- Drought: long period of dry weather
- Earthquake : sudden movement of the earth surface
- Flood : inundation caused by over flowing of water

- Hurricane : violent wind storm
- Sandstorm : violent wind carrying sand
- Tsunami: huge tide caused by shock waves following an earthquake.

We can, then, conclude that vocabulary learning exercises are based on collocations, situational relationships and semantic relation. The words chosen in each unit are necessary and are most likely to be used in daily life language.

However, as the learners are young, they like it very much if the vocabulary is going with the pictures because they find the colourful pictures very fascinating and interesting.

4.4.3. Pronunciation

4.4.3.1 Pronunciation teaching

Improving the learners' pronunciation is a desirable and necessary objective in foreign language learning / teaching. The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). Pronunciation improvement has been always sought after to get

the learner pronounce accurately enough to be easily and comfortably comprehensible to other speakers. A regular focus on different aspects of pronunciation helps to make the learners aware of its importance. In teaching pronunciation, sounds, stress, rhythm and intonation are worth devoting attention to. Listening is of paramount importance in the process of acquiring a more comprehensible vocabulary. So, extensive exposure to examples of spoken English will help the learners to identify and discriminate English sounds, Further, they will enable them to hear English voices other than the teacher's. Furthermore, they will provide the learners with a model for imitation.

4.4.3.2 Evaluation of the Coursebook 'At The Crossroads' in Terms of Pronunciation Teaching.

In 'At the crossroads ' there is a rubric called '*Say it clear*' which aims at training the learners to pronounce correctly, mark stress and use the intonation appropriate to the context to the context.

In unit 1, page 6, the learners revise the intonation pattern in requests and get familiar with the comparative of superiority of adverbs. A phonetic exercise appears as well in unit 2, page 38, about the pronunciation of the

past morpheme – *ed*- In unit 3, page 68, the exercise deals with stress in compound words. In unit 4, page 100, the learners are asked to identify the type of intonation (rising or falling) at the end of some sentences. In unit 5, page 130, the aim of the exercise is to indicate the direction of the voice (intonation) in complex sentences.

To develop an ability to pronounce a foreign language accurately requires, first and foremost, the availability of a competent teacher, authentic materials, adequate exposure to good models and constant practising. However, the problem is that not all teachers are good enough at phonetics in addition. In addition, the coursebook does not provide clear guidance for taking this linguistic component. Moreover, no cassettes are available for listening and pronunciation exercises despite the fact that they are very useful for the teachers who will not every time refer to the dictionary to check the accurate pronunciation, and for the learners to correct their errors and for home study. The course should contain some real-life ‘recordings of conversations, interviews and songs. The learners like listening to songs and they find it funny to utter the words as a native speaker.

Because of their importance, games should also be organized not only in order to provide an atmosphere of fun and relaxation but also to enable the learners to revise the words, see their mistakes, improve their pronunciation, and eventually increase their general word knowledge.

4.4.4. Skills

4.4.4.1. Four Skills in General Coursebooks

To develop the four language skills (reading, listening, speaking and writing) in a naturally integrated way has become a turning point in language teaching. The concept of integrated skills has been viewed by Platt and Weber (1985) cited by Mc Donough and Shaw (2001:144) as:

The teaching of the language of reading, listening and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing.

Undeniably, in the ordinary use of language we cannot restrict ourselves to a specific skill, and no skill can be thoroughly isolated from other skills. Since the ultimate goal of learning a language is to communicate effectively and confidently; hence, the important role should be given to integrating language skills, As Parrott (1993: 150) states:

It is acknowledged that in practice those skills are not discrete, and the tasks reflect this in that the activities involve a combination of skills even though in each case one of the skills is given prominence.

All skills should contribute effectively to the development of the learners' skills and their knowledge of the system of English. Since they are aspects of a unified system through which language operate, a knowledge of them becomes, therefore, fundamental for interpreting or transmitting the language appropriately. The interrelationship can be illustrated through the following diagram:

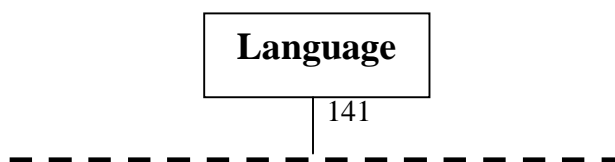


Diagram 1: The interrelationship between language skills .

(Adapted from Robinett, 1978:175)

4.4.4.2. The Four Skills in the Coursebook

As mentioned in the in “to the teacher section”, ‘At The Crossroads’ follows the principles of a multi – skills syllabus and therefore attempts to cover both productive (speaking and writing) and receptive skills (listening and reading). A sequence called *Developing Skills* is devoted to achieve this

purpose wherein the learners are encouraged to apply the basic skills of listening, speaking, reading and writing together with the functions and language forms they have learnt in the previous sequences. We find for example: telephoning, conducting a meeting, writing a letter of application, making a group presentation.

Let us select unit 1 see how the four skills have been dealt with.

In task 1 page 12, there is an exercise about what the learner would expect interlocutors on the phone to say in different situations. Giving the multiple choice questions will help the learners to understand that the exercise is not meant to check whether they are able to identify the grammatically correct response but the most appropriate one in the context of telephoning.

In task 2, the learners will check their answers referring to the telephone conversations in the script on pages (ii) and (iii) after that, they play out conversation in pairs.

Task 3 aims at consolidating the learners' knowledge of comparatives

of superiority and the pronunciation of phone numbers. The teacher should make sure that learners pronounce their phone numbers correctly before giving them the opportunity to play out the conversation in pairs.

Task 4 is equipped with tactics / strategies and language forms related to the social skill of telephoning to increase the fluency of the learners. They prepare in pairs a telephone conversation with reference to one of the following situations.

Situation 1: you are at home and a friend of yours phones you to suggest to go out for a football match. Accept or refuse the invitation.

Situation 2: you are a company secretary. The person the caller wants to talk to is not there. Take the caller's name and phone number and any message.

Situation 3: you phone a friend of yours, but he / she is not here at the time you are calling. Leave a message for him/her then

Not only will the learners write a sample conversation on their exercise books but they will also play it out from the notes they have taken.

Page 14, task1, starts with reading texts in order to interpret or differentiate between the different types of messages: formal and informal English. The locus of task 2 is still on reading; however, the aim here is to deduce meaning of words form context and to read notably for specific information.

Task 3 introduces the learners to 2 different types of invitation and to discuss with the teacher the main characteristics of each one.

Task 4 is a pair work wherein the learners take turns to write invitations and thank-you notes. Meanwhile, interpreting and categorising messages appear in task 5. In task 6, the learners will be able to distinguish degrees or levels of formality. While in task 7, they will write letters of apology following a given model.

To sum up, the sequence Developing Skills, as its title indicates aims at providing further practice in all four skills. However, it places a larger emphasis on reading and writing.

4.4.5. Writing Skills

4.4.5.1 Teaching Writing

Writing is an active means of communicating ideas, a major classroom procedure, an important language activity and a significant language skill that should be developed at an early stage of learning the foreign language.

According to Cunningsworth (1995:80)

Different kinds of wiring have different conventions for their organization and expression, and a coursebook should cover as many of these as is appropriate for the level and aims of the learners.

Tasks given in coursebooks to stimulate writing do not always do so very effectively. Some chief considerations, expressed in form of questions, have been provided by Ur (2000:164) which serve as criteria for the evaluation of textbook writing activities.

- Would my students find the activity motivating, stimulating and interesting to do?
- Is it of an appropriate level for them ? or would they find it too easy / difficult / childish / sophisticated ?

- Is the kind of writing relevant to their needs?
- Would I need to do some preliminary teaching in preparation for this activity?
- In general, do like this activity? Would I use it?

4.4.5.2 Evaluation of the Coursebook in Terms of Writing

Writing in ‘At The Crossroads’ is overwhelmingly focussed upon. Every unit covers some writing activities. The learners are provided with some topics that are interesting, enjoyable and suitable for their age and level. This fact can be presented through the following table:

Unit	Topic
1	<ul style="list-style-type: none"> * writing about the advantages of internet * writing a letter to friend * Writing an apology letter to the headmaster of the school
2	<ul style="list-style-type: none"> * writing a short review of a book or a film * writing a description of a deceased member of a family * writing an E-mail to a friend
3	<ul style="list-style-type: none"> * Writing about the star sign * writing about an accident * writing a newspaper report about an accident
4	<ul style="list-style-type: none"> * writing a short biography about a famous person * writing to reply to an extract from a letter of opinion * writing about cloning and genetically modified foods
5	<ul style="list-style-type: none"> * writing an environmental S.O.S message * writing about a problem to solve * writing about the problem of waste products

Table 11: writing activities in ‘At The Crossroads’

Very often, the coursebook uses pictures to make the learners familiar with the topic and draw their attention as in Unit 1 while giving opinions about the internet, and Unit 3 where they use the picture and the information in the table to report about an accident.

When looking at the writing part, there are reading texts which include all information needed. The learners read texts to get background

information. To facilitate the writing task, there are instructions, plans, models to follow, pictures, information in tables as well as grammatical structures.

In addition, the learners are taught the skills of writing at sentence level to be acquainted with discourse structure and the relationship between type of writing and conventions for organization and expression. In Unit 1, task 6, page 5, they are encouraged to use *discourse markers* for listing points, (e.g., *first, first of all, to start, begin with, secondly, thirdly, /finally, also, then...*). In Unit 2, task 3, page 51, we find joining sentences with conjunctions and adverbs. In 3, task 2, page 81, is the transformation of sentences from direct to indirect speech. In Unit 4, task 4, page 104 is how to link words to express concession: *However, although, through, even though*. Unit 5, task3, page 134, illustrates the use of linking words in order to express *cause and effect: as result, consequently, ...and sequences: firstly, secondly...*

In each unit, there is a project which enables the learners develop their writing skills, for example, making a job application booklet in Unit 1.

4.4.6. Listening

4.4.6.1. Teaching Listening

One of the major difficulties a learner of a second or foreign language faces is comprehending an oral message; therefore, the teacher is required to:

- Stir the learners' attention and train them to focus primarily on the oral message, particularly on the sound.
- Give them a short task to do during the listening process
- Help them to identify key words while listening.

The aim of a coursebook is to include a variety of listening activities that develop a wide variety of listening skills, including listening for gist, listening for details, inferring meaning from context, distinguishing sounds, understanding patterns of stress and intonation. Accordingly, Grant (1987: 19-20) says:

A coursebook should aim to teach major skills to the students which are discriminating between sounds both in single and connected speech, recognizing and understanding various stress and intonation

patterns, recognizing language signals in talks and lectures lastly overall comprehension skills.

4.4.6.2 Evaluation of the Coursebook in Terms of Listening

‘At The Crossroads’ attempts to provide helpful and necessary directions to develop listening skills. At the beginning of each Unit, there is the listening script read by the teacher. After listening to the script which is an interview about the advantages and the disadvantages of sending messages by electronic and ordinary mail, the learners are asked to fill a table. In this task, the learners are not only required to listen for specific information about opinions given by two informants, but more importantly is the fact of personalizing the interaction by asking about their personal opinions.

In Unit 2, after listening to a passage, the learners are asked to draw a table to indicate how ‘*ed*’ is pronounced in each verb and to tick in the appropriate box.

In Unit 3, the learners listen to the teacher pronounce pairs of words, note the shift in stress and write words in the right column.

Sometimes, the listening activity is made in a form of *Comprehension Check* (as in Unit 4), wherein the learners listen and respond to a presentation of an invention. In all units, listening is done for gist, detail, discriminating sounds and making inferences.

As far as the listening skill is concerned, it is worth mentioning that pronunciation plays a crucial role to enable the learners to repeat words correctly. The coursebook also introduces new grammatical and lexical items through communication exercises derived from the different listening passages (dialogues-interviews, texts). Nevertheless, there are not any audio materials for developing and promoting the listening skill. Very often, the learners find that the same word is pronounced differently by different teachers simply because they have not a good command of phonetics. This has the potential to create serious disappointment among the learners. One solution is to supplement the coursebook with the listening material.

4.4.7. Speaking

4.4.7.1. Teaching Speaking

Speaking is the most difficult skill to develop. In addition to linguistic and cultural knowledge, there are other essential requirements for

the development of the speaking skill. The teacher should be fluent in conversation, provide an appropriate atmosphere to conduct oral communicative acts, state clear objectives in speaking, and provide ample opportunity for pupil participation.

At the level of oral expression, the learners must be able to:

- Reproduce correctly the English speech sounds.
- Have a good command of the English phonological system
- Manipulate words and phrases, for conversational practice
- Respond to situations by saying appropriate, meaningful things
- Acquire a good pronunciation to make themselves easily understood by others.
- Play an active role in the classroom particularly in fulfilling communicative tasks.

Here are some criteria for a good speaking class:

Criteria for a good speaking class	Reason why
The teacher ... * Should insist on learners speaking English in class * Should accept answers tactfully	* The learners get a lot of input * The learners feel accepted and might contribute again in class
The learners ... * Need to be tolerant of each other * Should make an effort to speak English	* They might be embarrassed or shy if they are scared of the other learners. * So that they will want to speak again * they will participate more
The atmosphere ... * Should be relaxed * Should encourage everyone to participate	* If learners felt relaxed they will contribute more * If every one participates, more English will be spoken
Correction * It is not necessary to correct every mistake * The teacher should not correct rudely * learners can correct each other	* learners need to be encouraged to speak fluently * learners are also people * they might feel less threatened if corrected by peers , if the teacher and fellow learners are supportive of this
Activities... * Should have lots of pair and group work * Should include interesting topics * Should be varied	* So that everyone gets the chance to speak * To motivate learners and personalize the experience * to prevent boredom and counteract short concentration span

**Table 12: criteria for a good speaking class, Adapted from
Harvey and Murray (2007:27)**

4.4.7.2 Evaluation of the Coursebook in Terms of Speaking

Speaking skills in ‘At The Crossroads’ are throughout each unit.

By means of a sequence called *Listening and Speaking*. This sequence is divided into four rubrics which can be represented diagrammatically as follows:

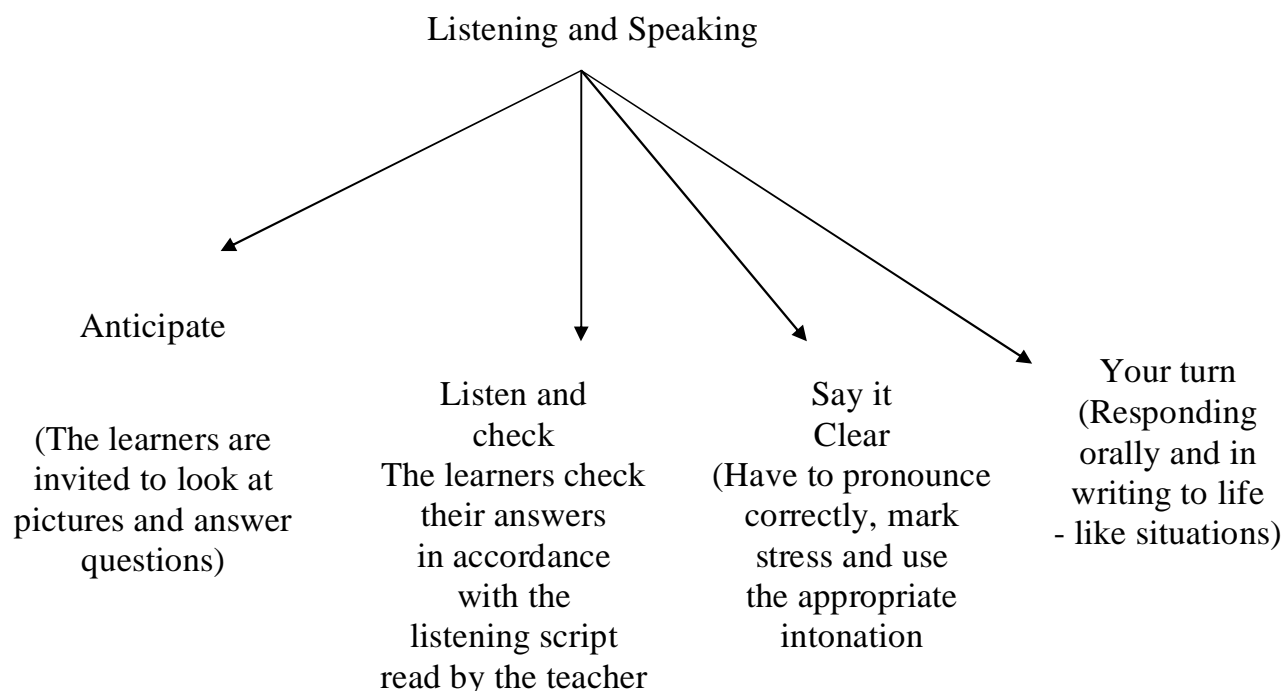


Diagram 2: Listening and Speaking in ‘At The Crossroads’

Generally, the learners speak to:

- Express opinions , preferences, purposes, obligations (Unit1)
- Express literary preferences, describe people , ask for and give directions (Unit 2)
- Express likes and dislikes, ask for and give information, give advice, make suggestions (recommendations), narrate (Unit3)
- Describe on object, express concession, compare and contrast, report facts, give advice (Unit4).

- Express opinion, feelings, condition, suggestions (Unit5).

Speaking activities include pair work. We find for example in Unit1, page 4 the following instruction *Take turns to give your e-mail address to your partner, if you don't have one, invent it* .The pair work appears again in task 3, page 5 : *Listen again to the dialogue and play it out using these sequences : first, then, next, after, that, finally*

Speaking activities include controlled communication work as well. This can be illustrated by task 3, Unit 2, page 50: *Pretend you are John. Use the cues to reply to Peter in the example*

Jalin: I had a terrible day yesterday.

Peter: Really? What happened?

John: I was having a beautiful dream when the ...

While / As I was having a beautiful dream

The ...

In addition, there are activities in which the learners are asked to conduct interviews (page 72), report about a burglary and an accident, interpret newspaper headlines (pp.84-85), responding to a radio interview about pollution (page 129) the coursebook includes also discussion parts

which encourage the learners to brainstorm and share the ideas about the related subject, for example, talking about environmental issues (page 131).

Despite the fact that the coursebook attempts to develop fluency among the learners, it can be easily noticed that many tasks are done individually rather than in pairs. From the activities that appear in Unit2, in the listening and speaking sequence, we can gather that most of them are done individually. Let us take specific examples to illustrate this fact:

Task 1:

Look at the picture and say which of the following tales from Arabian Nights they illustrate justify yours answer

Task 2:

Look at the characteristic in the picture story, then identify the hero and say who he is.

Task 3:

Look at picture B and say which part of the world the map represents by circling the appropriate letter justify your answer.

a- China

- b- North Africa
- c- The Middle east
- d- Iran

Pair work is more motivating and more useful for oral fluency than individual work. The teacher should create more opportunities for learner/learner interaction to motivate the learners, make them feel the vitality of the language they are learning and develop their communicative abilities.

4.4.8. Reading

4.4.8.1. Teaching Reading

To teach reading means to train the learners to read effectively to get information or meaning from written material with full understanding.

Rivas (1999:12) claims that:

Several factors now influence the selection of reading texts for the EFL classroom. Apart from readability, other criteria taken into account include authenticity and reader interest.

The goal of the coursebook is to stir the learners' taste, the need and pleasure for reading. Thanks to the use of authentic documents, the learner

will know a lot in English, discover about the language, and acquire a stronger self- confidence.

For a coursebook to be satisfactory enough in relation to the reading skill, it has to fulfil the following requirements:

- To expose the learners to a wide variety material (magazine articles, letters, e –mails and websites).
- To cover a broad range of motivating and contemporary topics about the real world and relate the topics to the learners’ experience, knowledge and opinions.
- To introduce texts especially adapted to suit the learners’ interests , develop their awareness an enrich their experiences
- To present intensive reading practice as well as target vocabulary in context.
- To give interesting tasks before asking the learners to read to have a clear purpose in mind and motivating challenge.

- To aid vocabulary development.

4.4.8.2. Evaluation of the Coursebook in Terms of Reading

The coursebook contains a great variety of interesting reading passages which have their sources indicated (Books, newspapers, encyclopaedia). Most of the selected topics show authenticity. Throughout the coursebook, we find the following topics

- * Text 1: a mail box, Unit2, p.9

- * Text2: okonkwo, Unit2, p41, Adapted from Achebe C, Things Fall Apart.

- * Text 3: Computer Use, Unit3, p71. The Times, Saturday 13 September 2004.

- * Text 4: Unit 4, p103 Development of Telecommunications, Unit 4, p103. Adopted from Hutchinson Encyclopaedia.

- * Text 5: Chemical at War against Man, Unit 5, p.133

Adapted form Thacker, P, Popular Science, p.35, July 2001.

The coursebook, 'At crossroads' contains more than one reading text in each unit. The learners are introduced to a variety of issues in such areas of communication as arts, journalism, science and pollution to maximize

their involvement. Furthermore the reading passages aim at focussing on the following skills and strategies:

- Skimming : reading for global information (all Units)
- Scanning :reading for specific information (all Units)
- Reading for main ideas (eg.Unit1).
- Appreciating literature (e.g, Unit2)
- Making inferences (e.g, Unit3)
- Determining the meaning of words through the context in which they are used (eg.Unit5).

Among the various texts included in the coursebook, we find in (Unit1) an E-mail message Kirsi who is Finnish is sending an E–mail to her Algerian friend Amel. This reading passage provides the learners with useful information about Finland: where it is, the number of its inhabitants, its famous places, people’s likes and preferences. While going through the passage, the learners are asked to guess the meaning of difficult / new words Indisputably, making the learners infer the meaning of words from contest is an important reading strategy Moreover, the text is designed to present or

practise a grammar point to make them aware of the difference in degree among the frequency adverbs included in the E-mail.

The text, in Unit2, is specifically meant for the literary stream and deals with people's physical appearance and personality feature. It is an extract from the novel "Things Fall Apart" of the Nigerian author Chinua Achebe.

Two major problems are involved here. First, the difficulty in pronouncing correctly the names of the characters (Okonkwo-Amalinze-Unoka).

Second, many difficult words and expressions make it impossible for the learners to respond appropriately to the discourse. Describing people is a process that requires simplicity instead of providing the learners with a complicated piece of reading.

Similarly, a glance at page 46, within the same unit, to describe a place, a text adapted from Charles Dickens 'Hard times' has been selected. The learners will not be able to understand that repetition of the same structure is done on purpose: To describe that life in Coketown is dull and monotonous. We do not deny the fact that the language used is beyond the

learners' proficiency level. The use of difficult words, expressions and metaphors will not help to maintain the learners' motivation and attract their attention. The topic does not suit the age of the learners. Let us take specific examples to illustrate the difficulty of expressions imposed by the text:

It was a town of unnatural red and black brick like the painted face of a savage, It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and river which ran purple with ill-smelling dye ...

At this particular stage of learning, simplification is favoured because using simple accounts is an effective technique to achieve appropriate response, the point is that with less proficient learners we usually use simplified texts in order to make them appropriate in level for our learners.

However, in unit 3 , a very significant and highly –motivating reading passage whose theme is *computer use* has been extracted from “The times”, Saturday September 13, 2004 The passage is a report of a survey on computer use in a group of young people through which the learners will develop the skills of interpreting survey results. After reading the text and

answering the questions properly, the learners will be aware of how to conduct a survey, the types of questions that the reporter asked to his / her informants and the results / findings of the survey. The topic about achievement of the teenagers especially in the fields of interests can motivate the learners and engage their attention to involve in the tasks with great motivation.

The reading passage of unit 4, adapted from Hutchinson Encyclopaedia is about technological evolution (**telecommunications**). This text is very informative. It introduces the learners to famous people and their great achievement and discoveries. The great advantage of this passage is to acquaint the learners with knowledge about how telecommunications have evolved throughout time.

The theme of the reading passage in unit 5 is entitled “Back to Nature”. While the text is “Chemicals at War Against Man”. Needless to say that Pollution has always been considered as an important environment issue putting man’s environment seriously at risk. In fact, people are worried because of the negative effect pollution on the environment.

Unit 5 Provides further reading passages which are appropriate to the learners' goals and which illustrate the dangers of pollution both at a global level and in area which directly concern the learners. The topics are not only attractive to them but also educating them by telling, for example, to take care not to leave litter, not to allow chemicals into rivers, to recycle rubbish. So, such topics make them aware of the serious and urgent measures to be taken in order to keep a clean and tidy environment. The target behind introducing such topics is to create a motivation that influences the lives of the learners and reflect their way of thinking and behaving. In addition, they are kept actively engaged in the process of reading to personalize and raise interest in the topic that will be covered. It is important to note that without personalizing any topic in any course, the learners will feel that they are just learning those topics as a must to fulfil their duties, and they will even think that the topics have nothing to do with them. Consequently, they will find them boring and meaningless.

It can be observed that though the coursebook needs adaptation more specifically in relation to the literary texts, which are not suitable for the learners' level of proficiency, the reading passages are about subjects of general interest, controversial and emotionally engaging.

4.4.9. Social and Cultural Context

4.4.9.1. Teaching Culture

Speaking a foreign language requires having a presentation of the other's world. It is indispensable for the learners to be sufficiently equipped with cultural know-how's, and more specifically, to know when to use them appropriately. Literature, being an essential heritage of the community should be dealt with. At this level, it is necessary to introduce the learners to concrete situations, anecdotes, and contemporary situations through observation, identification, description of landscapes, characters, ways of life Adaskou and Britten (1990) distinguished four separate sorts of culture that language teaching may involve, First, the aesthetic sense which comprises the media, the cinema, music and literature. Second, the sociological sense which covers family life, home life, interpersonal relations, materials conditions, work and leisure, customs and institutions, Third, the semantic sense which is concerned with semantic area such as food, clothes, institutions. Fourth the pragmatic or linguistic sense which requires the ability to use appropriate exponents of the language to achieve communicative functions, to use appropriate intonation patterns, to conform

to norm of politeness , to be aware of norms and conventions governing relations and to be familiar with rhetorical conventions. To put this factor into practice, the learners should be introduced to different types of letters and messages form-filling advertisement. From this vast area, a coursebook should select some salient points to broaden the learners' cultural horizons and provide them with a cultural experience via the English language. This will enable them to adopt a mature view of the world around them.

4.4.9.2. Evaluation of the Coursebook in Terms of Social and Cultural Contexts

Cunningsworth (1995:90) argues that

The coursebook should set its materials in social and cultural contexts that are comprehensible and recognizable to the learners, in terms of location, social mores, age group etc. in addition to physical context, the relations, modes of behaviour and intentions of the characters in the book should be interpretable by the students, so that they relate the language used to its purpose in the social context.

As far as culture is concerned, the coursebook provides facts, pictures, and allusions to both foreign and home culture. It emphasizes the importance of seeing language as a means of expressing social and cultural values. The

culture of the British people is introduced in a comprehensible way. For instance in Unit 1, page 17, there are messages from The New York Times about birth, marriages, and deaths. Still within the framework of unit 1, the learners are made aware of the customs and traditions of people in Finland. However, the teachers experience difficulties while attempting to introduce Unit 2. It is hard to them to cope up with the cultural elements involved in Charles Dicken's text and Chinua Achebe's one. It is not also easy for the learners to understand some words and expressions because they are not familiar to them and need some cultural background which is not offered to them. Consequently, the learners feel unpleasant and uncomfortable with these topics which will bring about boredom in learning and cause the learners to dislike them. Apart from that, the learners do not find much social or cultural problem in the coursebook,

The coursebook also provides good opportunities for them to talk about the characters portrayed and to learn cultural facts from people of different foreign countries and to discuss their achievements – Thus, They will learn many things from them.

As exposure to the cultural information in the target and also in the source culture is necessary, the coursebook gives the learners an opportunity to process cultural meaning in cross – cultural situations. For example, in Unit 3 page 87, they are presented with a graph about how the consumption of milk and cream decreased slowly between 1980 and 1987. Next, they are asked to write a health report about the change in food consumption in Algeria making recommendations. In Unit5 , after reading a letter of complaint from Dan Samithson, to Wilcox International concerning pollution in the new plastic factory , the learners are asked to pretend they are environment inspectors and to write a memo to inform the authorities about the dangers resulting from pollution in their area.

4.4.10. Design and Illustrations

Illustrations constitute an integral part of the textbook. They fulfil an important role in the sense that they complement the text and contribute effectively to learning outcomes. An addition to this, they serve as a support to the educational principles upon which the textbook is based, provide contextualizing language, and stimulate language practice.

The term ‘illustration’ has been defined by Hewings (1991:235) as

Everything that would not be considered “text” in teaching material. This includes, for example, drawings, cartoons, photographs, flow charts, pie charts, graphs and table. Illustrations such as these, are very commonly found in published materials to support the meanings conveyed in the accompanying text, stimulate language practice in their own right, or simply to decorate.

4.4.10.1. Design and Illustrations in the Coursebook

The most striking point about the coursebook ‘At crossroads’ is that it is rather dense with crammed texts and tasks, and there is not enough white space to achieve clarity to the extent that is difficult for the learners to focus attention on some pages.

It is true that some illustrations, in a form of drawings or photographs appear clear and distinct, and are at the same time representational, organizational, and explanative. They do help in clarifying the context and helping the learners to grasp the intended purpose easily. Besides, we find some charts, where information (usually statistical) is incorporated, as in unit 3, page 87. However, It is not always the case because very often we find some pictures which are made so small and colourless to the extent that they mislead the learners.

Conclusion

This attempt to analyse the coursebook 'At the crossroads' enables us to make the following observations in connection with the two checklists as reference for the content bearing in mind the most important criteria defined for coursebook evaluation.

The coursebook attempts to provide a great deal of support for learning and to offer a good balance of work on accuracy and fluency while the overall emphasis is clearly on reading and writing. The different units of the coursebook provide a wide range of opportunities to engage the learners in terms of topics, language and skills- However, the coursebook has some weaknesses because some included topics are beyond the linguistic proficiency of the learners. Second, it is questionable whether there are enough speaking activities to promote interaction in the classroom. To sum up, adaptation and supplementation cannot be denied.

CHAPTER FIVE

Analysis of the Teachers' and the Learners' Questionnaires

Introduction

The aim of the questionnaire for teachers is to investigate the teachers' views on the coursebook 'At The Crossroads', in terms of topic contents, syllabus design and illustration, social and cultural context. The questionnaire will, therefore, help to find out whether the coursebook is really effective in achieving the aims of the course and the objective of the teachers. Likewise, the aim of the questionnaire for students is to investigate their views on the existing coursebook.

As part of a recent study of the role of the coursebook in motivating foreign language learners, a survey of the learners' views of the coursebook 'At The Crossroads' was carried out. A total of 100 pupils from the secondary school (Tarek Ibn Ziad) responded to the designed survey. The survey took the form of four-page questionnaire designed to be readily comprehensible to a wide ability range of learners of the first year of the secondary school. Most of the questions involved simple choices of opinion or judgment, expressed by ticking boxes, but the last question invited comment on whether the coursebook meets their aims and objectives. The questionnaire aimed to survey learner's views on their particular coursebook from the standpoints of:

- The learners' personal information.
- The topics they are interested in.
- Their preferred activities.
- Their opinions on the use of the coursebook.

5.1. Analysis of the Questionnaire for Teachers

Section one / General information

Q1- Class: which level have you been teaching?

It is important to mention that, all teachers mentioned that in addition to teaching second and third year, they have also taught first year learners. This information indicates that they are well acquainted with the first year school program, the syllabus, the learners and objectives and hence, the coursebook's strengths and weaknesses.

Q2 – Gender: Please specify

Male

Female

Fourteen respondents of the questionnaire were female and six were male. We find that in Algeria, generally speaking, the number of the female teachers is higher than that of male.

Q3: Age, please specify

Under 30

30-50

51 and above

The majority of the teachers were between 30-50 according to the result obtained, we can say that they have at last spent an important number of years in the field of teaching.

Q4: Teaching experience: how long have you been teaching?

Less than 5 years

Between 5 and 10 years

Between 10 and 15 years

More than 15 year

Number of Years	Number of Teachers
Less than 5 years	2
Between 5 and 10 years	4
Between 10 and 15 years	5
More than 15 years	9
Total	20

Table 13: Teaching experience

As far as the teaching experience is concerned, almost the majority of the teachers have more than 15 years teaching experience (9). This shows that they were familiar with the 1st year learners' program. Therefore, they were able to talk about the strengths and the weaknesses of the coursebook 'At The Crossroads'.

However, it is important to note that whether being experienced or not, the teachers did not witness the emergence of the learner-centered

approach as students but rather as teachers, a fact which may hinder their adaptability to communicative materials.

Coursebook:

It is of vital importance that to engage the learners minds, stimulate their imagination, arouse their consciousness curiosity and interest and motivate the learners, the coursebook should include attractive and appealing topics. The first question, in the questionnaire deals with the fundamental issue of whether the topics are attractive.

Q 5. Are the topics in the coursebook attractive to pupils?

Yes no

The teachers' views on the topics of 'At The Crossroads' were quite alike. Thirteen teachers admitted that the topics were attractive. Five teachers said that only some of them are attractive.

Q 6: If yes, which topics are attractive?

The teachers who found the topics attractive focus typically on the following ones:

Unit 1 'Getting Through' : computing

Unit 2 'once upon a time' :Narrating

Unit 4 'Eureka' : inventions, discoveries, science and technology

The teachers gave even their reasons behind their choice of such topics which can be stated as follows:

Teacher 1- They take into account the pupils' objectives and stimulate their interests.

Teacher 2- They are related to their immediate environment

Teacher 3- They are motivating and create discussion as we are living in the age of information technology.

Teacher 4- subjects related to computers and tales are usually highly appreciated by the learners.

Teacher 5- The topics treat current facts

Teacher 6 – the topics are up-to-date. Thus they motivate the teenagers to study and show interest to both the texts and the activities related to them.

Teacher 7- they are informative and educational.

Q 7- If no, please explain why they are attractive.

Seven teachers, on the other hand, found that the topic number 2 'Once Upon a Time', specifically meant for the literary stream , contained two reading passages: Charles Dickens, 'Describing Coketown' and Chinua Achebe, describing Okonkwo. Both passages contain words and metaphors beyond the proficiency level of the learners.

Q 8: Is the coursebook visually attractive in terms of illustration (tables, maps, graphs, etc...)?

As far as illustration is concerned, eleven teachers found that the coursebook is visually attractive, three teachers said: no

Q 9: What kind of pictures is interesting to them? (Photos, posters, landmarks, sites).

To facilitate and promote learning, the coursebook should cover pictures and graphics from books, newspapers, magazines or photographs. They are extremely useful to achieve communicate activities and writing tasks.

Nearly all teachers found that pictures and photos are very interesting to the learners. Some justified their answers by stating that.

Teacher 1- The drawings are presented through vivid colours.

Teacher 2- All of them stimulate interest and provoke the learners' involvement in the topic/ theme to be dealt with.

Teacher 3- They are authentic, simulating, and challenging to the pupils' own knowledge and conceptions.

Teacher 4- All the visual aids are interesting because they anticipate the pupils' general understanding about the topics

Teacher 5- They catch the pupils' attention and involve them enthusiastically in the activities.

Teacher 6- The coursebook is equipped with a large number of photos for illustration as in unit 2 "Once Upon a Time" where all the sequence (**Anticipate**) is presented with pictures describing the characters of the story.

Teacher 7- we have maps, graphs, tables, drawings designed for practical and motivational reasons.

Teacher 8- Some drawings or cartoons are funny and amusing to the learners

However three teachers, found that the pictures were not big enough to the extent that they were ambiguous and difficult to focus attention on.

The learners enjoy a great deal working with pictures, photos, maps, posters...etc. which are useful and helpful to them to do the tasks. Such visual aids are present in the coursebook and they do serve different purposes. First, they help the learners to understand the topics easily. Second, they help them to become interested in the lessons and participate more. Third, they allow them to predict what is going to happen or guess what the topic is about. But for those who find that the pictures and the photos are not big enough because the units seem to be rather dense with crammed activities, and there is not enough white space to achieve clarity.

Q10: Are the topics up-to – date for your pupils?

A good topic is one to which the learners can relate using ideas from their own experience and knowledge and which is up-to-date. The vast majority found the topics interesting (17).

A glance at the coursebook' topics enable us to deduce that the topics are interesting. In Unit 1, for example, the learners will be taught how to write an e-mail for exchanging or contacting individuals through the internet. Undoubtedly, e-mails can increase the learners' English development and enhance simulation. Asking for and giving information in

relation with e-mail and electronic addresses is a very important social skill in the contemporary world. The learners have a preference for topics that are current and up-dated enough for them to discuss. In Unit 5 there are some serious environmental issues about pollution and natural disasters which will encourage them to generate their ideas, think critically and creatively.

Q 11: Do the topics of the coursebook provoke personal responses, and encourage the pupils to express their own views and talk about themselves?

The learners need topics which allow them to participate more, personalize as well as share their experiences with their peers. Controversial topics that provoke their personal thinking should therefore be included. Most of the teachers (17) affirmed that many topics are quite interesting, provoke personal responses, stimulate interest and encourage the learners to express their own views and talk about themselves.

Q 12: If yes, which topics?

The answers provided by the teachers were approximately similar, as the following answers from different teachers might suggest.

Teacher 1- The new approach (the Competency-based Approach) urges the learners to write and express their points of view as in task 6 page 57 where the learners are required to write a poem about their country.

Teacher 2- Unit 1 'Getting Through' provides an opportunity to the learners to get in touch with real and new pen-pals and to win their interests. Moreover the listening phase is preceded by series of activities that champion the learners' personal interpretations and predictions.

Asking for and giving personal information in relation with e-mail and electronic address is a very important social skill in the contemporary world.

Teacher 3- The topics involve the learners' concerns and reflect their interest/ preoccupations and communicative needs such as computers, story, telling, pollution, role of youth to face social issues.

Teacher 4- The learners find the new inventions in technology where the pupils are asked to give their point of view about technological progress and modern life advantages.

Teacher 5- There are topics describing countries and family matters which are relevant to the learners and encourage them to give their own views.

Teacher 6- Most of the topics carry out motivating activities especially unit 1 “Getting Through “ , Unit 2 “ Once Upon a Time”, Unit 3 “Our Findings Show” and Unit 5 “ Back to Nature”.

Q13: Is the coursebook learner-centered as it claims; i.e., does it encourage the learners to learn by interaction and cooperation, collaboration?

To be learner-centered, the coursebook should cover tasks which allow the learners to express their own opinions, experience and feeling. Further, it should encourage them to work with peers and take part in real activities so that they will develop responsibility for their own learning and also develop ability to think, interpret, analyse and manipulate the given information by themselves.

To encourage the learners to learn by interaction and cooperation, the coursebook should cover a variety of interesting and useful learning activities such as information-gap tasks, role plays, pair, group and whole

class activities. Concerning this point, two opposing views were noticed: nine teachers said *yes*. However, eleven teachers answered by *no*.

Q 14: If No, please explain why or justify.

The teachers who found that the coursebook is not learner-centered as it claims and does not encourage the learners to learn by interaction and cooperation / collaboration provided the following reasons:

- The teacher needs very often to give further information especially when the instructions are not clear enough.
- Time factor and size of the class make it had to apply the approach successfully.

“One teacher confirmed that the pupils need so much help from the teacher because the book does not lead the pupils to attain interaction and co-operation by himself”.

Another teacher remarked that “as the aim of the approach suggested that the coursebook is learner-centered, it encourages the learners to learn by interpretation, what we call T.A.P.S (teachers alone-pair work-small groups), but this can not be achieved because of oversized classrooms.

A third teacher claimed that “the aim of the coursebook is learner-centeredness; however, the number of the pupils in the classroom cannot help to learn by interaction. The content of the coursebook is so long and cannot make a learner-centered syllabus. While another teacher asserted that “with the short type allocated to English in the first year of the secondary school and the number of the pupils in the classroom no learner-centered pedagogy is really existing.

To sum up, the different views, the problems involved with the implementation of the learner – centered approach are the following

- The large number of the learners makes it impossible to create a positive learning environment
- Time factor: the context of the coursebook and the time allocated to teaching English do not correspond.

Another reason of equal importance that can be added to the reasons that have been provided so far is that the teachers lack experience since they have no firm guidelines to follow as far as this new approach is concerned.

Q 15: Does the coursebook teach about English people’s culture and way of life?

Providing not only linguistic but also cultural information is necessary for the effective use of the material in class and developing the learners' awareness of the British cultural setting or background is a major prerequisite. The presentation then, of the target language community and its way of life is crucial in foreign language learning / teaching and the learners need an exposure to the cultural information in the target culture and to be aware of the cultural facts, from people of different foreign countries, especially from Great Britain. Valette (cited by Prodromou (1992-39) states that:

For the classroom teacher, cultural goals may be divided into four categories: developing a greater awareness of and a broader knowledge about the target culture ; acquiring a command of the etiquette of the target culture; understanding differences between the target and the student culture ; and understanding the values of the target culture.

To answer the questions related to the integration of the cultural component, twelve teachers said 'No', while eight of them answered by 'sometimes'. Those who answered by 'sometimes', think that the authors did not try to include cross-cultural awareness activities which are British-centered.

Q 16: Are there cultural elements in the coursebook the pupils cannot cope up with?

Fourteen said 'yes'. However, four said 'no', while two did not answer the question.

Q 17: If yes, what are they?

All teachers provided basically the same justification. Unit 2, "Once Upon a Time" was been mentioned as the most problematic unit where the teacher faced serious difficulties in trying to explain the reading passage an extract from Chinua Achebe's novel '**Things Fall Apart**' because it highlights the African culture that is completely different form the learners culture. In addition to this Charles Dickens' story of Coketown and the use of metaphors complicated the matter.

In fact, the teachers found some social or cultural problems in the coursebook. In fact they have not basic cultural knowledge and cultural facts about the characters portrayed in the coursebook to provide the learners with further information and broaden their cultural views. The point is that how can the teachers help the learners when talking about the characters and

other cultural things that are not even comprehensible to them. They ignore totally the background knowledge of other countries.

From what has been stated above, adapting some topics of ‘At the Crosswords’ is crucial to be made in the target situation.

Q 18: Does the coursebook teach your pupils the language they use in real situation?

To teach the learners the language they use in real situation can be achieved through the use of authentic materials such as: to expose them to the language of the real world, and help them acquire an effective learning in the target language. The advantage of using authentic materials in the classroom is highly beneficial to the learning process and to the learner him/herself who feels that he or she is learning the “real” language as it is used by the community which speaks it.

Most of the teachers (12) said ‘sometimes’ and (8) said ‘often’.

A thorough examination of the coursebook helps us to gather that the language functions required to fulfil daily activities are present. For example the learners are introduced to the following functions:

-Express their opinion

- Express agreement and disagreement

- Describe a place, a person;

- Express likes, dislikes, and preferences;

- Ask for and give direction;

- Locate a place;

- Express condition and result;

- Narrate;

- Give instructions, etc...

The problem is often related to texts and activities selected by the authors. In many cases, the teachers skipped some exercises and texts that were not quite understandable with some unusual and unfamiliar expressions. Faced with this difficulty, it is advisable for the teachers to adapt some given texts and activities by substituting some possible contents to meet the learners requirements.

Q 19: Do you find exercises significant enough to help learners communicate?

For the exercises presented in the coursebook to be significant enough to help learners communicate, communicative activities such as group work, discussion with peer should be introduced to encourage the learners to communicate effectively and confidently with their classmates and foster their interaction. The exercises should, then, allow the learners to think, generate their ideas and participate actively.

Six teachers admitted that the exercises were significant enough, though fourteen said that they were not.

Q 20: If No, please Justify.

According to the answers provided, it is true that there are some meaningful exercises about invitations, formal letters of apology, informal notes of apology (page 14 and 15) in which the learners are asked to work in pairs, to write invitations and thank-you notes but, if we examine the exercises on page 4 and 5 we will definitely conclude that the individual work is predominant. The pair work appears only in the fourth exercise so that the learners will take turn to give their e-mail address to their partners. In unit 1, there are also several examples of activities which demand a high

level of cognitive thought about manipulating the computer. The learner who are not used to such activities may feel frustrated and uncomfortable. The teachers, therefore, have to adapt the tasks and activities according to the level of the learners.

Q 21: Are summaries of grammar helpful?

Most of the answers to this question revealed that teachers favoured summaries of grammar.

Having summaries of grammar at their disposal is beneficial for the learners. Throughout the exercises, the learners are given the basic rules and structures to get the opportunity to refer to them and apply them in various exercises. Second, they serve as a means of revision and consolidation as far as points of basic grammar are concerned.

Q 22: Does the coursebook integrate the four skills in a balanced way?

A successful coursebook should adopt an integrated approach to all four language skills (listening, speaking, reading, and writing).

Here, we noted 13 answering by 'yes' against 7 saying: 'No'. Those who answered by 'yes' think that the four skills have been dealt with. Those

who have answered by 'No' find that special attention has been paid to the reading and writing skills.

Q 23: How is the course sequenced?

By grammatical structures By situations
 By skills / abilities By combination of
the preceding approaches

A complete coursebook should incorporate grammatical structures, situation, skills and abilities.

The following table explains the way this point has been viewed:

Syllabus Type	Number of respondents	%
by grammar structures	1	5%
by situations	3	15%
by skills/ abilities	5	25%
by combination of the preceding approaches	11	55%
Total	20	



- by grammar structures
- by situations
- by skills/ abilities
- by combination of the preceding approaches

Graph 1: The coursebook's organisation

In accordance with the prevailing view, the book incorporates the four language skills, while putting special emphasis on reading and writing.

Q 24: Are activities suitable to the size of the class?

Large classes which are often found at the secondary level are a constraint on group work and management problems. So, teachers find difficulties in coping with the noise, persuading the class to use English, managing the introduction and setting up of activities and monitoring the work of individuals. When teachers are faced with these problems, Nolasco and Arthur (1988:5) find that

It is not surprising if they feel that there is a gap between the theory of communicative methodology and the reality of their own teaching situation.

Faced with big classes, the goal of large scale individualization of instruction cannot be put effectively into practice.

All the teachers confirmed that the activities are not suitable to the size of the class.

Q 25: If No, please explain why.

Basically, the teachers provided similar reasons. To show that the view exhibit similarities, let us take some examples:

Teacher 1: Teachers cannot listen to all the pupils while speaking and performing dialogues because of the big number of pupils in classes.

Teacher 2- Large classes hinder the achievement of this goal.

Teacher 3- Our classes are over-crowded, It is difficult to deal with group-work.

Teacher 4- Difficulty in providing enough time for performance for large classes and checking deficiencies and difficulties to assimilate and reproduce (communicate)

Teacher 5- Activities related to the writing skill require a small number of pupils so that they can learn the practical techniques of a good writing.

Teacher 6- In comparison to the large classes the activities are not suitable since a small number of learners take part in them in addition to that, the weak learners are not cared of.

Teacher 7- Cooperative work cannot take place as expected.

Teacher 8- With 40 pupils it is impossible to listen to everyone.

Teacher 9- Ignorance of some teachers of the principles of group work and class management.

Teacher 10- The number of pupils in a class hinders the achievement of the target objectives and a true assessment of a pupil's progress and learning.

Teacher 11- Pair-work and group-work should be supervised, assessed by the teacher which becomes impossible when dealing with large classes: time consuming, and a hard organization.

Teacher 12- It is the norm in Algerian schools (as for as I know and from my own experience) – that classes are over-crowded whereas the coursebook that has been introduced recently is intended to class of no more than 20 learners per class.

So the teachers are confronted with most preoccupying problem: large classes where it is hard for them to maintain visual contact with all the learners in the class, to move them into pairs and groups, to give instructions to the whole class, and to respond to their problems when they are engaged in particular activity. In order to ensure more pupil participation in learning especially if the objective is the mastery of oral fluency, the size of the class should be limited. Further, Oral interaction will be restricted to one exchange at a time, teacher-pupil, or pupil-pupil. This will result in ineffective teaching and learning. In fact, research shows that learning is more effective in small groups. The big questions is how can the teachers organise so many so many learners at one time, teach them useful English and assess their progress?

Q 26: Do you use cassette tapes in your class?

A substantial majority (17 teachers) said that they are not using tapes in their process of teaching, only 3 teachers say that they use them.

To teach listening comprehension adequately and effectively audio equipment is doubtlessly important. Therefore, authentic listening tasks should be available and a real life listening experiences relevant to the needs of the learners should be present so as to motivate them and provide them with a realistic context. Being the main source of the spoken language texts in most classrooms, cassette recorders and cassettes are attention catching and assure better understanding of the materials

Q 27: Specify the importance of the tabulated criteria by ordering them as follows:

1- Very important (VI) 2- Fairly Important (FI) 3- Average (A)

4- Not Important (NI) 5- Totally Unimportant (TU)

-Criteria	- Order of Importance
- Interesting topics and tasks	
- Plenty of authentic language	
- Good pronunciation, explanation and practice	
- Good grammar explanation and	

practice	
- Available audio – visual aids	
- Integration of the four skills	
Enough educational and cultural Knowledge	
- Clear visually attractive material	
- Various topics and tasks so as to provide the learners with wide knowledge	
-Appropriate to the target language	
- objectives clearly implemented in the coursebook	

In deciding on the rating of each item, the questions which the teacher should ask himself and seriously think about is: without this criteria, won't the coursebook be successful?

From the way the tables were filled, we ... at the following conclusions. The criteria which have scored very high and which have been considered by all teachers as being very important were:

Objectives clearly implemented in the coursebook (20 teachers said so) and integration of the four skills (20 teachers as well said so)

In the second position, came two other criteria and both were considered as being very important by nineteen teachers, which were: good grammar explanations and practice and interesting topics and tasks. One teacher stated that both were fairly important. In the third position, came available visual aids, very important according to teachers while three used (FI): Fairly important. In the fourth position came: clear visual attractive material and the criterion: enough educational and cultural knowledge was scored as follows:

(VI) by 17 teachers , (FI) by three teachers , In the fifteen position of authentic language and a good pronunciation, explanation and practice were considered (VI) by thirteen teachers , (FI) by three teachers and (A) by four teachers the criterion: appropriate to target language came in the teachers position : four (VI), three (I) and thirteen (A).

The teacher views can be represented as follows.

Criteria	Classification and score
-----------------	---------------------------------

	attained
1- Integration of four skills + objectives clearly implemented	Grade 1 = (VI) for twenty teacher //
2- Good grammar explanation and practice + Interesting topics and tasks	Grade 2 (VI) for 19 teachers //
3- Available visual aids	Grade 3 (VI) for 18 teachers
4- clear visual attractive material	Grade 4 (VI) for 17 teachers
+ enough educational and cultural knowledge.	Grade 5 (VI) for 13 teachers
5- plenty of authentic material + good pronunciation , explanation and practice	Grade 6 (VI) for 4 teachers
6- Appropriate to target language	

We can, therefore, draw the following conclusion: the majority of the teachers admitted that among the requirements which should be primarily focussed on in the coursebook were: objectives clearly implemented. They provide a framework and clear orientation and instructions so that the teachers will know where they are going, what is coming next to achieve a

sense of structure and progress. In addition to that, and equally important the provision of carefully planned, integrated and coherent language skills are important to develop the learners' competence.

Q 29: Do you find the coursebook pedagogically satisfactory?

A coursebook should follow a methodology, underlying its content and presentation which corresponds to the aims of the curriculum as well as to the teaching objectives. A pedagogically satisfactory coursebook is the one which implements and employs a variety of devices to ensure that the objectives are met successfully and encourage active learning. Above all the coursebook is seen as a means for interpreting the curriculum and for providing stimulating and interesting approaches to learning. In other words, there should be a certain compatibility between the coursebook and the official syllabus.

Among the twenty teachers, twelve found the coursebook pedagogically satisfactory. However, eight of them did not think so.

Q 30: Please justify your answer

The following remarks illustrate the type of comments that the teachers have made regarding the suitability of the coursebook 'At The Crossroads', pedagogically speaking:

Teacher 1: "The coursebook would be pedagogically satisfactory if well exploited by the users. It is good enough with a deep preparation of its content. Users must also have an idea of the whole book content before its use in class which is not always the case. The coursebook content must be accompanied with enough audio visual aids which do not exist in our schools. Some users do their utmost to achieve their teaching adequately but it is hard. They do not have the necessary time for that. The number of pupils per class affects also the teacher's task if there is an effort on his part."

Teacher 2: "Yes, because it is based on the competency based approach (C.B.A). It is also respecting the degree of difficulty, from simple to difficult. It is also motivating"

Teacher 3: "I dare say that this coursebook could have been more pedagogically satisfactory if it had been taught under better conditions".

Teacher 4: “But to some extent only. Normally, teachers of the field are better equipped if they are invited to discussions and debates about the coursebook to enrich it and enable us to have a closer book to the coursebook. Teachers are in the field and they know better than anyone else what really suits their students’ goals”.

Teacher 5: The coursebook has, indeed, some weaknesses

- Not all the texts include authentic language
- Lack of sequencing of skills
- The phase – check your progress – is not done fairly by the pupils the
- Pupils are not mature enough to evaluate their real capacities.
- Project workshops are too demanding from both the teacher and the pupils.”

Teacher 6: “Well yes, but then some “Buts”! Undeniably, the new coursebook are updated far more original and allow more communication in class. However, almost no audio – visual means are available for teaching which keeps English learning in most unauthentic situation. Another point of importance is the time allocated per Unit. Clearly, we are bound by the

program to carry on a number of units per year not minding the learners' degree of assimilation and understanding of what has been taught so far, Put what I do really find puzzling is the total absence, well inexistence would be more to the point, of all test, examination and evaluation while the structure of new coursebook basically centres around communication, pronunciation and speaking.

Examining the above arguments, the teachers called for the coursebook adaptation to make the content more relevant to the learners meet their goals and satisfies the requirements of the curriculum.

Summary of the findings

From this analysis we conclude that:

§ The teachers clearly favour:

- More communicative exercises in order to encourage both the pair and the group work.
- Activities that stimulate the learners to arguments.
- The use of tapes as a means of access to pronunciation and communicative functions and which gives the learners the most realistic kind of listening practice.

- Group competition in the class.
- More presentation of the target language community and its way of life.

§ The teachers are not motivated by:

- Excessive activities and sequences; these are specially criticized when they are independent and bear no relationship to each other.
- The project work which is not convenient for assessing the learners' achievements.
- Self-evaluation which is considered by some teachers as a premature activity because the learners cannot really evaluate themselves objectively.
- The size of the classroom : the teachers complain a lot about the number of the learners in the classroom which makes it difficult for them to handle classroom and to allow communication to take place
- Time factor: the hours devoted to teaching English (4hours) does not allow the teachers to cover the whole units.

To sum up, and to be critical, the findings indicate that the coursebook is not completely suitable for use as it does not achieve the teachers'

objectives. Although the coursebook attempts to improve the learners' accuracy and fluency, it requires improvement. This can be done by consulting the teachers. Thanks to his knowledge and experience, the teacher remains the main artist of the teaching / learning environment to bring judgment on the merits and demerits of the coursebook.

5.2. Analysis of the Questionnaire for Students

Section One / Personal Information

Q 1. gender : male female

Among the one hundred respondents, thirty seven are male and sixty three are female. This indicates that the number of girls is higher compared to that of boys.

Q 2: Age: The questionnaire reveals that the learners are aged 15 to 16, and have already four years' tuition in English at Middle School level . the teaching program they are going to be introduced to should definitely correspond to their needs and meets their interests.

Q 3: Class: the informants were basically following the literary stream first year learners at the Secondary School, 'Tarik Ibn ZIad'. They feel more motivated to manipulate the language during their university studies. They need it not only for written purposes but for oral communication as well.

Q 4: Are the topics in the coursebook attractive yes no

93 of the respondents felt that the topics in the coursebook looked attractive. The most striking point is that both the teachers' and the learners' views on the topics are quite alike. Data from the questionnaire revealed that the learners are mainly interested in topics provoking interest and involvement. In other words, the topics related to their immediate environment are highly valued for instance: internet, environmental issues, inventions, discoveries and the world technology. Not only such topics do

inform but educate as well. As the learners are teenagers, they favour the topics that are concerned with teenage life and interests and that are current. For example, by virtue of the unit 1, the learners will develop the ability to read and write e-mails following certain instructions. Undoubtedly, such a topic engage their attention as most of them frequently go to cyber-cafes and are most of the time completely engrossed in sending and receiving e-mail messages. Since we are living in the world of science and technology, the learners are aware of how much are computers important in our modern time. They want, henceforth, to explore the world of science and technology.

Q 5: If yes, which topics are interesting?

The learners are interested in the biographies, in unit 2, of famous people and show a lot of interest towards them such as William Shakespeare, Louis Pasteur, Alexander Fleming, Graham Bell, Albert Einstein who are mostly admired because of their good deeds and noble accomplishments.

Q 6: If no, which topics are not attractive?

Some learners, on the other hand, twenty four said that they disliked the topic dealing with describing people and places. The problem here is not with the function itself, describing is among the essential language functions

the learners need to perform, it is rather the language which is too sophisticated and beyond their proficiency.

Q 7: Do you find it easy to understand the topics?

46 respondents found that the topics are easy to understand because they deal with everyday life situations like pollution, astrology, health, and some environmental issues.

Q 8: If No, which topics do you find difficult to understand?

54 Respondents declared that they actually found difficulties in understanding the topics. In unit 2, 'Once Upon a Time' they are neither familiar with the British literature nor with the African one.

In unit 4, the topic dealing with 'astronomy', is not up-dated enough for them to discuss and even the use of difficult words - as this extracted sentence may suggest.

"The heavenly bodies have always stirred the imagination of men. There have always been numerous accounts of fanciful trips to other worlds": p 122.

Q 9: What kind of topics do you like to learn in class (not included in the coursebook)?

- Interviews
- Science and technology
- Stories
- Culture
- Music
- Fashion
- Family matters
- Sports
- Planning future activities
- War

The data from the questionnaire revealed that most of the learners hoped and would like to learn about music (very highly scored: 87 students) also fashion (79 students), and planning future activities, planes and ambitions (72 student). As teenagers, they prefer the topics concerned with teenage life and their interests.

The topic 'music' was been highly valued, using songs in the classroom is undoubtedly one of the effective ways to attract the learners' attention, it is a means of building up vocabulary as well as involving them enthusiastically in the activity.

Music	Fashion	Planning future activities
87	79	72
87%	79%	72%

Table 15 The learners' favourite topics

Q 10: What kind of activities do you like in the coursebook?

Pair/ group work

Dialogue writing

Fill in the gaps

Story writing

Games

Grammar exercises

Reading comprehension

Story telling

A substantial majority (88 students) anticipated that the types of activities they prefer are pair/ group, games and story telling. For the pair of the group work, this would indicate that the learners are aware of the fact that by working together cooperatively, they will practice the language conveniently and gain confidence. Besides, some learners are shy and will never participate in whole class discussion. In pairs, they can feel safer and are more likely to take part in conversation is an effective way to lessen their fear of speaking up as empower their confidence.

Language games such as crosswords, puzzles, vocabulary games are also beneficial because they attract the learners' attention, encourage them to communicate and foster unity and familiarity among them.

The learners are also fond of telling stories which is a simple and rich source of foreign language input notably for young learners.

Q 11: Do you enjoy the activities in class yes no

The vast majority (83 students) opted for 'yes' and found that they enable them to communicate with their peers, exchange ideas and opinions.

Q 12: If yes, which activities do you like?

The following preferred activities were mentioned:

- Pair/ group work.
- Dialogues writing.
- Role-play.
- Speaking activities

Form here, we gather that the learners prefer activities that allow them to think, generate their ideas and participate actively. They prefer the activities such as pair work, group work, because they can learn better through working with friends, exchanging or discussing their ideas. One student said: "I like group work because I like to share my ideas with my friends".

It is interesting to note that almost all the students prefer to perform speaking activities such as role play and group presentation so as to develop their speaking skills. They mentioned also 'dialogues writing' which is a

motivating exercise in which they have to write creatively and imaginatively.

Q 13: If no, please explain why you don't enjoy the activities in class.

According to 23 learners, the activities are difficult to be carried out because they have not enough vocabulary and are not hence linguistically equipped to be able to express themselves accurately and confidently.

Q 14: Do you enjoy doing the exercises of the coursebook?

Nearly all the learners find that some exercises, especially those which require pair work, are very interesting, but they mention that individual work is not that interesting.

Q 15: What kinds of exercises are attractive to you?

First come the pair and the group work (according to 90 students). In the second position, comes the role-play (according to 83 students). In the third position, comes the interpretation of tables and graphs (58 students). In the fifth position, comes reading comprehension (45 students).

The reason behind such choices can be explained by the following:

- The learners want to improve their speaking skills.

- They realize that to learn better requires working with friends (pair work/ group work) by expressing and exchanging their own ideas with their friends.
- They are in favour of activities that prepare them to communicate in real-life situations.
- The reading comprehension section allows them to examine their proficiency level.

Q16: Do you find the pictures and drawings attractive?

Often Sometimes Never

The majority of the learners chose the middle (73 students), photographs and drawings were perceived as 'often attractive' by (27 students). This can be considered as a positive judgment.

Q 17: What kind of pictures are interesting to you?

The learners found that the most interesting pictures were those drawings or cartoons are funny and amusing to them as well as portraying famous people and places.

We can say that the coursebook 'At the Crossroads' includes some illustrations which are sufficiently varied to appeal to the learners and to make them interested in the given texts and activities.

Q 18: Does the coursebook teach you the language you can use in real situations?

Often sometimes never

63 students said 'often', 26 'sometimes', 9 'never'.

It can be said that a clear positive response on the basis of the respondents' impressions which is overwhelmingly favourable in the area of language that can be used in real situations.

Often	Sometimes	Never
63	26	9
63%	26%	9%

Table 16: The course book and real life situations (from the learners point of view)

Q 19: Do you always contribute to and play an active role in the classroom?

Yes no

53 respondents said 'yes' and 47 said 'no'.

Q 20: If no, why?

Among the reasons provided by the learners who said No are the following:

- I'm shy.
- I always have the right answer but I'm afraid of saying it.
- It depends on the situation.
- I don't like English.

- Sometimes I don't have the words.
- I'm afraid of giving wrong answers.
- I'm not good at English.
- I changed the school and I don't know the pupils in my class.
- I prefer writing to speaking.
- Some exercises are very difficult for me and I feel I'm not able to participate.
- Because of fear and shyness.
- I'm only good at writing

Many learners did not provide any justification.

If we ask ourselves: why don't the learners talk in the English language classroom? We will find that the main reasons behind that are:

- A lack of vocabulary.
- They lack confidence.
- Lack of knowledge/ experience.
- Lack of exposure.

- Lack of encouragement.
- The learners do not realize how much they know.
- The teachers do not insist on speaking activities in the classroom.
- The students do not like speaking in front of the whole class.

Q 21:

Does the project work ask you to do something you do not like or you are not familiar with?

Yes

no

87 Students said 'yes', against 13 'no'.

Speaking about the projectwork, the learners have not at their disposal a linguistic repertoire enough developed and have not a good command over the language. At this early stage of learning, they are expected to produce simple oral messages and read simple passages. Are they really capable of conducting a survey, writing a book review, or make a job application booklet?

The answer is definitely 'no'. All what the learners have to do is to go to a cyber, pay for their projects and get them ready-made.

Q 22: How often does the coursebook help you to develop language skills?

Language skills	often	sometimes	never
Speaking	13	87	0
listening	29	71	0
reading	83	19	0
writing	79	21	0

Table 17: The coursebook and language skills' development from the point of view of the learners

Unit	Listening	Speaking	Reading	Writing
1	14	19	19	16
2	6	15	17	14
3	10	13	19	9
4	11	7	31	19
5	9	11	16	15
Total	50	65	102	73
%	17.24	22.41	35.17	25.17%

Table 18: Balance of Skills

As indicated in the table, the highest rate is that of the reading skill, followed by the writing skill, then the speaking skill, and finally the listening skill. These results confirm those obtained with the textbook analysis where it has been proved that the syllabus places a larger emphasis on reading and writing (CF. Chapter IV).

Q 23: Does the coursebook meet your aim/ objective?

Yes no

Yes	No
31	69
31%	69%

Table 19: The coursebook and the aims of the learners

The final summative evaluation attempted to canvass learners' general views on the coursebook 'At the Crossroads'. There was a very clear statement that the coursebook did not meet with the learners' approval: 31 students responded that the coursebook met their aims/ objectives and 69 felt it did not. Generally, we can say that the learners do not consider the coursebook from a negative point of view.

Q 24: Whatever your answer, please explain why?

Let us examine the different explanations presented by the two opposing views of the learners.

Those who were in favour of the coursebook mentioned that:

- The book contains a lot of information about science and technology' .
- 'The coursebook is very attractive'.
- 'The coursebook deals with real situations and treats subjects of real life'.
- 'There are many interesting subjects which are important in this life'.
- 'I have learnt many new words and I can write paragraphs'.

- 'The coursebook helps me to speak, listen, read and write'.
- 'The topics and the activities are interesting'.
- 'The coursebook is good because of the group-work and dialogue writing'.
- 'The coursebook teaches us how to deal with people'.
- 'We can know how to use English in new situations'.
- 'It includes topics which are interesting for teenagers and concern their daily life'.
- 'My objective is to know how to speak, read and write and the coursebook has helped to achieve these goals and objectives'.
- 'It teaches me how to communicate'.

However, those who are not keen on the use of the coursebook said the following:

- 'The program is very difficult for 1 A.S'.
- 'The coursebook has difficult topics and is full of activities'.
- 'The content of the coursebook is difficult for most of the studies with a lot lessons and exercises'.

- 'The coursebook is not really satisfactory because it is overloaded with many language points'.

Summary of the Findings

The questionnaire devoted to the learners shows that the learners clearly favour:

- Topics which are related to their life and interest such as music, fashion, science and technology, adventurous stories, plans and ambitions, achievements of famous people, topics dealing with real life situations.
- Discussing in pairs or groups as they can learn better through working with friends, exchanging or discussing their views.
- Games and dialogues completion which promote a sense of enjoyment in learning.
- Plenty of appealing pictures, cartoons.

The learners are not motivated by:

- Project work which asks them to perform things beyond their abilities.
- Some topics with difficult vocabulary are not quite relevant to them.
- The coursebook being crammed with activities.

To sum up, examining the above answers shows that the learners would like to give their personal opinions, share their experiences and knowledge with others ,and work with peers. Not surprisingly, some of the tasks and activities seem attractive to them where as some of them are not relevant enough to involve them affectively.

Conclusion

The questionnaires were conducted focusing on the following main point: teachers and learners personal information, preferred activities, opinions on what activities the learners prefer to do in class, opinions on what topics the learners are interested in, and the learners' preference on coursebook and supplementary materials. Both the teachers' and the learners' answers to the questionnaires show similarities concerning their views on the use of the coursebook. First, some topics and text types are interesting because they enable the pupils to have an opportunity to personalize and express their own ideas. Such topics are suitable to their level of proficiency and develop their knowledge. On the other hand, some topics are beyond the learners' abilities and are not therefore relevant to them. It is important to introduce the learners to updated topics that

encourage them to generate their ideas, and to think critically and creatively. However, it can be noticed, as far as the teachers and the learners answers may suggest that some texts are cognitively and culturally loaded. This fact makes the learners feel bored. Second, both teachers and students prefer communicative activities such as pair work and group work where the learners describe their experiences and participate actively and communicatively in the class. Third, both teachers and students complain about the design and illustrations of the coursebook with crammed tasks and activities to the extent that no white space is left to achieve clarity. Henceforth, adaptation to the content becomes crucial.

CHAPTER SIX

Pedagogical Recommendations

Introduction

This chapter provides recommendations for material development regarding adaptation, in particular, ‘At the Crossroads, can be adapted in a way that:

6.1. Topic Coverage

Topic contents should cover more contemporary teenage life and interests, controversial and argumentative issues, up-dated information, contextualized materials with educational values that are relevant to sociocultural aspects of the Algerian teaching environment.

To promote the goal of communication, topics should be selected according to the learners’ needs. The Learners should, for example, learn how to talk about jobs, health, families, work, Leisure, childhood, school matters, holidays, interests and habits, sports..... Such topics provoke personal responses among the learners, encourage them to express their own views and to think critically, offer the best possible chance of engaging and motivating the class.

2.2. Reading Texts

The texts to be dealt with should be carefully selected on the basis of lexical and syntactic simplicity and content familiarity to enable the learners to respond in meaningful ways in terms of reading texts, a successful casebook should cover:

- A variety of text types
- Texts that are likely to engage the learners both cognitively and affectively
- Texts that enrich the learners' level knowledge.

To put this into practice, the learners need to be exposed to a variety of reading material, such as magazine articles, letters, e-mails and websites which suit the learners' interests and provide them with interesting multi-cultural information about the real world. The language structures and vocabulary should be matched carefully with the learners' ability and should not be beyond their level.

In this respect, a useful recommendation for teachers is that they should give interesting tasks before asking learners to read, so that they have a clear purpose and motivating challenge, or use texts that are interesting enough to provide their own motivation. An important implication for EFL

teaching, is the need to supplement deficient reading activities to help the learners become efficient readers and language users.

6.3. Audio Equipment

The teacher's task is to provide opportunities for the pupils to listen to English used in everyday situations such as in shops, banks, airports, restaurants and markets. The teacher should also train the learners to listen to and understand speech of native speakers of the target language in this regard, a lot of practice in listening is required in order to increase the learners' keenness of learning. This can be achieved by using listening material, to listen to a dialogue, an interview or a short sequence on a topic relevant to the needs of the learners, thereby motivating them further.

Tapes, used as a support to all oral and listening material, are clearly popular as a source of authentic language, a means to access to pronunciation and communicative functions. Not only are they important in that they provide a pleasant and relaxing activity after concentrated classroom language work, but they are also important in the field of speech work exercises. They enable the learners to practise some important features

of stress, intonation and pronunciation related to a unit. Henceforth, a better methodology for the listening skill is called for.

The British Council could provide teachers with CD's on which phonetic courses are recorded.

6.4. Preferred Activities

There must be more activities which encourage collaborative learning, natural and experiential interactions that help the learners to think critically and personalize.

Although the coursebook encourages collaborative learning, still a variety of group or pair work is required. Both the teachers and the learners, while being questioned, have realized the advantage of working in pairs. First, it is important for the learners to speak to other in English. This maximizes their talking time and minimizes the teacher's talking. The main target is that the learners can practise the language. Second, it is necessary for the learners to work with each other rather than alone. They can brainstorm more ideas and help each other. Third, it is vital for the learners to know that language is not an interaction between the teacher and them, it

is between themselves. In doing so, they cannot only learn the language but build up rapport and independence as well. Fourth, this activity enables the learners to personalize the lesson by sharing their own experiences and opinions. Fifth, many students, while filling the questionnaire, said that they are shy and that is why they never participate in whole class discussions. In pairs, they feel safer, more secure and more ready to take risks and experiment with the language.

Pair work, group work, or work class activities involving information sharing and role playing, should be envisaged to encourage real communication and allow the learners to extend and personalize what they have practiced and learned. A language learning situation cannot be envisaged in the absence of an interaction of the learner with his/her then fellow learners. Human interaction in the classroom is a basic condition for a successful language learning.

6.5. Adapting Activities

Some teachers always feel an obligation to complete all tasks in the coursebook and devote their time to cover all the content thoroughly. One

obstacle that the teachers complain about is the extensive language syllabus prescribed by the coursebook (CF. Appendix III). As it has been stated before, the coursebook is crammed with tasks and activities. The syllabus is too long and detailed and sometimes appears beyond the learners' linguistic and professional level. In this case, the teachers may choose only the essential tasks and the activities that must be purposeful and meaningful. Through these activities, the learners should develop their linguistic repertoire their communicative competence. Teachers should feel free to adapt the coursebook activities and allow modification and insure more communication, autonomy and creativity. A small change of task can make it more authentic for the learners and enhance the cooperative learning potential of a coursebook activity.

To sum up, a greater emphasis should be put on activities in which the learners have the opportunity to determine what they want independently, to get the chance to be creative and express their own attitudes, feelings, emotions and opinions. Thus, the use of pair and group work for the sake of stimulating natural language activity in the classroom is undeniable to increase the effectiveness of accuracy work and prepare the

learners for genuine communicative methodology in which pair and group work constitute an integral part.

6.6. Design and Illustration

Two important points are worth-discussing here. First, in terms of design the biggest complaint to be made about the coursebook, " At the Crossroads" is that a very little space is provided for the learners to do exercise such as : fill in blanks, put a cross, matching, the point is there should be enough white space to achieve clarity.

The second point is that very often, small pictures are se difficult to focus attention on. An attempt to make them bigger and to make a clear separation of the texts and pictures should be made.

Illustrations play a clear role in arousing and sustaining the learners' interests. The coursebook should be supplemented with a variety of pictures which offers different kinds of information and knowledge of some famous people, foreign cultural things, buildings and some other pictures portraying the British culture.

6.7. Games

Apart from promoting a sense of engagement for learning, games have the added value of focusing the learners' attention on an effective and purposeful use of the target language.

As the questionnaire may suggest, the learners are interested in games as a matter of change from the given exercise. The most striking point is that the coursebook does not include games such as: quizzes, language games, crosswords, and vocabulary games. Playing games provides, indeed, motivation and stimulates learning. It creates an atmosphere of fun, concentration, pleasure, entertainment and reinforces learning. Young learners have the instinct of playing and having fun and learn well when they are active; and when action is channelled into an enjoyable game. They are often willing to invest considerable time and effort in playing it.

Communicative games are excellent for fostering collaboration and mutual help. In this relaxed atmosphere, a lot of effective learning takes place. Games can also sharpen the learners' knowledge of areas of grammar. Four advantages of grammar games have been depicted by Rinvolucris (1984:4) as follows:

- *The students have to take individual responsibility for what they think the grammar is about.*
- *- The teacher is free to find out what the students actually know, without being the focus of their attention.*
- *Serious work is taking place in the context of a game.*
- *Everybody is working at once – the 15-30 minutes the average game lasts in a period of intense involvement.*

Games constitute an essential part of the programme of the learners learning activities.

The recommendation to be made in this context is that the coursebook should include game-based procedures as a substantial component of the language course. Above all, language is process of interaction. Therefore, foreign language teaching should provide the learners with ample opportunity to work and use the language together in realistic and meaningful situations.

6.8. Topics Related to Teenage Life and Interest:

As all the learners are teenagers, they feel really satisfied with a coursebook that introduces people of their age and are happy to learn from

them. Further, they show a great deal of interest towards topics dealing with movies, jokes, legend, adventurous stories, fiction films, family matters, quiz and unusual happenings. Furthermore, when they are introduced to lives, attitudes and achievements of famous people, this will certainly influence their lives as well as their ways of thinking and behaving.

6.9. Cultural Aspect

The inclusion of foreign language culture within the teaching materials raises the learners' curiosity about some cultural aspects of the target language and enables them to understand and assimilate some complex concepts and cultural values they may meet in the reading materials. Further, it encourages them to develop their communicative competence and enables them to write and speak accurately and confidently. Consequently, the incorporation of the cultural component must be included in the curriculum as an integral element of language learning. Cultural information can be communicated by means of informative or descriptive text material, texts presenting foreign attitudes and opinions, texts of everyday life, illustrations in the student's book and contextualized practice activities. The Ministry of Education (2005:2) affirms that:

Les élèves doivent s'insérer dans leur culture en utilisant les ressources de la langue acquises dans les différentes activités et situations de communication. La nature de cette culture dépassera le patrimoine propre pour aller à travers la lecture de genre littéraires vers une culture plus ouverte sur l'Algérie et sur le monde.

Cultural understanding must be promoted in different ways so that the learners become aware of other peoples norms, customs and traditions.

The Algerian learners will be motivated to learn English if the language is presented to them in a context of an English – speaking country and in a context that is realistic to their lives as young people in Algeria. Knowledge of the target culture is an important part of language learning. The cultural aspect and the cultural learning, then, must be included in the coursebook as an integral part of language learning in order to develop the foreign culture in the foreign language classroom. An exposure to the cultural information of the target culture is a fundamental goal.

The coursebook should present easier areas of cultural content to foster positive attitudes in the learners towards the people of the community, sustain their motivation, and make them appreciate their way of life.

However, the selected texts reflecting the foreign cultural background should fit the learners' proficiency level, their reading speed and habits. As Murdoch (1992:4) remarks:

A text selected for a course must, however, be accessible in more than simple language terms. They (learners) must be able to appreciate and respond to the text coding of its cultural and emotional experience. If students are to effectively come to grips with a text, they must feel free to voice their ideal and opinion. If the text is not appropriate to the students' age and/ or cultural and educational environment, then it is bound to be counter-productive in language building terms.

The point to be made here is that the learners should be introduced to easy texts that facilitate understanding and involving appreciation and not to difficult texts. Avoiding cultural load is an important criterion specifically at this level.

6.10. The Need for a Workshop

Teachers, inspectors and syllabus designers should have a workshop for the purpose of creating and effective teaching materials where the coursebook is dealt with not as a script to follow but as a resource, adaptation and supplementation is made with the objective of the programme

in mind. Teachers are very often dependent on the material of the coursebook to the extent that they become book-bound. As a result, the pupils do not learn the language adequately. However, they should use it as a supplement to their teaching and be creative in their use of the coursebook, using its contents in a variety of ways.

Teachers should play significant role in the selection of coursebooks for the courses that they teach. In this respect, the relationship between publisher and teacher should occur through increased dialogue in the use of coursebooks and their application to specific educational aims. This should occur in schools as part of a self-continued programme for the improvement in instruction. The selection of a particular coursebook should be considered as a truly professional and important task. If the gap between the publisher and the teacher diminishes and their efforts become better coordinated, the publisher becomes accountable of providing vital information concerning - new –developments and better perspectives in coursebook publication, the reliability of newer texts, and the improvement of coursebook application to satisfy the learners”s goals and interests. Publishers should consult teachers to share convictions and to react to comments or suggestions concerning their product. Such critiques are valuable and assist teachers in evaluating

coursebooks that they may be interested in using in their class work to satisfy educational objectives; to fulfil curriculum; to assess the strength or weaknesses of a current text. Hamada (2007:322) says:

It is highly recommended that teachers should be associated to all the steps in reform projects right from the start. If they are neglected or informed about changes at the very last moment, they will certainly not consider themselves committed to bring success and expected achievement of the reforms

Teachers need to be consulted about what material to use in order to be able to make a responsible choice. They will have to start reflecting on their future professional work much earlier and this will undoubtedly result in more efficient classroom interaction between the teachers, who has been consulted about what material to use, and his/her students. It seems that rooms for material ‘adaptation and supplementation’ should be adopted to make some changes to the inadequate parts of the existing coursebook. Despite the fact that the coursebook ‘At the Crossroads’ attempts to include daily language use and significant discussion points that the learners could personalize, however, more meaningful task in which the learners could negotiate the meanings are sought after.

6.11. Teachers' Training

One of the implications of this study is that training period should be organized under the guidance of university lecturers specialized in EFL and inspectors. The main concern behind that is to show the teachers examples of teaching techniques of a variety of example of different teaching principles to help them reflect on the implementation of the learner-centered approach and its implications for teaching, as well as the difficulties they may encounter when adopting the approach. Therefore, they should participate in teaching programmes, conferences, seminars, and short courses on teaching to keep up-dated, to be aware of the activities of the latest research and controversies, and become acquainted with the latest published materials. Furthermore, they will have opportunities to share with colleagues observation and reflection and make comments on the strengths and weaknesses of the coursebook. The teachers who have already taught at the same level or used the coursebook may be able to offer useful advice to the less- experienced teachers. A teacher's approach may not be suitable, but may help the others to think about their own planning. It is true that we can learn a great deal from other teachers' experiences, gain practical advice

on the coursebook adaptation and supplementation and, extend understanding of how language works interactionally.

Training involves building teaching skills in general and processes of the following kind In particular:

- Being aware of basic concepts and principles as a prerequisite for applying them successfully to teaching
- Developing one's repertoire of skills and strategies
- Managing new strategies in the classroom
- Monitoring one self and getting feedback from others concerning one's practice

In training, English language teachers will be informed about the principles of coursebook evaluation. They can be given practice in analyzing coursebooks in order to find out whether the organization of materials is consistent with the objectives of a given English language curriculum. When trainee teachers examine the selection of items of speech, grammar, and vocabulary in a coursebook, they are simultaneously improving their competence in the language and developing their skills as teachers. The more training teachers receive, the more efficient in language they will be.

Training, according to Willis (1990:vi) aims:

- to help teachers to identify the needs of their students, and to plan their teaching so as to fulfil those needs as far as possible.

- to help teachers to evaluate in a constructive way their own methods and materials, and to give guidance in writing supplementary materials where necessary.

- to encourage teachers to use a wide range of teaching techniques in order to promote meaningful language practice, thus encouraging and motivating students to speak and use their English.

- to enable the teachers to plan and stage their lessons, organize their classrooms and ‘manage’ their students in such a way as to promote maximum language learning and active communication among their students.

- to help teachers to cope with problems like over-large classes or lack of equipment.

6.12. Time Available

In fact the Algerian secondary schools, the FL hours are reduced to the minimum four hours. This time is completely inadequate and results in improper implementation of any methodology concerning the learner-centered approach to be used. It also leads to ineffective teaching or learning. The time devoted to FL teaching and learning is of paramount importance and the success of attaining FL objectives depends largely on the hours allocated to language teaching. Therefore the teacher will need more time than prescribed in order to cater for the individual problems of his pupils.

6.13. The Classroom Situations

To put into practice the new approach, the classroom should be equipped with teaching aids and communicative materials so as to allow a group work, or role-play activities. It is important also to mention that the size of the class should be normal and should not go beyond thirty pupils in each room in order to ensure more active pupil participation in learning especially while developing the mastery of oral proficiency.

One of the major requirements for the successful application of the competency-based approach is the availability of a classroom that can allow for a group work activities or for pupil-pupil interaction. Such a classroom is

highly desirable; nevertheless, it is not available in most Algerian secondary schools.

6.14. Learners' Needs

Fullan (cited in Lamie, 1999:49) states:

An approved textbook may easily become the curriculum in the classroom, yet fail to incorporate significant features of the policy or goals that are supposed to address. Reliance on the textbook may distract attention from behaviours and educational beliefs crucial to the achievement of desired outcomes.

Many institutions present the syllabus in terms of the main coursebook and teachers are expected to cover the whole number of units in the coursebook. Such an approach obviously underestimates the role of the learners not taking their objectives into consideration. In Richards' (1985:11) words:

Planning a successful language programme involves consideration of factors that go beyond mere content and presentation of teaching materials.

Finally, an important implication for EFL teaching derived from the conclusions is that the course designer should make a clear decision regarding how much information on the learners is required for an effective course design. Too little information about the learners can lead to an imbalance in program design. Hence, the course and the material should be designed in such a way that student interest and motivation will be maximized during the learning process.

To consider the learners' needs some points should be borne in mind:

- The designed materials and tasks should provide the learners with opportunities to express their own opinions, experience and feeling.
- The students should encourage the learners to work with peers.

- The selected materials should reflect the nature of communicative interaction and develop the learners' communicative competence.
- The learners should be given a chance to take part in real activities.
- The coursebook should aim at providing ways of developing the learners' responsibility for their own learning.
- The tasks and activities should be meaningful to the learners.
- Teachers should allow learners to think, interpret, analyse and manipulate the given information by themselves.
- The teachers should make any adaptation to meet the learners' expectation and the objective of the course.
- Supplementary materials should be used in the classroom.

In summary, this chapter has provided some practical recommendations for teachers used school authorities to remedy or improve the deficiencies of coursebooks. Additionally, it has offered suggestions concerning how to work with an appropriate coursebook, and how to conduct material evaluation and adaptation for materials writers and researchers in carrying out improvements in future edition. When designing

and planning for communicative English classes, recommendations have been broken down into the following criteria ought to be taken into account: topic coverage, reading texts, audio equipment, preferred activities, design and illustration, language games, cultural aspect, the need for a workshop, teaching, training, learners needs, time available and teacher training.

Conclusion

Coursebooks produced or approved by a governing body, such as the Ministry of Education may purport to adhere to curriculum guidelines, but in reality do not fulfil the teachers' and the learners' objectives. In making practical decisions about coursebook selection, one must take into consideration all possible factors that contribute together in designing a successful one. They are: the learners' needs, the classroom situation, the teachers' training and consultation, available audio-material, communicative materials, relevant topics without neglecting the cultural component as a basic requirement .All these factors joined together can insure that coursebooks that programme and materials design are built on firm foundations.

It is only the teacher who can adapt activities according to the learners' needs and interests, bring situations to life, explain and/ or

demonstrate activities and tasks, organize the manner of classroom interaction, and monitor and help learners, furthermore, teachers should be critical of the coursebooks because there is no coursebook absolutely ideal for particular group of learning environment. It is really necessary for potential adapting and supplementing parts of the materials to achieve curriculum, teachers and learners and objectives.

GENERAL CONCLUSION

This thesis attempted to evaluate the coursebook ‘At the Crossroads’ of the English language series of the first year at the secondary level to identify its strengths and weaknesses, to assess its suitability and effectiveness in language learning and teaching in the real situation, and to examine its relevance to the Algerian teaching environment .

It is important that the coursebook should be carefully selected to meet both external requirements and the needs of the learners. It is also

important that the teachers should be able to mediate between the coursebook and the learners, adapting and supplementing the coursebook as necessary. Despite certain merits related especially to methodology, the coursebook is not completely satisfactory to the Algerian teaching environment.

On the basis of the data collected and analyzed throughout this research we conclude that despite the fact that the coursebook has some strengths notably in improving the learners' accuracy and fluency, it is not completely effective to promote their communicative skills for everyday life situation because:

- Some texts included in the coursebook are not motivating enough to suit the age, experience and personal interests of the learners.
- The coursebook is not culturally appropriate and the contexts are not familiar to the learners.
- The coursebook does not give the learners enough opportunities to use the language .

Nevertheless, 'At the Crossroads' offers a good balance of work on accuracy and fluency while the overall emphasis is clearly on reading and

writing. The coursebook requires the learners to formulate rules based on their observations of language in use, but does not provide enough speaking practice. In general, however, the coursebook's weaknesses are outweighed by its strengths, and these weaknesses can be overcome through adaptation and supplementation.

The coursebook was evaluated in the light of the needs to achieve insights into the teachers' and the learners' perceptions and to explore whether it serves their expectations in relation to the objectives of the programme in developing the learners' communicative competence and critical thinking.

Conclusively, appraising a coursebook, after it has been used, is an important task for any teacher to develop a greater understanding and a deeper perception of the coursebook's strengths and weaknesses and to focus on the weak points so as to adapt or supplement them accordingly.

The coursebook should keep changing through new coursebooks which satisfy the needs of the teaching/ learning community, educational and social trend.

On the basis of the present study, further suggestions could be made and which are:

- Research on other available coursebook such as 'Getting Through' (a coursebook used at the second year of the Secondary School), should be carried out to find out about its suitability and effectiveness and see whether is more suitable to the target group and the objectives of the curriculum.
- While evaluating a coursebook, classroom observation should be followed to investigate the nature of the actual implementation of the coursebook under study as well as how it contributed to the teaching and learning process in real life. Classroom observation should enable one to find out whether the tasks really allow students to express their own opinions, experience and feeling. Further, it helps to find out whether the materials reflect the nature of communicative interaction and to what extent teachers allow the learners to think, interpret, analyse and manipulate the given information by themselves. Furthermore, it helps to see whether teachers make any adaptation to meet the learners' expectations and the objectives of the course.

- The syllabus designer should be aware of local socio-cultural, educational suitability for affective, cognitive experiential learning in order to promote suitability and effectiveness of the materials

BIBLIOGRAPHY

Abs, B. & Ingrid, F. (1980). *Strategies* (Books 1-4). London: Longman.

Adaskou, L. & Britain, D. (1990). "Design Decisions on the Cultural Content of a Secondary English Course for Morocco". *E L T Journal* 44/1, 1-10.

Alderson, C. & Beretta, A. (1992). *Evaluating Second Language Education*. Cambridge: Cambridge University Press.

Alexander, L.G. (1967). *Developing Skills*. London: Longman.

Al-Mutawaa, N. & Kailani, T. (1989). *Methods of Teaching English to Arab Students*. U.K: Longman Group Limited.

Atkins, A. (2001). "An Evaluation of Coursebook Used for Oral Communication".

ELT Journal, 2-12.

Arab, S.A. (2005). *At The Crossroads*. Algiers: National Institute of Education.

Bell, R.T. (1981). *An Introduction to Applied Linguistics: Approaches and*

Methods in Language Teaching. London: Batsford Academic and

Educational LTD.

Ben Abdallah, M. & Beji, M.F. (2005). *Perform through English First year*

Secondary Education: Pupils Book. National Pedagogic Centre.

Breen, M.P. & Candling, C.N. (1987). "Which materials? A Consumer's and

Designer Guide". *ELT 126*, 13-28.

Brown, K. (1984). *Linguistics Today*. Fontana Paperbacks.

Brown, H.D. (2000). *Principles of Language Learning and Teaching*. New York:

Longman.

Broughton, G. (1978). *Teaching English as a Foreign Language*. (Second Edition).

London: Routledge.

Brumfit, C.J. & Johnson, K. (eds.) (1979). *The Communicative Approach to*

Language Teaching. Oxford: Oxford University Press.

Bülent, A. & Fredericka L.S. (2005). “Maximizing the Benefits of Project Work in Foreign Language Classrooms”. *Forum English Teaching* 43/4, 10-21.

Chomsky, N. (1975). *The Logical Structure of Linguistic Theory*. New York: Plenum Press.

Cook, G. (2003). *Applied Linguistics*. Oxford: Oxford University Press.

Corder, S. P. (1973). *Introducing Applied Linguistics*. Penguin Books Middlesex.

Corkery, M. & al (2008). *Algeria Teaching Training Workshop*. British Council.

Cunningsworth, A. (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.

_____ (1984). *Evaluating and Selecting E F L Teaching Materials*. London: Heinemann.

_____ (1995). *Choosing your Coursebook*. London: Heinemann.

Dat , B. (2003). “Localising ELT Materials in Vietnam”. In W.A. Renandya (ed.), *Methodology and Materials Design in Language Teaching: Current Perceptions and Practices and their Implications*. Singapore: Seameo Regional Language Center, 170-191.

- Davison , W.F.** (1975). "Factors in Evaluation and Selecting Texts Four Foreign Language Classroom". *ELT Journal*, 30, 310-314.
- Docking, R.** (1994). "Competency-Based Curricula: The Big Picture". *Prospect* 9/2, 8-17.
- Douglas, H.** (2001). *Teaching Principle: An Introductory Approach to Language Pedagogy*. Addison Wesley: Longman.
- Dumetriscu, V.** (2000). "Authentic Material: Selection and Interpretation in Exercise Language Training". *Forum* 38/2, 20-23.
- Ellis, R.** (1988). *Second Language Pedagogy. Classroom Second Language Development*. UK: International Group LTD.
- _____ (1997). "Empirical Evaluation of Language Teaching Materials". *ELT Journal*, 511, 36-42.
- Fried-Booth, D.L.** (1986). "Project Work". In A. Mailey (ed.), *Research Books for Teachers*. Oxford: Oxford University Press.
- Fullan, M.G.** (1991). *The New Meaning of Educational Change*. Cassell.
- Griffiths, C.** (1995). "Evaluating Materials for Teaching English to Adult Speakers of Other Languages". *ELT Forum*, 33/3, 50-51.

- _____ (2000). *Personalizing Language Learning*. Oxford University Press.
- Grant, N.** (1987). *Making the Most of Your Textbook*. Oxford: Heinemann
Publisher LTD.
- Halliday, M. A. K.** (1981). *Language as Social Semiotic*. London: Edward Arnold.
- Halliwell, S.** (1992). *Teaching English in Primary Classroom*. U.K: Longman.
- Hamada, H.** (2007). "The Impact of Information Processing Strategies and
Discourse Functions on Materials Design". Unpublished Doctorate
thesis. Mentouri University, Constantine.
- Harmer, J.** (2001). *The Practice of English Language Teaching*. Pearson
Education Limited.
- Hawkins, E.** (1981). *Modern Languages in the Curriculum*. Cambridge: Cambridge
University Press.
- Hayane, A.** (1989). *L'Enseignement de la Langue Anglaise en Algérie Depuis 1962*.
Algiers : Office des Publications Universitaires.
- Hewings, M.** (1991). "The Interpretation of Illustrations in ELT Materials". *ELT
Journal*, 45/3, 237-244.

Howatt, A. P. R. (1988). "From Structural to Communicative". *Annual Review of Applied Linguistics*, 8, 14-29.

Hedge, T. (2000). *The Communicative Classroom Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Hubbard, P. & Hymel, J. (1983). *A Training Course for TEFL*. Oxford University Press.

Hutchinson, T. and Torres, E. (1994). "The Textbook as Agent of Change". *E L T Journal*, 48/4, 315-328.

Hymes, D. (1972). "On Communicative Competence". In J.B. Pride and J. Holmes (eds.), *Social Linguistics*. Middlesex: Penguin books

Johnson, K. (1982). *Communicative Syllabus Design and Methodology*. Oxford: Pergamon Institute of English.

_____ (2001). *Introduction to Foreign Language Learning and Teaching*. England: Pearson Education Limited.

Lakehal-Ayat, K. (2008). "Is the Educational System Weakening? An Investigation." Unpublished Doctorate thesis. Mentouri University, Constantine.

Lamie, J. (1999). "A Problem Shared ... Coursebook Deficiency Disorder".

Modern English Teacher 8/3, 48-53.

Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*.

Cambridge: Cambridge University Press.

Mc Donough, S. H. (1981). *Psychology in Foreign Teaching*. London: George

Allen and Urwin.

Mc Donough, J. & Shaw, C. (1993). *Materials and Methods in ELT*. Oxford:

Blackwell.

Mc Grath, I. (2002). *Materials Evaluations and Design for Language Teaching*.

Edinburgh: Edinburgh University Press.

Menasri, H. (1979). *Majid in England*. Algiers: Institut Pédagogique National.

Ministère de l'Éducation Nationale (2005). *Programme d'Anglais*. Direction de

l'Enseignement secondaire : Commission Nationale des programmes.

Algiers.

Ministère de l'Éducation Nationale (2005). *Document d'Accompagnement du*

Programme d'Anglais: 1^{ère} Année Secondaire. Algiers.

Ministry of Education (1992). *Syllabuses for English*. Algiers.

- Morrow , k.** (1977). “Authentic and ESP”. In S. Holden (ed.), *English for Specific Purposes*. London: Modern English Publications, 13-17.
- Murdoch, G. S.** (1992). “The Neglected Text. A Fresh Look at Teaching Literature”. *ETF 30/1*, 2-5.
- Munby, J.** (1978). *Communicative Syllabus Design*. Oxford: Oxford University Press.
- Nolasco, R. & al** (1988). *Large Classes*. Macmillan Publishers LTD.
- Nunan, D.** (1988). *The Learner Centered Curriculum*. Cambridge: Cambridge University Press.
- (1988). *Syllabus Design*. Oxford: Oxford University Press.
- (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- O’Grady, W. & Debrovabby, M.** (1987). *Contemporary Linguistics: An Introduction*. Pearson Education Limited.
- O’Malley, J. & Chamot, A.** (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- O’Malley, M. & Piers, L.V.** (1996). *Authentic Assessment Approaches for Teachers*. Adisson-Wesly Publisher Company Inc.

O'Sullivan, T. (1991). "Foreign Language Coursebooks: Ask Your Pupils".

Language Learning Journal, 3. 10-13.

Oxford, R. (1991). *Language Learning Strategies: What Every Teacher Should*

Know. New York: Newbury House Publishers.

Palmer, F.R. (1976). *Semantics*. Cambridge: Cambridge University Press.

Parrott, M. (1993). *Task for Language Teachers: A Resource Book for Training*

and Development. Cambridge: Cambridge University Press.

Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford: Oxford University

Press.

Prodromou, L. (1988). "English as a Cultural Action". *ELT Journal*, 42/2, 73-83.

Richards, J. C. (1995). *The Context of Language Teaching*. Cambridge:

Cambridge University Press.

Richards, J.C. & Platt, J. (1985). *Longman Dictionary of Applied Linguistics*.

London: Longman.

Richards, J.C. & Rodgers, S.T. (1988). *Comparing and Evaluation Approaches*

and Methods in Teaching: A description and Analysis. Cambridge:

Cambridge University Press.

- Riche, B. & al** (2005). *At the Crossroads*. Algiers: National Institute of Education.
- Riddell, P.G.** (1991). "Analyzing Student Needs in Designing Specific Purposes Language Syllabuses". *Language Learning Journal*, 3, 73-77.
- Rinvoluceri, M.** (1984). *Grammar Games*. Cambridge University Press.
- Rivas, R.M.M.** (1999). "Reading in Recent ELT Coursebooks". *ELT Journal*, 53/1, 12-21.
- Rossner, R.** (1988). *Materials for Communicative Language Teaching and Learning*. Cambridge: Cambridge University Press.
- Savignon, S.J.** (1978). "Teaching for Communication". In Joiner & Westphal (eds.), *Developing Communicative Skills: General Considerations and Specific Techniques*. Massachusetts: Newbury House Publishers.
- Scrivener, J.** (1998). *Learning Teaching*. Macmillan Publishers Limited.
- Sheldon, L.** (1988). "Evaluating ELT Textbooks and Materials". *ELT Journal*, 42/4, 237-246.
- Skierso, A.** (1991). "Textbook Selection and Evaluation". In Celce-Murcia, M. (ed.), *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle, 432-435.

Spratt, M. & Pubverness, A. (2008). *Teaching Knowledge Test Course*.

Cambridge: Cambridge University Press.

Steinberg, D. & Nagata, H. (1982). *Psycholinguistics Language Mind and World*.

Longman Linguistics library.

Sturbridge, G. (1981). "Role-Play and Simulation". In K. Johnson and K. Morrow

(eds.), *Communication in the Classroom*. Essex: Longman Group

Limited.

Swan, M. & Walter, C. (1990). *The New Cambridge English Course*. . Cambridge:

Cambridge University Press.

Tanner, R. & Green, C. (1998). *Tasks for Teacher Education: A Reflective*

Approach. Addison Wesley: Longman Limited.

Tomlinson, B. (1998). *Materials Development in Language Teaching*. Cambridge:

Cambridge University Press.

_____ (2003). *Developing Materials for Language Teaching*. London and New

York: Continuum.

Tucker, C.A. (1975). "Evaluating Beginning Textbooks". *English Teaching Forum*

,13, 355-361.

UR, P. (2000). *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Walasingapore, D.A. (2003). "A Course is what is Because of what it has to Do: An Editor's Perspective". In B. Tommson (ed.), *Developing Materials for Language Teaching*. British Library.

Wallace, R.B. (1978). *Teaching English to Speakers of Others Languages*. New York: McGraw-Hill.

White, R.V. (1988). *The ELT Curriculum: Design, Innovation and Management*. Oxford: Blackwell.

Widdowson, H.G. (1978). *Teaching Languages as Communication*. Oxford: Oxford University Press.

_____ (1979). *Explorations in Applied Linguistics*. Oxford: Oxford University Press.

Wilkins, D.A. (1972). *Linguistics in Language Teaching*. London: Edward Arnold.

_____ (1976). *Notional Syllabuses*. Oxford: Oxford University Press.

Williams, D. (1983). "Developing Criteria for Textbook Evaluation". *ELT Journal*, 37/3, 251-255.

Willis, J. (1982). *Teaching English Through English: A Course in Classroom Language and Techniques*. Essex: Longman House.

Yalden, J. (1983). *Communicative Syllabus: Evaluation, Design & Implementation*. Oxford: Institute of English.

_____ (1987). *Principles of Course Design for Language Teaching*. Cambridge: Cambridge University Press.

Yule, G. (2006). *The Study of Languages*. Cambridge: Cambridge University Press.

APPENDIX I

QUESTIONNAIRE for STUDENTS

5- If yes, which topics are interesting?

Topics I like
.....
.....
.....
.....
.....
.....
.....
.....

6- If No, which topics are not attractive?

Topics I dislike

.....

.....

.....

.....

.....

.....

.....

.....

7- Do you find it easy to understand the topics? Yes No

8- If No, which topics do you find difficult to understand?

.....

.....

.....

.....

.....

.....

9- What kind of topics do you like to learn in class (not included in the course-book) ?

Interviews Music Sports

Science and technology Fashion planning future

activities

Stories Family matters War

Culture

10- What kind of activities do you like in the coursebook?

Pair/ group work Games

Dialogue writing Grammar exercises

Fill in the gaps Reading comprehension

Story writing Story telling

11- Do you enjoy the activities in class? Yes No

12- If yes, which activities do you like?

.....
.....
.....
.....
.....
.....

13- If No, please explain why you don't enjoy the activities in class.

.....
.....
.....
.....
.....
.....

14- Do you enjoy doing the exercises of the coursebook? Yes No

15- What kind of exercises are attractive to you?

.....
.....
.....
.....
.....
.....
.....

16- Do you find the pictures and the drawings attractive?

Often Sometimes Never

17- What kind of pictures are interesting to you?

.....
.....
.....
.....
.....
.....

18- Does the coursebook teach you the language you can use in real situations?

Often

Sometimes

Never

19- Do you always contribute to and play an active role in the classroom?

Yes

No

20- If No, why?

.....

.....

.....

.....

.....

21- Does the project work ask you to do something you do not like or you are not familiar with?

Yes

No

22- How often does the coursebook help you to develop language skills?

Language Skill	Often	Sometimes	Never
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23- Does the coursebook meet your aim / objective? Yes No

24- Whatever your answer, please explain why.

.....

.....

.....

.....
.....
.....

APPENDIX II
QUESTIONNAIRE for TEACHERS

This questionnaire is a part of a research work. It aims at examining the strengths and weaknesses of the course book, “At the Crosswords” (1ère AS), that you are using or you have already used.

You are kindly requested to answer the following questionnaire. Please tick the appropriate box () or make full statements when necessary. Thank you very much for your cooperation.

Mr BELOUAHEM RIAD
Department of Foreign Languages
University of Constantine

Personal Information

1- Class: which level you are (have been) teaching?

1st year

2nd year

3rd year

2- Gender : please specify

Male

Female

3- Age : please specify your age

Under 30

30-50

51 and above

4- Teaching Experience: how long have you been teaching?

- Less than 5 years

- Between 5 and 10 years

- Between 10 and 15 years

- More than 15 years

Coursebook

5- Are the topics in the coursebook attractive to pupils? s N

6-If yes, which topics are interesting?

.....

.....

.....

.....

7- If No, please explain why they are not attractive.

.....
.....
.....
.....

8- Is the coursebook visually attractive in terms of illustration (tables, maps, graphs, etc...)?

yes No

9- What kind of pictures is interesting to them? (Photos, posters, landmarks, sites)

.....
.....
.....
.....

10- Are the topics up-to-date for your pupils?

Yes No

11- Do the topics of the course book provoke personal responses, and encourage the pupils to express their own views and talk about themselves?

Yes

No

12- If yes, which topics?

.....

.....

.....

.....

13- Is the course book learner-centered as it claims, i.e., does it encourage the learners to learn by interaction and cooperation/ collaboration?

Yes

No

14- If No, please explain why or justify

.....
.....
.....
.....

15- Does the course book teach about English people's culture and way of life?

Often sometimes never

16- Are there cultural elements in the course book the pupils cannot cope up with?

Yes No

17- If yes, what are they?

.....
.....
.....
.....

18- Does the course book teach your pupils the language they use in real situation?

Often sometimes never

19- Do you find exercises significant enough to help learners communicate?

Yes No

20- If No, please justify:

.....

.....

.....

.....

21- Are summaries of grammar helpful?

Often sometimes never

22- Does the coursebook integrate the four skills in a balanced way?

Yes

No

23- How is the course book sequenced?

By grammatical structures

By situations

By skills/ abilities

By combination of

the

Preceding approaches

24- Are the activities suitable to the size of the class?

Yes

No

25- If No, please explain why:

.....

.....

.....

26- Do you use cassette tapes in your class?

Yes

No

27- IF yes, how often do you use them?

Often sometimes never

28- Specify the importance of the tabulated criteria by ordering them as follows:

1. Very Important (VI) 2. Fairly Important (FI) 3. Average (A)

4. Not Important (NI) 5. Totally Unimportant (TU)

Criteria	Ordre of Importance
Interesting topics and tasks	
Plenty of authentic language	
Good pronunciation, explanation and practice	
Good grammar explanation and practice	
Available audio-visual aids	
Integration of the four skills	
Enough educational and cultural knowledge	
Clear visually attractive material	

Various topics and tasks so as to provide the learners with wide knowledge	
Appropriate to target language	
Objectives clearly implemented in the coursebook	

29- Do you find the coursebook pedagogically satisfactory?

Yes

No

30- Please, justify your answer.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

ملخص الأطروحة :

تحاول هذه الأطروحة تقييم الكتاب المدرسي للسنة الأولى ثانوي بغرض خدمة المنظومة التربوية في الجزائر من أجل أن تكون أكثر فاعلية وتجاوبا مع مختلف التطورات الحاصلة في بنية المناهج التربوية الحديثة وخاصة الغربية.

انطلاقا من هذا المفهوم تجيب هذه الدراسة الأكاديمية على مختلف التساؤلات التي تـؤرق الأستاذ في أداء مهامه التربوية والبدagogية، وعلى هذا الأساس تكشف هذه الدراسة على موضوعات الكتاب، ومختلف النصوص التي وردت فيه بغية تنويع قدرات التلميذ، وتزويده بهذه الموضوعات التي تعمل على ملامسة إمكانات التلميذ.

من هنا وقف البحث عن الطريقة المتبعة في تقديم مختلف هذه النصوص مع مراعاة الفروق في الكفاءات والمستويات ضف إلى ذلك الوسائل والأدوات التي تتبع في التحصيل العلمي والمعرفي، وعليه عالج البحث نصوص الكتاب من الجانب اللغوي؛ أي حسن الأداء اللغوي في تقديم هذه النصوص لئلا يكون سببا في سوء تلقي المعارف، لهذا السبب جاء هذا الكتاب بمختلف المصطلحات الأدبية والنقدية واضحة ودقيقة معتمدا على المهارات الأربع في تلقين التلميذ هذه النصوص.

من هنا تعززت المنظومة التربوية في الجزائر بهذا الكتاب في السنة الأولى ثانوية، لأن يكون في خدمة التلميذ نظرا لتوفره على مجموعة من المحاسن التي تفرد بها.

1. أنه مطابق للبرنامج مطابقة جيدة، إذ راعى مختلف الفروق والمهارات.
2. يعطي هذا الكتاب فرصة للطلبة من أجل الحوار والمناقشة لئلا يكون بعيدا عن دائرة التلقين من خلال عمليتي الفهم والإفهام.
3. إتباع هذا الكتاب منهج المهارات Compétence بدلا من منهج بلوم الذي يعتمد على الأهداف.

وعلى الرغم من مزايا هذا الكتاب وفضائله العلمية والأدبية إلا أن الباحث قد لاحظ أن هناك تصورا في بعض الجوانب ولعل أهمها :

1. جاءت بعض النصوص غير ملائمة لقدرات التلميذ أثناء التحصيل العلمي، حيث تجاوزت إمكاناته.

2. يفتقر هذا الكتاب إلى عنصري السماع والحديث، إذ قلص الكتاب من خلال بعض نصوصه المجال أمام التلميذ لأن يكون أكثر جاهزية للاستيعاب ومن ثم حسن الفهم، كما غيبت بعض النصوص فرصة الحوار للتلميذ، لأن يكون مشاركا في الكشف عن مهاراته اللسانية.

وأخيرا لقد توصل البحث إلى النتيجة الآتية ضرورة تكيف هذه المعلومات مع

مختلف قدرات التلميذ من أجل الوصول إلى الأهداف التربوية والبداعوجية السليمة.

Résumé

La recherche présente essaie d'examiner la pertinence et l'efficacité du manuel 'At The Crossroads' de 1^{ere} Année Secondaire. Cette évaluation aspire à réaliser des aperçus dans les perceptions des enseignants et des apprenants du manuel et de montrer si ce dernier sert les attentes des étudiants par rapport aux objectifs du programme tels que définis par le Ministère de l'Education ; et si les enseignants aiment ou n'aiment pas le matériel qu'ils utilisent.

Pour donner consistance à la phase d'évaluation, deux questionnaires ont été soumis aux enseignants et aux apprenants comme des données nécessaires du contenu du manuel.

Les résultats obtenus ont révélé que, bien que correspondant aux objectifs du Ministère, le manuel ne convient pas pour autant aux enseignants ni aux besoins des étudiants ; de plus il ne répond pas aux espérances du groupe cible des adolescents.