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Evaluating the Grammar Component of the Algerian Middle School Textbook: “My Book of English Three”

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didactics of foreign languages

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Declaration

I hereby declare that the dissertation entitled “Evaluating the Grammar Component of the Algerian middle School Textbook ‘My Book of English Three’” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature

Date

Signature 1

Signature 2

Dedication

In the name of ALLAH, I would like to start my words by thanking ALLAH first for making me become who I am now,

To my favorite person in the world “Dad”, to my beautiful “Mom”, thanks for your love, help, support, and thank you for bringing me into this world.

*To my lovely sisters **Nada, Marwa, Farah**, and my sweetheart **Aya**, great thanks for them without them, life has no meaning. To my sole brother **Momo**.*

*To all my **aunts** and **uncles**, to my lovely friend and partner **Imane***

*To my future husband “**Djabir**” thanks for being always proud of me and beside me.*

*To all my friends, especially “**Anfel**” who is always beside me.*

Sana.

*I dedicate my work, to the true leader of my life “**My tender mother**”, thank you for your continuous care and every word of encouragement you have been supporting me with.*

*To the source of my strength “**My honest father**”, without you I could never be what I am today.*

*To my sole sister “**Nabila**”, thank you for being in my life.*

*To my dearest brothers whom I love, “**Faycel**” and “**Seif Eddin**”.*

*To my partner and dear friend “**Sana**”, for her efforts.*

*To all my friends, with whom I shared the best moment at the university, especially “**Anfel**”.*

*To the family of my partner **Sana**, thanks for your support.*

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Abstract

This research aims at evaluating the grammatical component of the Algerian third year middle school textbook “My Book of English Three”. It attempts to investigate the effectiveness of this textbook in presenting the grammatical component and if the principles of competency based approach are adequately applied in the textbook. Therefore, to achieve these goals, quantitative and qualitative data were obtained through an adapted checklist and teachers’ questionnaire. A checklist was adapted from Cunnigworth’s checklist (1995) to suit the aims of the research and the questionnaire was administered to thirty middle school teachers who have taught third year classes in Jijel and Skikda. From the obtained results we conclude that this course book is effective in presenting the grammatical component to third year middle school pupils. The analysis of the textbook and the questionnaire revealed that the textbook is effective in applying the principles of the competency based approach as far as the grammatical component is concerned. However, it is worth mentioning that the findings of the questionnaire revealed that there is a gap between teachers’ theoretical knowledge about the competency based approach and the application of this knowledge in real classroom settings. That is why; the ministry of education should provide an adequate in service training to middle school teachers, to bridge the gap between their theoretical knowledge about the competency based approach and the application of this knowledge in real classroom settings.

Key words: Grammatical component, the competency based approach, My Book of English Three

List of Abbreviations

- 1- CBA: Competency Based Approach**
- 2- GTM: Grammar Translation Method**
- 3- TL: Target Language**
- 4- CLT: Communicative Language Teaching**
- 5- CBLT: Competency Based Language Teaching**
- 6- ESL: English as Second Language**
- 7- EFL: English as Foreign Language**
- 8- L1: First Language**
- 9- ELT: English Language Teaching**
- 10- Q: Question**
- 11- %: Percentage**

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Résumé

ملخص

General introduction

Teaching English as a foreign language requires ultimately the teaching of its grammar. Thus, it is impossible to learn any language effectively without learning its grammar. Without knowing grammar, learners will face obstacles in understanding and communicating in the foreign language.

In this regard, many researchers agree that textbooks are the most important materials in English language teaching, textbooks are considered as the basic implement in English language teaching programs because they serve as a guide for both teachers and learners. Thus, the evaluation of these textbooks is considered as an important in pedagogical contribution in the teaching process.

1. Statement of the Problem

Grammar and language structure have always been important parts of the teaching and learning of the English language. In addition, grammar is a fundamental part of any language both at the spoken and written levels, without grammar spoken and written words lose much of their meaning. The grammar of a language is a description of the ways in which the language uses patterns of structure to convey meaning. Teaching grammar needs to be conducted properly and adequately through the use of efficient materials like for textbooks in order to improve and monitor learner's progress in this competence. Indeed, this research is designed to examine third year middle school textbook "My Book of English Three" performance in dealing with grammatical issues. This study discusses whether the third year middle school textbook is effective in presenting the grammatical component for students' and if the competency based approach is used appropriately by teachers in explaining the grammatical rules.

2. Research Questions

The present study seeks to answer the following questions:

1. Is the third year middle school textbook “My book of English three” effective in presenting the grammatical component to third year middle school students?
2. Are the principles of the competency based approach applied in the textbook “My book of English three”?

3. Aims of the Study

This study aims to evaluate the grammatical component of the course book “My book of English three” which is the official textbook designed for the third year in Algerian middle school pupils. In addition to that, it aims to investigate the effectiveness of this textbook in presenting the grammatical component. It also aims to seek whether the principles of competency based approach are adequately applied in the textbook “My Book of English Three”.

4. Research Methodology

In this study, two data collection techniques are used. The first one is the questionnaire, which is administered in order to determine teachers’ views about textbook effectiveness of the grammatical components presented in the third year middle school textbook “ My book of English Three”, the teacher’s questionnaire was distributed to thirty middle school teachers in Jijel and Skikda . While the second tool is an evaluation of the third year middle school textbook “My book of English three” with a particular focus on the presentation of grammar component in the book.

5. Structure of the Study

The current study is presented in two chapters. The first chapter is related to the literature review which consists of two sections. Section one is entitled “Grammar Teaching”

deals with different issues related to grammar teaching, whereas the second section which is about Textbook evaluation deals with different topics related to textbooks in the EFL classroom. The second chapter is the practical part of the research, which discusses teachers' questionnaires and the evaluation of the textbook "My Book of English three".

Chapter One: Teaching Grammar in EFL Textbooks

Section One: Grammar Teaching

Introduction

1.1. Definition of Grammar

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1.2.3. Transformational Grammar

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Introduction

This section discusses the different issues related to grammar teaching and learning such as: the definition of grammar and its types, the different approaches to teaching grammar with a particular focus on the teaching of grammar under competency-based approach.

1.1. Definition of Grammar

According to Oxford dictionary of English Grammar, grammar is: “the entire system of a language, including its syntax, morphology, semantics and phonology” (Chalker and Weiner, 1994, p. 177). According to Thornbury (1999, p. 1) “Grammar is partly the study of what forms (or structure) are possible in a language”. Grammar was defined by Williams (2005, p. 2) as “the formal study of structure of a language and describes how words fit together in a meaningful construction”.

In defining the term grammar, Musumeci (1996, p. 1) stated that: “Language does not exist without grammar because all languages are characterized by these components”. Moreover, according to Wilkins (1976, p. 66) “The grammar is the means through which linguistic creativity is ultimately achieved and an inadequate knowledge of the grammar would lead to a serious limitation on the capacity for communication”. This means that grammar instruction can be viewed as an important component in foreign language learning situations, where most of the time learners have no opportunities to learn the language except in the classroom.

In the same vein, the Longman dictionary of contemporary English defined grammar as “The study and practice of the rules by which words change their forms and are combined into sentences” (Harmer, 1991, p. 1) (A). There are two major elements in this definition; the rules of grammar, and the study and practice of the rules.

1.2. Types of Grammar

Types of grammar can be categorized into three types: traditional grammar, structural grammar, and transformational grammar (Generative).

1.2.1. Traditional Grammar

Traditional grammar refers to the type of grammar prior to the beginning of modern linguistics. It can be traced back to 2,000 years ago and includes grammar from the classical period of Greece, India, Rome, the Middle age, the Renaissance, the eighteenth and nineteenth centuries, and more modern times. According to Williams (2005) “we say that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard.” (p. 50). This means that the traditional grammar refers to the collection of rules and concepts about the structure of language. In fact, traditional grammar classifies words into parts of speech such as nouns, pronouns, verbs, adjectives, prepositions, conjunctions, and interjections. Besides, Cook (2008, p. 20) stated that: “Analyzing sentences in this approach (traditional grammar) means labeling the parts with their names and giving rules that explain in word show they may be combined”.

1.2.2. Structural Grammar

Structural grammar is a type of grammar that started first with Ferdinand De Saussure (1916) who explained the difference between *langue* and *parole*. According to him, *langue* is the system of language; all the possible rules that make up a language in theory; whereas, *parole* is how these rules are put into action by the speakers of that language, this type of grammar is descriptive. According to Ellis (2006, p. 86), structural syllabuses have been influenced by descriptive grammar that is why the teaching of form has much importance than meaning.

1.2.3. Transformational Grammar (Generative grammar)

Transformational grammar has been originally introduced by Noam Chomsky in 1957 as a reaction against structuralism. Chomsky (1965) states that “Generative grammar must be a system of rules that can iterate to generate an indefinitely large number of structures” (p. 6-15). This means, grammar is a generative system, by which speakers can produce unlimited number of grammatical sentences. Moreover, according to Chomsky (1965, p. 8-18), grammar should describe a native speaker’s intuitive understanding. The term ‘surface structure’ and ‘deep structure’ are used to describe this intuitive knowledge. Consequently, the formal rules known as transformational rules specify how ‘deep structure’ is transformed into ‘surface structure’. Chomsky’s transformational grammar is important for language learning and useful for language teaching. Subsequently, transformational grammar was the starting point for the development in linguistics studies since the 1950s.

1.3. The Importance of Teaching Grammar

Grammar is an important component of language that learners must learn and master because without grammar, speech gets meaningless. William (1905, p. 1) stated that “we study because a knowledge of sentence structure is an aid in the interpretation of literature; because continual dealing with sentences influences the student to form better sentences in his own composition; and because grammar is the best subject in our course of study for the development of reasoning power”. Widodo (2006, p. 2) stated that grammar is not limited only to the structure of a sentence and how words are combined together in order to have a full sentence, but it also takes into account and affects the four language skills; reading; writing; speaking and listening. In speaking and writing, students cannot write a passage or talk fluently if they do not have a fundamental level. In listening and reading, students also need to have a basic knowledge of the grammatical rules to comprehend the message. In addition, Tabbert (1984, p. 39) stressed the importance of grammar simply as: “It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say

infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negative, etc., and that these mistakes are evidence of their need to study grammar.” This means that students must learn grammar to produce correct sentences and avoid mistakes.

1.4. Grammar in the Classroom

Grammar in the classroom can be divided into three categories: grammar as rules, grammar as forms and grammar as meaning resource.

1.4.1. Grammar as Rules

Learning a foreign language indicates learning how its grammatical system is organized. Such rules compose the basis on which learners may “build their knowledge which will act as the generative base for them to express their ideas.” Woods (1994, p. 15). This definition emphasizes that the concept of grammar is connected with rules which define how forms are collected, used and conducted to actual use. Many specialists argue that presenting and explaining grammar as rules is very helpful for students to speak and write the language perfectly and correctly.

1.4.2. Grammar as Forms

For many researchers such as Larsen Freeman (2001), presenting and explaining grammar as forms is very important in order to improve learner's accuracy. Students produce plenty of words, the classification of these words into grammatical categories is called according to Williams (2005, p. 53) “form” and “form is synonymous with structure”. Hubbard et al. (1991, p. 327). Despite of what any grammar method looks like; teaching forms have always been ruled and assessed since it permits students to reach a level of correctness and accuracy. In fact, the teacher can understand what is said by students even if the form used is incorrect.

1.4.3. Grammar as Meaning Resource

Teachers who depend on teaching grammar as meaning resource aim at improving learner's fluency over accuracy. In fact, language exists as sentences and not as separated words. So, joining words together have specific meaning in precise situations. Identifying grammatical function and interaction are related in real life because what is communicated is normally the intended signification of the speaker depending on the context. That is why teaching grammar as a meaning resource is always introduced in the area of language teaching and learning since it is considered as "the ability to process language speedily and easily." (Thornbury, 1999, p. 93).

1.5. The Role of Grammar in Foreign Language Learning

According to Greenbaum (1988, p. 7), grammar is an important component of language teaching/learning and this necessity is justified by several reasons. One of them is the grammatical knowledge which is necessary for the recognition of grammatical structures which is often essential for the punctuation and is helpful in the interpretation of literary and non-literary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis. Besides, Nunan (1991, p. 297) said that grammar helps learners to perform in the target language better. He also reported that students cannot communicate well if they did not have a fundamental level of grammar.

Grammar also plays an important role in communication and it has many functions. Littlewood (1993, p. 2), identified the major functions that grammar fulfills in communication which are:

- Grammar enables speakers to talk about things that are not present in the actual situation where communication takes place.

- Grammar enables speakers to convey messages that are more subtle and abstract than would otherwise be possible. It enables language to reflect the complexity of human thought processes.
- Grammar enables communication to be contextualized and to serve our human need to

Look beyond the here-and-now.

According to Lin (2008, p. 3), the role of grammar is to help students to learn the nature of language; language consists of expected patterns that make what we say, read, hear and write comprehensively. Lin (ibid) stated that without grammar, people would have only individual words or sounds, pictures and body language to communicate meaning. He stated that the grammar is the center of language, and is a tool to help learner's comprehension of the target language because grammar gives orderly rules of structures and word order that learners can create their own spoken and written discourse using these grammatical rules.

1.6. Teaching Grammar through the Different Approaches and Methods

1.6.1. The Grammar Translation Method

Grammar Translation method (GTM) is a method of teaching which was dominant in Europe from the 1840s to 1940s. GTM was commonly known as the traditional approach to the teaching of grammar; it became the common way of teaching foreign languages in the nineteenth century, (Richard and Rodger, 1986). In GTM learners are asked to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists.

The basic goal of GTM is to help learners read and appreciate foreign language literature, it is focused on the concept that language is a set of structurally related elements and that language learning is acquired after mastering the rules prevailing the language and improving the ability of translating sentences from and into the foreign language.

Richards and Rodgers (2001, p. 7) presented seven characteristics of the method:

1. It is a way of studying a language through detailed analysis of its grammar rules followed by application of this knowledge to the task of translating sentences and text.
2. Reading and writing are the major factors.
3. Vocabulary selection is based solely on the reading texts used.
4. Much of the lesson is devoted to translating sentences into and out to the target language.
5. Accuracy is emphasized.
6. Grammar is thought deductive.
7. The student's native language is the medium of instruction. It is used to explain new items.

1.6.2. The Oral Method

The oral method is an approach to language teaching developed by British applied linguists in the 1920's and the 1930's like palmer and Hornby. It is also called situational language teaching, it is based on a structural view of language. In this approach, the focus is mainly on the spoken form of language. Foreign language teachers present the material first orally and then in the written form, only the target language (TL) should be used in the classroom. This method teaches simple grammar forms before the complex ones. A significant characteristic of the oral method is that the structures of language are presented by the usage of material demonstration of notions and objects and utterances are illustrated by simulation of pictures and concrete objects. The teacher in this method has an active and central role, he/ she is like to a model for students to imitate, and learners just listen to and repeat what teachers have said. (Richards and Rodgers, 2001).

1.6.3. The Communicative Approach to Language Teaching

Communicative language teaching (CLT) has been defined by Duffin (2012, p. 2) as: “CLT is an approach to language teaching which emphasizes learning a language first and for most for the purpose of communicating with others.” The focus has shifted from form to meaning (Larsen, 2000). So, the basic goal of this approach is to prepare students for various types of communicative situations in a given social context. In other words, CLT aims to develop the communicative abilities. The second aim is to develop the ability to analyze and solve problems. Richards and Rodgers (2001, p. 173).

Howatt (1984) claimed that CLT has two versions. The weak version stresses the idea that learners use English for communicative purposes and the strong version which is based on the concept that learners should be exposed to communicative situations in order to acquire a language (as cited in Richards and Rodgers, 1986, p. 66).

The main principles of CLT approach according to Berns (1990) as cited in Savignon (2002, p. 6):

1. Language teaching is based on a view of a language as communication. That is, language is seen as social tool which speakers and writers use to make meaning; we communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and used in second language learners and users as it is with first language users.
3. A Learner’s competence is considered in relative, not absolute, terms of correctness.
4. More than one variety of a language is recognized as a model for learning and teaching.
5. Culture is seen to play an instrumental role in shaping speakers “communicative competence” both in their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.

7. Language use is recognized as serving the ideational, the interpersonal and the textual functions, as defined by Halliday, and is related to the development of learner's competence in each.
8. It is essential that learners be engaged in doing things with language. That is, they use Language for a variety of purposes, in all phases of learning. Learner exceptions and attitudes have increasingly come to be recognized for their role in advancing or impeding curricular change.

1.7. Grammar Teaching under Competency based Approach

1.7.1. Competency Based Approach

Competency based approach is an instructional approach that teaches competencies, rather than language components, such as grammar and lexis. CBA is focused on teaching real life skills. Richards and Rodgers (2001, p. 144) defined the concept of competency as follows: “competencies consist of a description of the essential skills, knowledge, attitudes and behaviors required for effective performance of real-world tasks or activity”. Besides, Chelli and khaouni (2001, p. 1) defined it as: “CBA is very popular which focuses on measurable and useable knowledge, skills and abilities”. According to Docking (1994, p. 16) CBA is “(...) organized 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 specification teaching strategies, assessment and reporting”.

In fact, CBA permits learners to improve their capacity to think and act to the continual development of the world. Then, CBA aims to develop the reasoning process of the students as it claims the establishment of connections between acquiring awareness and improving the thinking process to support the perceptive function of the teaching programs, that is necessary for combining them in real life.

1.7.2. The Principles of CBA

Recalling the principles of competency-based approach strive to promote the awareness of the teachers and the drillers about the importance of the implementation of this approach. Concerning foreign language teaching (FLT), According to Bowden (2009, p. 3-4) the main principles of CBA are as follows:

1. “A focus on outcomes”: the content, the syllabus, the material, and the assessment or designed according to the expected outcomes related to employment.
2. “Creator workplace relevance”: by identifying the competencies that are appropriate to the workplace requirement.
3. “Outcomes as observable competencies”: competencies are outcomes precisely and clearly defined which produce communication in real life situations.

1.7.3. The Teacher’s Role in CBA

The basic role of the teacher in the CBA is a facilitator, according to Harmer (2001, p.57) the role of facilitator is wide in meaning and all roles that are designed to help the learning progress are facilitative. Harmer proposed a set of roles, controller and observer; teachers check the classroom activities and correct mistakes, an organizer; the teacher has to arrange students in pairs or groups. He has to initiate, to explain the content of activities, and end tasks when time is finished. Harmer (2001, p. 58). The teacher is designated to be an assessor to create drills related to certain skillfulness in order to realize the competency requirements. In addition to that teachers are supposed to provide specific feedback, correction, and grading to their learners.

1.7.4. The Learner’s Role in CBA

Students in CBA play a central role, they learn how to evolve their mental potentialities and acquire problem solving skills as they create the links to face different real-

life situations. The competency-based approach involves students into self-evaluation, makes students more responsible for their learning, and helps them to assess their acquisition. Chelli (2010, p. 26) States that:

“The learner should go through a process of personal appropriation, questioning his own convictions. This leads to the learner to revise his prior knowledge and its scope to compare his own representations with those of his classmates to search for information and validate it through consulting various sources of documentation and people in possessions of information.”

1.7.5. Teaching Grammar in CBA

Within CBA grammar teaching should be based not only on the grammar rules but also on the use of rules in real life context. Richards and Rodgers (2001) stressed that, “CBLT is built around the notion of communicative competence and seeks to develop functional communicative skills in learners”. (p. 143). In accordance with Thornbury (1999), many researchers argued that “grammatical knowledge (linguistic competence) is merely one component of what they call Communicative Competence.” (p. 18). Besides, “involves knowing how to do this in a socially appropriate way” (ibid).

Grammar under CBA is taught inductively and implicitly. Firstly, inductive grammar teaching allows the students to conclude the grammar rules by themselves. For example, the teacher will listen to an interview then ask them to pay attention to verbs in this interview to discover such new grammar rules. This new grammar rule like knowing new tense. The principle goal in inductive grammar is to let the students notice the difference one change in grammar rules. Secondly, in implicit knowledge, grammar rules are acquired when learners are involved in real life communicative tasks. Ellis (2001, p. 252) argued that implicit knowledge refers to “the knowledge of a language that is typically manifest in some form of naturally occurring language behavior as conversation”.

1.8. Teaching Difficulties Facing Teachers and Learners

1.8.1. Grammar Difficulties

The debate about the usefulness and effectiveness of grammar in language teaching and learning were mainly due to the identification of grammar with rules (pedagogical rules), a misconception about what really grammar is and what rules are, and this opinion existed for a long time. According to Odlin (1994, p. 16) the use of pedagogical rules presents three major problems; establishing the nature and the extent of the regularity of generalization, and finding an appropriate formulation for the generalization, and finding a safe generalization. Larsen (2000, p. 10) considers these rules as static. She clarifies that “they don’t allow for change, yet language is changing all the time, the generalizations that rules captures are rarely broad enough. There are always exceptions.” Furthermore, grammar “is exquisitely flexible, allowing for the expression of new meaning “, (ibid).

Biber et al (1998, p. 55) considered grammar as being “a perspective enterprise” represents another difficulty; it is a common belief to view grammar as a topic of listing and appointing the grammatical rules required for “correct” speech. They explain “rules such as ‘do not end a sentence with a preposition’ and ‘be consistent in the use of tense throughout a sentence’ is prescriptive rules that many students associate with English grammar”. (p. 55).

In addition, the problems in learning English grammar expand to other concerns. Freeman (1991, p. 289) considers that, first example, “it is neither the form nor the meaning of the English tenses that presents the greatest long-term challenge to ESL/ EFL students; rather it is when and why to use one tense and not the other. In other way, it is the pragmatic usage of the tenses that is the major obstacle to their mastery”.

1.8.2. Learner difficulties:

English learners may face many difficulties in their learning process. Native language (L1) interference represents the main difficulty that learners face in grammar learning. Aitken (1992, p. 9) argued that “some errors are caused by ‘mother tongue interference’; the native language behaves in ways which are not applicable to English, but the learner treats them as equivalents.” This occurs in areas such as grammar and writing. L1 interference is connected to the rhetorical and grammatical difference between the learners’ L1 and the target language.

Yorkey (1974 cited in Peck 1991, p. 367) gave the example of the Arabic language; he stated that in Arabic, there is a use of coordination not subordination, in written paragraphs. A tightly organized English paragraph with its topic sentence, controlling and supporting ideas, is manner of expression which is unfamiliar to Arabic-speaking students, and one which they often interpret as “cold and calculating”. To overcome these difficulties, Yorkey (1974 cited in Peck 1991, p. 368) suggested making students practice subordinate clauses (particularly adverb, cause, purpose and condition) through writing and identifying the various constituents of the paragraph and other components.

Conclusion

Learning a foreign language relies on learning and mastering grammatical structures in order to use language correctly in speaking and writing. This section includes important issues related to grammar teaching and learning. It deals with different approaches and methods with a particular focus on teaching grammar in CBA.

Section Two: Textbook Evaluation

Introduction

1.1. Definition of the Textbook

1.2. The Role of the Textbook in EFL Classrooms

1.3. The Purpose of Using Textbooks in EFL Classrooms

1.4. The importance of Using Textbooks in EFL Classrooms

1.5. Definition of Evaluation

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1.6.1 Formative Evaluation

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1.6.4 Predictive and Retrospective Evaluation

1.7. Definition of Textbook Evaluation

1.8. The Importance of Evaluation

Conclusion

Introduction

Textbooks are considered as the primary source of information for students and teachers in many EFL/ESL class, in order to find the appropriate course books and achieve learners 'needs , we should use textbook evaluation that has an important value for the development and administration of language learning programs. This section deals with the definition of the textbook and its roles and purposes in classroom. A presentation of evaluation and its types, a definition of text book evaluation, the three approaches to textbook evaluation and the importance of textbook evaluation.

1.1. Definition of the Textbook

The textbook is a book used in the study of a particular subject and it is one of the English language teaching materials that are widely used in classroom, this instructional material has been defined by different researchers in the field. According to Richards and Schmidt (2010, p. 141) “a book that contains all the materials necessary for a particular type of language learner at a particular level”. In the same vein, Selma (2017, p. 338) stated that the textbook “is an essential tool of educating and socializing, in that it transmits linguistic knowledge as well as cultural and social values”.

Another definition by Oxford Dictionary (2008, p. 1530) indicated that it is “a book that teaches a particular subject and that is used especially in schools and colleges”. In fact, the textbook refer to a published book designed to help language learners to improving their communicative and linguistic abilities. Williams (1983, p. 254), stated that textbook is an Instrument by which the teacher should link the teaching program presented in the textbook and the teaching situation, knowing how to use textbook, and also providing the students with proper motivation and feedback that will make it useful to extend capacity in the language learning process.

1.2. The Role of the Textbook in EFL classrooms

Textbooks are valuable in each language classroom, they are considered as an essential component which has several roles in English language teaching (ELT) curriculum and help the process of language teaching and learning , Hutchinson and Torres (1994) argue that a textbook has a significant role in teaching and learning of English in the classroom , they also mention that although the significance of the textbook as a worldwide component of English language teaching is undeniable , it is hard to define the textbook's role in the language classroom perfectly and exactly. According to Zohrabi et al (2014), “Textbooks are one of the elements that may promote or discourage learners depending on their materials. They are a kind of support for both teachers and learners. Textbooks provide students a kind of consistency” (p. 95).

In the same vein, Ahour and Ahmadi (2012) suggested that “textbooks are the main sources that can convey the knowledge and information to the learners in an easy and organized way” (p. 176). Textbooks have some advantages which were highlighted by Brown (1995) as follows: a source of language, a learning support, motivation, stimulation, and references utilized to achieve the aim of a course which is based on the learners ‘needs. Among various materials used for language learning and teaching, the textbook is a pedagogical tool used in the teaching learning process, and it is beneficial to both teachers and students, Harmer, (2007). It continues to play an important and positive role in ELT classrooms all over the world (Dendrinis, 1992; Lee, 1997; William, 1983). In addition, Cunningsworth (1995) claimed that textbooks have several additional roles in ELT curriculum. He argues that they are an effective source for self-directed learning, an effective resource for presentation material, a source of ideas and activities, and a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. Additionally, textbooks represent the visible heart of any ELT program, and they offer considerable advantages for both the

student and the teacher particularly when they are being used in the ESL/EFL classroom (Sheldon, 1988).

1.3. The Purposes of Using Textbooks in EFL Classrooms

According to Razmjoo (2007) students feel safe when they use textbooks because they help them to progress and achieve their goals. O'Neil (1982) introduced four reasons for the use of course books. Firstly, course book materials are useful for students' needs because they help in achieving aims and objectives that have already been set in terms of learner needs. Secondly, the students can have a program for their future learning and review of previous course books. Thirdly, students can acquire valuable and reasonable materials. Finally, the teachers can have opportunities to adjust and modify the course books according to student's needs. Alternatively, the content of any English language textbook influences the teacher how to teach and the learner how to learn.

1.4. The Importance of Using Textbooks in EFL Classrooms

Richards (2001) presented the importance of using textbooks in the following points:

- 1-They provide some programs based on structure and syllabus.
- 2-They help systematize instruction.
- 3-They preserve quality.
- 4-They supply various learning resources.
- 5-They can provide actual language models and input.
- 6- Teachers can be trained.
- 7-They are visually attractive (p. 1-2).

The importance of textbooks in EFL classroom is so extensive that it is almost a universal element in ELT teaching and it is crucial to any ELT program (Hutchinson & Torres, 1994, Liz, 2005; Sheldon, 1988).

Researchers have suggested that it is extremely common to see ELT professionals incorporating the use of textbooks for daily teaching purposes and very few of them would not use published ELT materials at some stage of their career (Byrd, 2001; Harmer, 1991(B); Litz, 2005).

1.5. Definition of Evaluation

Evaluation is the process of judging something's quality, importance, or value assessment, rating, judgment and calculation. This term "evaluation" has been defined by different researchers and scholars such as Hutchinson and Waters (1987, p. 96) who stated that "evaluation is the process of judging the suitability of particular purpose". In addition, Nunan (1992, p. 185) stated that evaluation "involves not only assembling information but interpreting that information making value judgments". Besides, Rea dickens and Germaine (1994, p. 4) defined it as follows "evaluation is an intrinsic part of teaching and learning", this means that evaluation is the systematic collection of data about a particular product to measure its value and decide if it is appropriate or there is a need for modification for the purpose of improvement.

1.6. Types of Evaluation

1.6.1. Formative Evaluation

Formative evaluation is an ongoing process that is conducted during the implementation of the program, it seeks to determine whether the program is workable or not and what problems need to be solved. This helps the evaluator to make modifications and adjustments before its final adaptation (Richards, 2001, p. 288-289). Bloom et al (1971, p. 117) defined it as "systemic evaluation in the process of curriculum construction, teaching,

and learning for the purposes of improving any of these processes”. Besides, Formative evaluation is done during the process of instruction. Its main goal is to provide a continuous feedback to both the teacher and the students.

1.6.2. Summative Evaluation

Means to evaluate students' learning and teachers' teaching after a teaching period (Anthony J & Susan M, 2005). Bloom et al (1971) pointed out that summative evaluation is an assessment of the course, the education Program's validity and education research for the purposes of classification, identification and evaluation of progress after a teaching program or the end of the term. It is helpful for teachers to find out what the students can remember about the course material, so that a grade can be determined. It lets the teacher sum up, what the students have learned to make judgments (LuoShaoqian, 2003).

1.6.3. Illuminative Evaluation

Illuminative evaluation is an approach to evaluation that seeks to address and illuminate a complex array of questions about the implementation of innovative educational project: how it operates, how it is influenced by the various school situations in which it is applied, what those directly concerned regard as its advantages and disadvantages, and how students' intellectual experiences are most affected. It aims to discover and document what it is like to be participating in the program, whether as teachers or pupils: and besides, to discuss the innovation's most significant features and recurring issues (Tuah, 1982).

1.6.4. Predictive and Retrospective Evaluation

On the one hand, “predictive evaluation is an evaluation of the materials before they are used in the classroom” (Ellis, 1997, p. 36). It means that Predictive evaluation refers to a kind of evaluation before using teaching materials in order to estimate the degree of the suitability of those particular teaching materials according to the needs of a particular group of learners.

On the other hand, “Retrospective evaluation is an evaluation of the materials once they have been used in the classroom” (Ellis. 1997, p. 37). This means that Retrospective evaluation process refers to a kind of evaluation that evaluates the effectiveness of the teaching materials that have already been used by the teachers and learners. The purpose of such kind of evaluation is to find out effectiveness of particular materials and attitudes of teachers and learners towards those teaching materials (ibid).

1.7. Definition of Textbook Evaluation

Textbook evaluation is an active progression that examines the different features of the textbook to improve its quality (Antic &Peshikan, 2013) and guarantee quality assertion and improvement, which permits constant development of learning chances (Kiely, 2009). According to Sheldon (1988), among several reasons for textbook evaluation, he suggested that it is an essential need to evaluate and analyze the various ELT textbooks which exist in the markets in order to select a suitable English language textbook and find their advantages and disadvantages. It helps the educational decision makers to adopt the suitable textbooks. It provides the opportunity for the teachers, supervisors, administrators, and materials developers to make judgment about the textbooks and how to choose them for the learners.

1.8. The importance of Textbook Evaluation

According to Cunningsworth (1995) and Ellis (1997) textbook evaluation helps teachers move beyond impressionistic assessments and helps them to get useful, accurate, systematic, and contextual insights into the overall nature of textbook material. Textbook evaluation can also be a valuable part of teacher’s training programs since it serves the purpose of making teachers aware of important features to look for in textbooks while familiarizing them with a wide range of published language instruction materials. Hutchinson and Waters (1987) describe it as a straight forward, analytical matching process, matching needs to available solutions. Hutchinson and waters (ibid) think that the evaluation of EFL textbooks is a matter of judging their suitability for the purpose for which they were designed.

EFL textbook evaluation helps designers to make decisions for developing the textbook as well as raising the teachers' awareness of the materials they use and help them reflect on their daily teaching experience.

Conclusion

Textbooks play a significant role in EFL classrooms, they are considered as the fundamental resources for both teachers and learners. Subsequently, textbook evaluation should be conducted in order to help in checking if the designed textbook is effective and appropriate for the learners' level and needs.

Chapter two: Evaluating the Grammar Component

Introduction

2.1. Teacher's Questionnaire

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Conclusion

Introduction

The present chapter deals with the practical part of this research, for the purpose of evaluating the grammar component of the Algerian middle school textbook “My book of English three”. The most suitable techniques to conduct this study are the questionnaire and textbook evaluation. In this study, a questionnaire was administered for third year middle school teachers in Jijel and Skikda. In addition to an evaluation of the textbook “My book of English three”.

2.1. Teacher’s Questionnaire

2.1.1. Aims of Questionnaire

This questionnaire aims at evaluating grammar teaching in the third year Middle school textbook. Furthermore, it aims at identifying the problems that third year middle school classes face, while dealing with the grammatical components.

2.1.2. Administration of the questionnaire

The questionnaire is administered to thirty (30) middle school teachers in different middle schools in Jijel and Skikda, all of them are teaching third year. Randomly selected ten (10) in Skikda and twenty (20) in Jijel, the total number of copies is thirty (30) .The teachers received an oral instruction about how to complete the questionnaire and they were provided with clarification, where necessary.

2.1.3. Description of the questionnaire

The questionnaire was organized into two sections each section intended to elicit a set of information; this questionnaire is made up of twenty five (25) items. The type of questions are close ended (either yes or no questions or multiple-choice questions) in addition to some open-ended questions where teachers were requested to suggest precise responses.

2.1.4. Analysis of Teacher's questionnaire

General Information

Q1: Gender

Table 1: Teacher's Gender

| Gender | Number of teachers | Percentage |
|---------------|---------------------------|-------------------|
| Male | 12 | 40% |
| Female | 18 | 60% |
| Total | 30 | 100% |

Table 1 shows the participants 'total number, which is 30, 12 of them are males (40%); whereas, the majority of teachers are females 18 representing (60%).

Q2: How long have you been teaching English?

Table 2: Teacher's Experience in Teaching English.

| Options | Number of teachers | Percentage |
|-------------------------------|---------------------------|-------------------|
| Less than 5 years | 6 | 20% |
| Between 5 and 10 years | 8 | 26.66% |
| More than 10 years | 16 | 53.33% |
| Total | 30 | 100% |

According to the results shown in table 2, most of teachers have a long experience in teaching English, so 16 teachers representing (53.33%) are teaching English for more than 10 years .8 teachers representing (26.66%) have taught English between 5 and 10 years, while 6 teachers representing (20%) have a short experience in teaching English, they have taught less than 5 years.

Q3: The degree you hold?

Table3: Teacher’s Degree

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| License degree | 25 | 83.33% |
| Master degree | 5 | 16.66% |
| Total | 30 | 100% |

From the above table we can see that the highest percentage represents the teachers who hold license degree (83.33%); whereas the smallest percentage is for teachers who hold the master degree (16.66%).

Q4: How long have you been teaching third year middle school classes?

The aim of this question is to gather information and data from different teachers that have automatically different experiences in teaching the third year Middle school classes. The majority of teachers have been teaching third year classes for 2 years to 3 years. Expect two teachers who have been teaching third year classes for 15 years.

Q5: What is the average number of students in your class?

Table4: Student's Average Number in Class

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| 20-25 | 18 | 60% |
| 26-30 | 5 | 13.33% |
| 31-35 | 6 | 20% |
| 36 more | 2 | 6.66% |
| Total | 30 | 100% |

Teachers in this question were required to give the number of students in their class. As shown in the table above, the highest percentage is the category between 20-25 in the class which represent (60%), then 6 teachers representing (20%) said that the average number of students in each class range between 31-35. The classes between 26-30 representing (13.33%) while classes that have more than 36 students represent just (6.66%).

Section One: Teaching grammar under CBA

Q1: How can you evaluate third year textbook of English?

Table5: The Evaluation of Third Year Textbook Middle School of English

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Suitable | 6 | 20% |
| Hard | 9 | 30% |
| Long | 12 | 40% |

| | | |
|-----------------|-----------|-------------|
| Interesting | 1 | 3.33% |
| Not interesting | 2 | 6.66% |
| Total | 30 | 100% |

From the above table, most teachers (40%) consider the third year Middle school textbook of English as long. Meanwhile (30%) of teachers think that this textbook is difficult. (20%) of teachers say that this textbook is suitable for students. (6.66%) of teachers see that the third year Middle school textbook of English not interesting and a small percentage (3.33%) say that the textbook is interesting.

Q2: How is the grammatical component presented in the book?

Table6: Teachers' Perceptions toward the Grammatical Component Presented in the Book

| Option | Number of teachers | Percentage |
|--|---------------------------|-------------------|
| A set of rules that govern language | 21 | 70% |
| The way words are combined to make correct sentences | 7 | 23.33% |
| The rules that govern the way we speak | 9 | 30% |
| Other | 0 | 0% |
| Total | 30 | 100% |

NB: It is necessary to note that the great majority of teachers ticked more than one answer.

As shown in the above table, the majority of teachers (70%) agree that the grammatical component is presented in the book as a set of rules that govern language and

other (23.33%) the grammatical component is presented as a way words are combined to make correct sentences. (30%) thought that grammatical component is presented as the rules that govern the way we speak.

Q3: In your opinion, what is the goal of teaching grammar to third year middle school classes?

Table 7: The Goal of Teaching Grammar to Third Year Middle School Classes

| Options | Number of teachers | Percentage |
|--|--------------------|-------------|
| Prepare pupils for the exam | 5 | 16.66% |
| Provide them with necessary grammatical knowledge appropriate to their level | 18 | 60% |
| Improve their proficiency in English speaking or writing | 12 | 40% |
| Other | 0 | 0% |
| Total | 30 | 100% |

NB: It is necessary to note that the great majority of teachers ticked more than one answer

The majority of teachers (60%) say that the goal of teaching grammar to third year Middle school classes is to provide them with grammatical knowledge appropriate to their level. (40%) of teachers state that the goal is to improve their proficiency in English speaking or writing. However, only (16.66%) of the teachers had a view that the goal from teaching grammar is just for preparing pupils for the exams.

Q4: Order the following skills according to their importance in the book

From this question, teachers view that the most important skill in textbook is listening in contrast to phonetics which is the least important one from all skills. In addition, teachers view that the other skills almost have the same importance in the book.

Q5: Are your students interested in grammar lessons as much as their interest in other skills? (Listening, writing, pronunciations, speaking).

Table8: The Interest of Third Year Middle School Students on Learning Grammar

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Yes | 26 | 86.66% |
| No | 4 | 13.33% |
| Total | 30 | 100% |

As shown above, (86.66%) of teachers opted for yes and only (13.33%) opted for no.

Teachers who answer by no mention that students were not interested in learning grammar because the rules of grammar are difficult and they have neither time nor suitable tasks to learn it.

Q6: Have you received an adequate training on applying CBA in EFL classes?

Table9: Teachers' Training on the Application of CBA Principles in EFL Classes

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Yes | 24 | 80% |
| No | 6 | 20% |
| Total | 30 | 100% |

The teachers in this question were asked whether they received an adequate training on the competency based approach in EFL classes or not. 24 teachers who represent (80%) state that they have receive an adequate training on CBA. whereas, 6 teachers who represent (20%) state that they did not receive an adequate training on CBA.

Q7: Do you actually apply the principles of CBA in your classes as far as grammar is concerned?

Table10: The Application of the Principles of CBA in Class

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Yes | 27 | 90% |
| No | 3 | 10% |
| Total | 30 | 100% |

As the table shows, the majority of teachers (90%) stated that they apply the principles of CBA in their classes as far as grammar is concerned in contrast to (10%) of teachers who do not actually apply those principles in their classes.

Q8: Is the application of CBA principles easy or difficult?

Table11: Teachers' Perception on the Application of the CBA Principles.

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Easy | 11 | 36.66% |
| Difficult | 19 | 63.33% |
| Total | 30 | 100% |

The results shown above reveal the majority of teachers (63.33%) have difficulties in applying CBA principles, whereas the rest of teachers (36.66%) see that the principles of CBA are easy to apply in class, so (36.66%) teachers who say the application of CBA principles is easy suggest that it is very easy because the most difficult role is assigned to students, to extract and apply the rules.

Teachers who say that the application of CBA principles is difficult give some reasons. First of all, this method takes more time than the time that give suggested in the planning “Time is not enough”. Second, some learners cannot deduce the rule because they are not interested in learning English language, so there is a lack of background knowledge. Moreover, the lack of content that covers different skills in grammar lessons so teachers have to choose a content that covers different skills within the lesson of grammar especially writing and speaking. Some teachers said that there is a lack of teaching materials. Furthermore some communicative tasks are difficult to teach because of the pupils’ level.

To sum up, the application of CBA principles is difficult for many reasons including a lack of materials that help teachers to apply it, also students do not have a good level in English language and the majority of them are not interested in it. This is what makes it difficult for them to deduce the rule.

Q9: Do you think it is difficult to apply this approach in teaching grammar to third year students?

Table12: Teachers’ Opinions about the Application of CBA in Teaching Grammar to Third year Middle School Students

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Yes | 13 | 43.33% |
| No | 17 | 56.66% |
| Total | 30 | 100% |

(56.66%) of the teachers state that the application of CBA as far as the grammar component is concerned not a difficult task, and (43.33%) state that the application of this approach on teaching grammar lessons is difficult. The teachers who answer with yes justify their answers as follows:

Two hours per week is not sufficient to apply to this approach. In addition to the lack of materials other than textbook. Moreover, according to the teachers, the third year textbook of English is long, hard and not interesting; it is not suitable for students.

Q10: How often do you teach grammar inductively?

Table13: The Frequency of Teaching Grammar Inductively

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Always | 9 | 30% |
| Sometimes | 16 | 53.33% |
| Never | 5 | 16.56% |
| Total | 30 | 100% |

As shown in the table 8 most of teachers (53.33%) sometimes teach grammar inductively, (30%) of teachers always teach grammar in their classes inductively, and (16.66%) never give the grammatical rules inductively. This evokes that, teachers don't use the principles of CBA all time and in all lessons.

Q11: Do you provide your learners with explicit grammar rules during the explanation of grammatical items?

Table14: Teachers Provision of Explicit Grammar Rules during Grammar Lessons.

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Yes | 20 | 66.66% |
| No | 10 | 33.33% |
| Total | 30 | 100% |

From the table above, we notice that most of teachers (66.66%) provide learners with explicit grammar rules during the explanation of grammatical items, whereas (33.33%) of teachers do not provide learners with explicit grammar rules, teachers who said yes provided the following justifications:

Because grammar lessons are somehow complicated, teachers provide learners with explicit grammar rules for a better understanding. In addition to that, sometimes pupils should be provided with grammatical rules especially when there is confusion, this will help the pupils to get the rules in order to form correct sentences and communicate correctly. Teachers provide learners with explicit rules because they are beginners and sometimes teachers should give them the rules in a written way as to revise for tests or exams.

Q12: Are the students involved in the process of discovering grammatical rules in the class?

Table15: Teacher’s view about Involving Pupils in the Process of Discovering Grammatical Rules in the Class

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Yes | 28 | 93.33% |
| No | 2 | 6.66% |
| Total | 30 | 100% |

This question helps us to understand whether the pupils are involved in the process of discovering the grammatical rules in their class or not. The highest percentage of teachers (93.33%) opted for yes; just a tiny minority of teachers (6.66%) opted for no. As a result, students have a major role in discovering the grammatical rules in their classes.

Q13: How would you assess your third year students ‘grammatical performance

Table16: Teachers’ Perceptions of their Pupils grammatical Performance

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Good | 1 | 3.33% |
| Average | 26 | 86.66% |
| Poor | 3 | 10% |
| Total | 30 | 100% |

The answers for this question reflect how the learners react to grammar courses and to the teaching process. Teachers were asked to evaluate their third year student's performance which according to the majority, is average (86.66%), then poor represents (10%) and good confirmed by one 1 teacher which represents (3.33%).

Section Two: Challenges and Difficulties of Teaching Grammar in Third Year Middle School Textbook

Q1: Does the textbook help the students to develop their competency in grammar?

Table17: Teachers' Perceptions about the role of Textbook in Developing Students' Competency in Grammar

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Yes | 15 | 50% |
| No | 15 | 50% |
| Total | 30 | 100% |

The goal of this question is to reveal if the textbook helps the students to develop their competency in grammar or not. (50%) of teachers said yes and (50%) of teachers said no. So, half of teachers agreed with the fact that textbook helps students to develop their competency in grammar. Whereas, the other half of teachers see that the textbook does not help them to develop their competency in grammar.

Q2: In your opinion, does teaching grammar inductively improve their proficiency?

Table18: Teachers' Opinion about the Effect of Teaching Grammar Inductively on Pupils' Proficiency.

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Yes | 18 | 60% |
| No | 12 | 40% |
| Total | 30 | 100% |

According to the results recorded in the table, the majority of teachers (18) corresponding to 60% agreed with the fact that teaching grammar inductively improves student's proficiency; whereas, (12) teachers representing 40% see that teaching grammar inductively do not improve their proficiency.

Q3: what are the major types of grammar activities that the textbook “My book of English three” focuses on?

Table19: The Major Types of Grammar Activities that Textbook Focuses on

| Options | Number of teachers | Percentage |
|--------------------|---------------------------|-------------------|
| Oral activities | 0 | 0% |
| Written activities | 12 | 40% |
| Both | 18 | 60% |
| Total | 30 | 100% |

The majority of teachers (60%) confirmed that written activities and oral activities (both) are the major types of activities. While (40%) of teachers confirmed that the focus is just on written activities, and none of the teachers ticked the oral activities. So, according to those teachers textbook focuses on both written activities and oral activities.

Q4: Do you rely on other materials while teaching grammar rather than “My Book of English Three”?

Table20: Teachers’ Use of Alternative Materials to Teach Grammar.

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Yes | 28 | 93.33% |
| No | 2 | 6.66% |
| Total | 30 | 100% |

The majority of teachers (93.33%) stated that they rely on other materials while teaching grammar rather than the book. They justified their answers as follows:

- Visual aids: pictures, chart, maps, Flash cards
- Audio-visual aids: computers, sounds, films
- Other materials like grammar books, internet and teaching grammar from real life situations, those materials may give better results than using the textbook.
- On the other hand, there are two teachers (6.66%) who said that they don't use any other material rather than the book because according to them the book is enough to teach grammar to learners

Q5 Are the exercises in the textbook suitable le for the learners’ actual level?

Table21: Teachers’ Views about the Suitability of the Exercise in the Textbook for Learners’ Actual Level

| Options | Number of teachers | Percentage |
|----------------|---------------------------|-------------------|
| Yes | 14 | 46.66% |
| No | 16 | 53.33% |
| Total | 30 | 100% |

The results shown above reveal that, a high percentage (53.33%) of teachers said that textbook is not suitable to pupils' levels. Meanwhile, the rest of the teachers (46.66%) said that those exercises are suitable for learners. Teachers who said the book is not suitable justified as follows:

- They are hard and complicated for pupils because they have spent only three years of studying the English language.
- Some pupils are not interested in the English language.
- Some exercises are unclear and do not fit the target goal.
- Sometimes the vocabulary is beyond their level, the fact that makes students face obstacles to understand context of the activity.
- They often contain more than one grammar point which creates a state of confusion for the learners.

Q6: what type of difficulties your pupil regularly encounters as far as grammar teaching is concerned?

Table22: Type of Difficulties Teachers Face in Teaching Grammar in the Third-Year Classes.

| Options | Number of teachers | Percentage |
|---|---------------------------|-------------------|
| Grammatical accuracy | 6 | 20% |
| Lack of relating meaning and structures | 3 | 10% |
| Inability to use their knowledge of grammar to communicate either in writing or in speaking | 28 | 93.33% |
| Total | 30 | 100% |

NB: It is necessary to note that the great majority of teachers ticked more than one answer.

This question requires teachers to report the type of difficulties they have encountered when teaching grammar to their learners. First, the great majority of teachers (93.33%) have reported that pupils' inability to use their knowledge to grammar to communicate either in writing or in speaking are the major difficulties teachers have encounter. On the other hand, (20%) of teachers have asserted that they encounter difficulties related to grammatical accuracy when teaching such components of language. 3 teachers representing (10%) said that their pupils face difficulties relating meaning and structures when teaching grammar. Thus, according to the obtained results, teachers encounter problems of inability to use their knowledge in writing and speaking to communicate.

Q7: As a middle school teacher of English, what do you suggest for a better teaching and assessment of grammar?

Teachers suggested the following:

- The best way is to design easy grammar lesson and deduce enough time to train and practice it.
- It is better to present the grammar lessons in real life situations, i.e., using grammar lesson in a communicative way.
- The textbook should be supplied with appropriate Audio-visual materials such as games, videos, songs, films to enjoyment and better understanding.
- The syllabus should be taught both implicitly and explicitly (provide learners with explicit grammar rules during the explanation of grammatical items and the teacher should be help learners to pick out the rule and explain the complex words).
- Teaching grammar in a simple way with simple context. (Using simple way to teach grammar)

2.1.5. Interpretation of the Findings of Teacher’s Questionnaire

Effectively, teacher's questionnaire helped the researchers to gather information about the teaching of the grammar component in the third-year middle school textbook “My book of English three”. The sample gave the researchers an opportunity to analyze different points about the importance of grammar, the way grammar is taught within CBA, the difficulties and challenges of teaching grammar in third year middle school textbook.

The results obtained from the first section, reveal that the majority of teachers 40% affirm that the third year textbook of English is long and extensive. Besides, the grammatical component presented in the book according to twenty one (21) from thirty (30) consider the grammatical component as a set of rules that govern language. 60% of teachers assert that the goal of teaching of grammar to third year middle school classes is to provide them with the necessary grammatical knowledge appropriate to their level. Most of the teachers state that the most important skill in the book is listening in contrast to phonetics which is considered as

the least important. In addition, the majority of teachers 86.66% confirm that pupils interest in grammar lessons is as much as their interest in other skills. As regards as to teachers' trainings on the competency based approach, we have noticed that the majority of teachers 80% state that they have received an adequate training on applying CBA. 90% of teachers try apply the principles of CBA in their classes in teaching grammar and the majority of them confirmed that the application of these principles is difficult when teaching grammar to third year students, which indicates that the training was not efficient; because there is gap between the theoretical training they have received and the application of this theoretical knowledge in real classroom settings. In this regard 66.66% of teachers provide their students with explicit grammar rules during the explanation of grammatical items. Besides, most of teachers 93.33% agreed that the students are involved in the process of discovering grammatical rules in class. In addition to that, the majority of teachers 86.66% consider their students' grammatical performance as average.

From the results of the second section, it is noticed that half of the teachers confirmed that the textbook help pupils to develop their competency in grammar. Furthermore eighteen (18) from thirty (30) teachers representing 60% asserted that teaching grammar inductively improved their pupils' proficiency. The majority of teachers confirmed that textbook focuses on both written activities and oral activities in presenting the grammatical lessons. 93.33% of teachers rely on other materials while teaching grammar rather than "My book of English three" such as pictures, chart, maps, Flash cards and internet in order to facilitate the process of teaching grammar. 53.33% of teachers affirmed that the exercises in the textbook are not suitable for the learners' level; they are hard and complicated for the third year students. In addition, according to most of teachers 93.33% the difficulties of pupils encounter as far as grammar teaching is their inability to use the grammatical knowledge to communicate either in writing or in speaking. The teachers ended by giving some suggestions for a better teaching and assessment of grammar, they think that the best way is to simplify the teaching

of grammar and to dedicate enough time to practice it, the syllabus should be simplified and grammar should be taught both implicitly and explicitly.

The obtained results reveal that, the textbook “My book of English three” is effective in presenting the grammatical component to third year middle school students. In addition to that, the textbook is effective in applying the principles of CBA as far as the grammatical component is concerned. However, it is worth mentioning that the findings of the questionnaire reveal that there is a gap between teachers’ theoretical knowledge about the CBA and the application of this knowledge in real classroom settings.

2.2. Textbook Evaluation

2.2.1. General Information about the Textbook

- Name of the book: My Book of English Middle school Year three

- Intended learner’s level: the third year middle school level

- Authors: head of project: Tarrant Lounis

Authors: Chenni Abdelfetah (material writers)

Bouazid Tayeb (University teacher trainer)

Smara Abdelhakim (middle school teacher trainer)

Boukri Nabila (middle school teacher trainer)

-Publisher: CASBAH edition

-Year/place of publication: 2018 Algeria

- Number of the pages: 159 pages

“My book of English three” is an official textbook designed by the ministry of national education to teach English in middle school third year. Their aim is to increase the learner’s

opportunities to develop competencies in the subject taught. This textbook consists of four sequences, 'Me, my abilities, my interests and my personality', 'Me and lifestyles', 'Me and the scientific world', 'Me and my environment'. Each sequence deals with a specific topic suggested by the curriculum designers and contain communicative objectives and linguistic objectives. Each of these sequences consists of eleven sub-sections as they mentioned in the teacher's guide and listed as follow:

- I listen and do
- My pronunciation tools
- I pronounce
- My grammar tools
- I practice
- I read and do
- Learn to integrate
- I think and write
- Now, I can
- I play and enjoy
- I read for pleasure

2.2.2. The Textbook Evaluation Checklist

To find out strengths and weaknesses of the third year middle school textbook “My Book of English Three” and if it is effectiveness in presenting the grammatical components which are aligned with the CBA principles. The present study adapted the checklist from the theoretical Framework and guidelines of Cunningsworth’s grammar checklist (1995).

2.2.3. The Results of the analysis

2.2.3.1. Grammar in the textbook

- **Is grammar taught in real-life situation?**

In the textbook “My book of English three”, there are four sequences which are mentioned above, in these sequences students are exposed to various activities that reflect real-life situation. In task 15 page 52 in sequence two, students are asked to answer the questions about their childhood games “the use of the past tense”. This task puts students in a situation where they feel as they are working in real life situations.

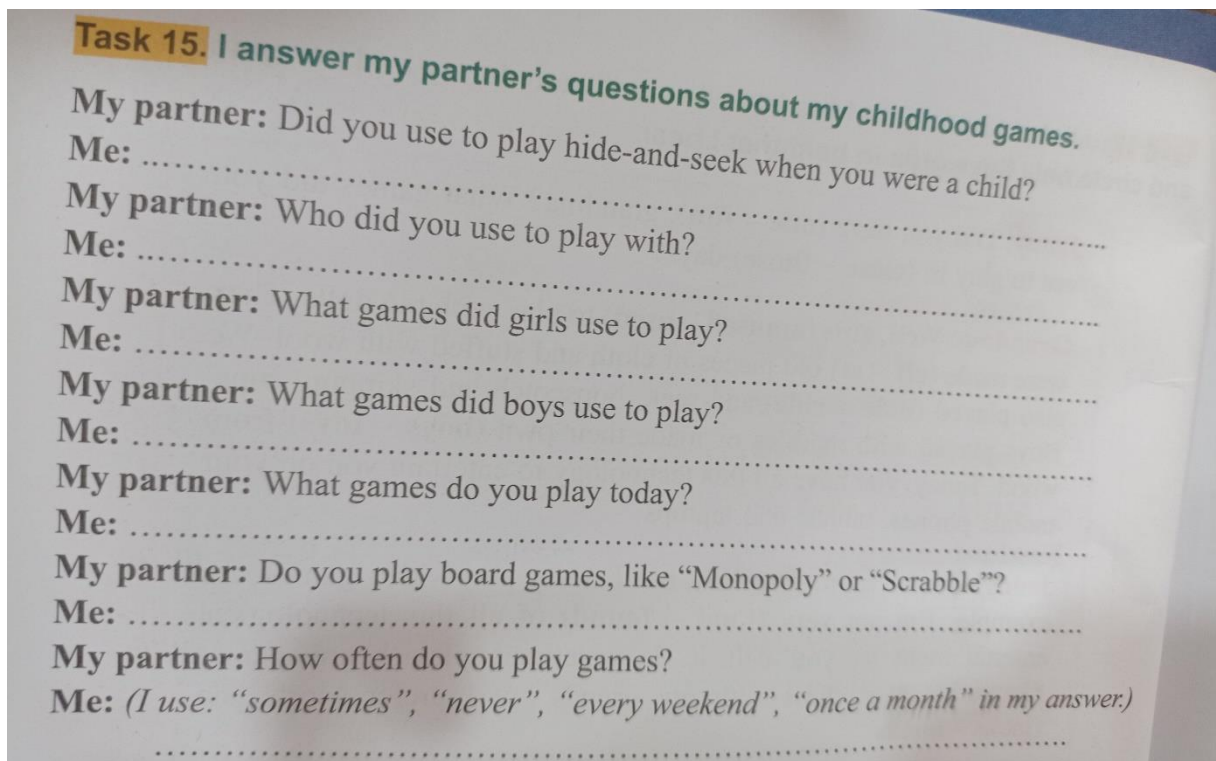


Figure 1: An Example of Grammar Activities in Real Life Situation

- **Does grammar teaching form part of the core of the sequence or is it added at the end of every sequence or even presented in independent section at the end of the textbook?**

Grammar in “My Book of English three” is tackled implicitly in various sections in each sequence, which is taught during the whole sequence’s sections and lessons not only in “My grammar tools”.

- **What grammar items are involved?**

The main grammar items that the textbook involved as shown in the following table:

| Sequence | Grammar items |
|--|---|
| Sequence one: “Me, my abilities, my interests and my personality” | <ul style="list-style-type: none"> -“can” for ability -“can’t” for inability -Questions about abilities and inabilities(with positive and negative answers) -Asking questions about interests and personality -Frequency adverbs: “always” and “never” -Asking about frequency: “How often..?” - Formation of adjectives |
| Sequence two: “Me and lifestyle” | <ul style="list-style-type: none"> -The past simple tense (review) -The past simple tense (with regular and irregular verbs) |

- The past simple tense with “ago”
- Time marker: “ago”
- Asking questions using: “How long ago....?”
- The semi-modal: “used to”
- Frequency adverbs
- “made of” _ “made in”

Sequence three: “Me and the scientific world”

- the past continuous tense
- Contracted/short forms of “be” in the past
- The past continuous and simultaneous actions
- Sentence connector: “while”
- Spelling rules: “V-ing”
- Requests with: “can” and “may”
- Relative clauses: the relative pronouns(“who” and “which”)

Sequence four: “Me and my environment

- “must”(strong obligation)
- “mustn’t”(prohibition)
- “should”(mild obligation)
- The imperative

-The present perfect tense

-The present perfect tense with: “for” and “since”

-Asking questions with: “How long....?”

-The comparative of superiority (short and long adjectives)

-Discourse connectors: “as”, “because”, “so”, “therefore”

Table 23: Grammar Items in “My Book of English Three”

This table shows that grammar content in the textbook is varied and classified from the simple to the more complicated ones. Besides, the distribution of grammar items along sequences is different from one sequence to another. Thus, some sequences include more grammar lessons than the others.

- **Does the textbook include adequate activities that help the students to implement their knowledge of grammar?**

Furthermore, the third year middle school textbook includes adequate number of activities that help the pupils to implement their knowledge of grammar. There are many activities in each sequence and the numbers of activities differ from one sequence to another according to the number of the grammatical structures that are introduced in each sequence. In task 9 page 27, pupils are asked to complete the sentences with two frequency adverbs “always” and “never”, using the knowledge that they have acquired earlier in the sequence.

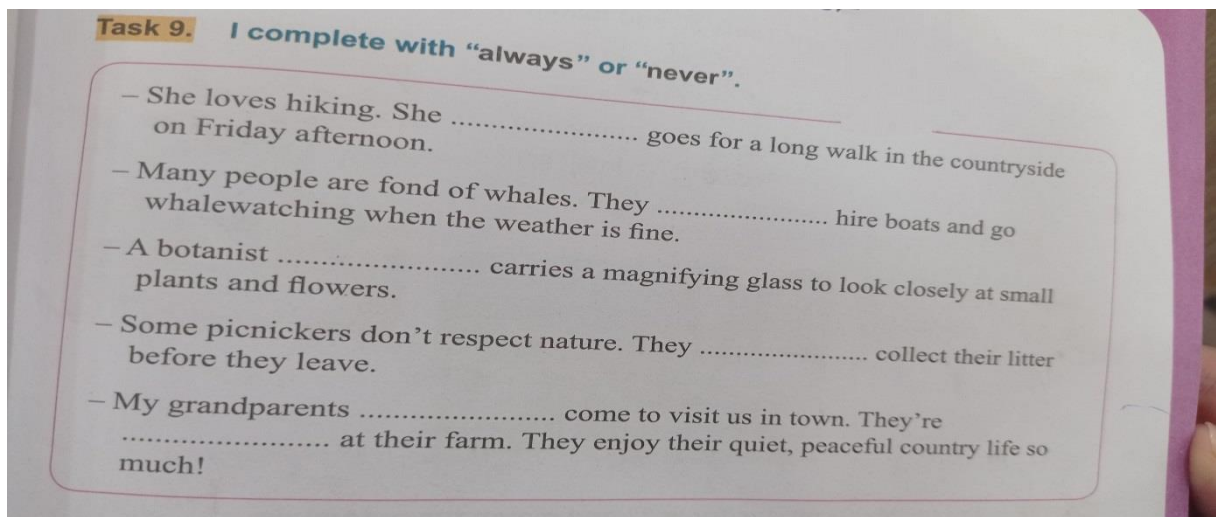


Figure2: An Example of the Activities that Help Pupils to Implement their Knowledge of Grammar

- **Does the grammar content correspond to learner's needs and level?**

Concerning the correspondence of the grammar content to learners' level and needs, the results show that grammar presented in "My book of English three" is appropriate to learners' needs and suitable for their level. In addition, the presentation of the grammar structure has apparently moved gradually from the simplest to more complexes, e.g., the rubric "I practice" following each "grammar tools" section supplies activities that students need to apply according to what they need at this level. In task 6 page 96, students asked to write the verbs in the correct tense when they combine the sentences by using the connector "while". The aim of this task is to make learners able to write correct sentences in appropriate tense (past simple tense, talking about past events).

- **Are the examples of the grammar structures interesting?**

In the third year textbook, the examples of grammar structures are very important to make the rule easily comprehensible, the grammar rules are explained in a direct way and supported with simple easy examples, we find those examples at the end of the rule with a clear and easy language. In addition, the most important words or letters in the rule are

highlighted in bold or red color, to be easily in comprehended. Furthermore, the examples are simple and familiar because pupils already encountered them in the listening section.

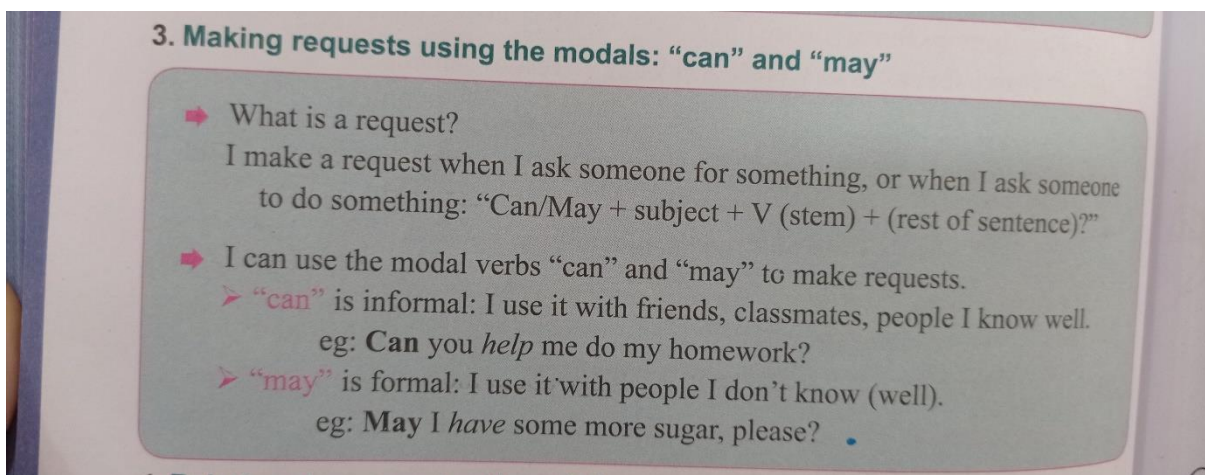


Figure3: Examples of the Grammar Structures

From the above figure, examples about the use of 'may' and 'can' to formulate requests:

-Can you help me do my homework?

-May I have some more sugar, please?

- **Is the grammatical component in the textbook explained in the mother tongue or in the language of the classroom?**


One of the most important ways of acquiring a language is by being exposed to it, that's why in the textbook, all the grammatical components whether grammar rules or tasks are explained using the target language "English language" that helps in improving learners' spoken and written production and encourage learners to use the language as much as possible in the classroom

2.2.3.2 Approach to grammar teaching

- **What is the approach used to teach grammar?**
- **Is grammar taught inductively or deductively?**

Grammar items in textbook are designed under CBA framework, teaching grammar in situations related to learners' environment and interests. Grammar in the book "My Book of English Three" is applied inductively not deductively. So, before presenting the rules, students are given tasks or examples that help them to illustrate the rule themselves. Moreover, after discovering the rule inductively, students are given tasks to implement this new grammar rule. The task 13 page 14 focuses on theme which is interesting to pupils (listening to the BBC interview); students should listen and achieve the common purpose which is presented in page 22, the use of frequency adverbs, "always" and "never" to talk about "the interests". After that pupils are given a task to practice more about the rule, in task 9 page 27 where the pupils are asked to complete with 'always' or 'never' to combine correct meanings. Indeed, this task helps students to know how to use 'always' and 'never' correctly in sentences, also this task helps them to acquire new vocabulary items that are related to this sequence.






Task 13. I listen to the BBC Radio interview (Part 2) and cross out the wrong information (between brackets) in each teenager's profile.




ADAMOU'S PROFILE

2. Interests

- He's interested in (plants – animals – birds).
- He's (bored of – fond of) birdwatching.
- He (never – always) watches them at weekends.
- He (can – can't) watch them for hours.
- He (always – never) gets bored.



MARIA'S PROFILE

2. Interests

- She's interested in (animals – plants – birds).
- She's keen on (biology – botany).
- She (never – always) goes for a walk in the mountains on Sundays.
- She (can – can't) tell the names of many plants in Quechua, her native language.
- She (can – can't) remember all their English names.

Figure 4: An Example of Teaching Grammar Inductively


2.2.3.3. Grammar activities

- **What are the major activities included?**
- **What is the type of grammar activities focuses on?**

In third year Middle school textbook, there are three types of grammar activities. The first type is meaningful grammar activities that engage students in active, constructive, intentional, authentic, and cooperative ways and they are the ones, where the pupil is able to take what he/she has learnt from engaging with the activity and use it in another context. Meaningful grammar activity appears in sequence 1 task 14 page 29 “I work with my partner.

Pupils are asked to fill in the questionnaire in order to know more about his/her personality”.

The second type, mechanical grammar activities are activities where learners do tasks which are not meaningful but which may be necessary in order to have the tools to use language, examples of this kind of activities would be repetition drills that are designed to practice the use of particular grammatical items. Mechanical grammar activities also appear in sequence 2 task 3 page 67 “ look at each picture and write sentences using semi-model verb ‘used to’ and prompts between brackets as in the examples”. Finally, another type of grammar activities which are communicative activities that help students to negotiate and communicate within their environment, and they motivate learners, they are the most frequent type of grammar activities in this book because in this type pupils acquired grammar knowledge within the context of using communication in real life situations. The textbook focuses more on this type of activities because it is considered as one of the most important principles of the CBA. Communicative grammar activities appear in the section, e.g. in ‘I learn to integrate’ page 75 in sequence 2 where pupils are asked to make an interview with their grandparents, talking about their experiences, childhood memories describing their life and lifestyle in past and present, then share this video on school website and on their personal blog with people around the world, to do such activity they need to use and apply the earlier acquire grammatical knowledge.

 **I learn to integrate.**

Task:
It is "Grandparents Day" in Algeria. To celebrate the event, I am going to make a video interview of my grandfather or grandmother. I will then post the video on the school website and my personal blog to share it with other people around the world.

1. To interview my grandparents, I need to fill in the missing information in the following table:

| KNOWLEDGE | SKILLS | ATTITUDES |
|---|--|---|
| <ul style="list-style-type: none"> ■ Lexis related to biographical information (personal identification) ■ Lexis related to dwelling places (description of home) ■ Lexis related to routine activities (chores, housework) ■ Lexis related to food (traditional dishes) ■ Lexis related to dress (traditional, special and daily wear; school uniform) ■ Lexis related to games ■ The past simple tense (ago) ■ the semi-modal "used to" ■ Adverbs of frequency ■ "made of/in" ■ "My Pronunciation Tools" | <ul style="list-style-type: none"> ■ Narrating past events, experiences and childhood memories ■ Describing life and lifestyles (past and present) ■ Comparing life and lifestyles (past and present) ■ Devising and selecting relevant interview questions ■ Conducting an interview (oral/aural communicative skills) | <ul style="list-style-type: none"> ■ Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable human experience ■ Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable national cultural and historical heritage ■ Valuing the past in order to build a better future for one's community ■ Sharing national cultural and historical values that cement community ties and unity |

75

Figure5: An Example of Communicative Activities

- **Are the students working individually, in pairs or in groups?**

In the course book “My book of English Three” pupils are instructed to work on grammar activities in pairs because this type of tasks gives pupils the opportunity to communicate with each other by using the skills they have acquired and developed throughout the sequence. Teachers use group work in order to compare or discuss students’ answers. While individual work is used few times, because individual work is given to students at the end to make sure that they understand the rule and they can depend on themselves to solve tasks.

| Sequence | Activity | Types of work | instruction |
|-----------------|-----------------|----------------------|---|
| 2 | Task 5 page 45 | Pair work | I answer my partner's questions about my grandparents' old days |
| 3 | Task 11 page 98 | Individual work | I fill in each gaps with the appropriate relative pronoun: "who" or "which" |
| 1 | Task 17 page 15 | Group work | I work with a group of partners. We compare our answers and correct each other. |

Table 24: Examples of Pair, Individual and Group work Grammar activities in “My Book of English Three”

- **Are the students instructed to solve the tasks orally or in written?**

The grammar activities in “My Book of English Three” instruct the students to solve tasks through writing not orally. The students are required to write down the answers not responding to the questions orally. An example of written activities is presented in task 8 page 69, where the learners asked to fill in the gaps with (made in or made of) to complete the passage.

Task 8. I fill in the gaps with: "made in" or "made of".

What is it made of? Where is it made?

1. "Katefa mahrouja" is a traditional dress dark-red or clear-red velvet which merchants used to import from the city of Genoa, Italy. The dress is embroidered with gold thread ("fetla" or "majboud") and can be very heavy to wear. It originated in Constantine and is worn on special occasions like weddings. Today, it is also other Algerian towns.
2. Originally, "benouar Staifi" was Setif. It is a traditional regional dress light material with a variety of colours. It can be worn as everyday wear or on special occasions.
3. "Jebba" or "roubba Naili" is a modern version of the traditional Naili costume, which used to be worn many years ago by the women of Djelfa, Bousaada and M'sila. It is still this same region, today. The dress is usually silk, silk with a white colour. A light white shawl ("malhfa"), also covers the shoulders. "Jebba Naili" can be worn every day or on special occasions.

Figure6: An Example of Written Activities

3.2. Discussion of the Results

The four sequences in the textbook "My book of English three" are outlined with a great focus on grammar teaching. The section 'Grammar tools' appears in each sequence and it is taught during the whole sequence's sections. Moreover, grammar is taught in real life situations because using real life situations is beneficial for students to communicate using the language appropriately and successfully in speech and writing. Besides, grammar items in textbook are varied and classified from the simple to the more complicated, to suit learners' level and needs. The third year textbook includes adequate activities that help students to apply their knowledge of grammar and practice it. Indeed, the examples of grammar structures in the textbook are very important to make the rules easily comprehensible. Besides, all the grammatical components in the textbook are presented in the target language to help students in improving learner's spoken and written competence. As regards to the approach of grammar teaching, grammar items in the textbook designed under the CBA

framework and grammar is taught inductively not deductively. Concerning the grammatical activities, the textbook provides different types of grammar activities; meaningful activities, mechanical activities and communicative activities, all of these types help the pupils to apply their knowledge of grammar, and the textbook focuses more on the communicative activities because they are the ones which go with the principles of CBA. The students often work in pairs because this type of tasks helps them to communicate with each other and develop their skills, they instructed to solve the tasks in writing not orally. To sum up, third year middle school textbook “My book of English three” is effective in presenting the grammatical components to third year middle school pupils. Effectively, the principles of competency based approach are applied in the textbook.

Limitations of the Study

It is important to mention that this study has some limitations that should be stated:

- The sample of study is small. Thus, a bigger sample would make the results more valid.
- Some teachers were not cooperative and they did not answer the questionnaire.
- Classroom observation technique would be conducted, because it gives us more authentic results but we did not have enough time to conduct it.

Conclusion

In conclusion, the results obtained from teachers’ questionnaire and the evaluation of the grammar component in the textbook “My book of English three” confirmed the effectiveness of the third year middle school textbook in presenting the grammar components to third year middle school students. In addition, third year middle school teachers assert that the principles of CBA are adequately applied in the textbook “My book of English three”.

Pedagogical Recommendations and Suggestions for Further studies

Based on the results obtained from the teacher's questionnaire and the evaluation of the grammar component of the textbook "My Book of English Three", some pedagogical recommendations and suggestions are provided:

- The syllabus should be taught both implicitly and explicitly; teachers should provide learners with explicit grammar rules during the explanation of grammatical items.
- The textbook should be provided with appropriate audio-visual materials.
- The time assigned to grammar teaching and practice should be increased for better understanding.
- Teachers should use grammar in communicative way because pupils have difficulties to use the grammatical items that they have learnt in the class while communicating.
- Teachers should make pupils aware about the importance of grammar to make them more interested to learn and acquire it.
- Teaching grammar in a simple way and in a communicative context taking into consideration pupils' linguistic level.
- The ministry of education should provide an adequate in service training to middle school teachers, to bridge the gap between their theoretical knowledge about CBA and the application of this knowledge in real classroom settings.
- Reduce the number of students in middle school classes.

General Conclusion

This research is concerned with the evaluation of the grammar component of the Algerian middle school textbook “My Book of English Three”, the aim of this study is to know if the textbook “My Book of English Three” is effective in presenting the grammatical component and whether the principles of CBA are applied in the textbook.

In this study, we have focused on the importance of the grammatical component in third year middle school textbook and the way this component is taught in real classroom settings. Our dissertation is devoted to answer two research questions; the first one is: is the third year middle school textbook “My Book of English Three” effective in presenting grammatical component to third year middle school students. The second one is: are the principles of CBA applied adequately in the textbook “My Book of English Three”.

For an effective evaluation, two research instruments were used: the first one is the questionnaire that was administered in order to determine third year middle school teacher’s views about effectiveness of the textbook in teaching the grammatical component, the teacher’s questionnaire was distributed to thirty middle school teachers in Jijel and Skikda, The second research instrument is textbook evaluation that evaluate the grammar component in the textbook “My Book of English Three”, it is adapted from the theoretical framework and guidelines of Cunningsworth’s grammar checklist (1995).

The analysis of textbook and the questionnaire revealed the textbook “My Book of English Three” is effective in presenting the grammatical component to third year middle school pupils. In addition to that, the principles of CBA are adequately applied in the textbook “My Book of English Three”. However, it is worth mentioning that the findings of the questionnaire revealed that there is a gap between teachers’ theoretical knowledge about CBA and the application of this knowledge in real classroom settings.

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Appendices

Appendix A

University of Mohammed Seddik Ben Yahia. Jijel

Department of English



Debbache Sana and Boutebakh Imane

Supervised by: Dr, Kouira Loubna

Teacher Questionnaire

Dear Teachers,

You are kindly invited to take part in this research by filling in the questionnaire below. The present questionnaire aims at identifying the problems that third year middle school classes face while dealing with grammar. This research is conducted in partial fulfillment of the requirement of Master degree in Didactics in English as a foreign language. Please note that the information you provide here will remain confidential and used only to achieve the aims of the present research. All that is required from you is to respond sincerely to each item. Please, tick (✓) in the appropriate box/boxes, and make full statement when necessary.

Thank you in advance for your cooperation.

Academic year 2021 - 2022

General information:

1: Gender

a -male b - female

2: How long have you been teaching English?

- a. Less than 5 years
- b. between 5 and 10 years
- c. more than 10 years

3- The degree you hold?

a. license degree b. master degree

4- How long have you been teaching third year classes?

.....
.....

5-What is the average number of students in your class?

- a. 20-25
- b. 26-30
- c. 31-35
- d. 36 more

Section One: Teaching Grammar under CBA

1-How can you evaluate third year middle school textbook of English?

a- suitable b- hard c- long d-interest e- not interesting

2- How is the grammatical component presented in the book?

- a- A set of rules that govern language
- b- The way words are combined to make correct sentences
- c- The rules that govern the way we speak
- d. Other

3- In your opinion, what is the goal of teaching grammar to third year middle school classes?

- a- Prepare pupils for the exams
- b – Provide them with necessary grammatical knowledge appropriate to their level
- c- Improve their proficiency in English speaking or writing
- d - Other.....

4- Order the following skills according to their importance in the book

- a- listening
- b- writing
- c- reading
- d- speaking
- e- grammar
- f- phonetics

5 - Are your students interested in grammar lessons as much as their interest in other skills? (*Listening, writing, punctuation, speaking*)

- a- Yes
- b – No

⇒ please explain why in few words.

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.....

6- Have you received an adequate training on applying CBA in EFL classes?

a- yes

b- No

7- Do you actually apply the principles of CBA in your classes as far as grammar teaching is concerned?

a- yes

b- No

8- Is the application of these principles:

a- easy

b- difficult

⇒ Please explain why?

.....
.....
.....

9- Do you think it is difficult to apply this approach in teaching grammar to third year Students?

a- Yes

b- No

⇒ If yes justify

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.....
.....

10- How often do you teach grammar inductively (implicitly)?

a- always

b- sometimes

c- never

11- Do you provide your learners with explicit grammar rules during the explanation of grammatical items?

a- Yes

b- No

⇒ If yes, explain why

.....
.....
.....

12-Are the students involved in the process of discovering grammatical rules in the class?

a- Yes

b- No

13 – How would you assess your third-year students’ grammatical performance?

a- good

b- average

c- poor

Section Two: Challenges and Difficulties of Teaching Grammar in Third Year Middle

School Textbook “My Book of English Three”

1- Does the textbook help the students to develop their competency in grammar?

a- Yes

b- No

2- In your opinion, does teaching grammar inductively improve their proficiency?

a- Yes

b- No

3- What are the major types of grammar activities that the textbook “My Book of English Three” focuses on?

a- oral activities

b- written activities

c- both

4- Do you rely on other materials while teaching grammar rather than “My Book of English Three”?

a- Yes

b- No

⇒ Please specify:

.....
.....
.....

5- Are the exercises in the textbook suitable for the learners’ actual level?

a- Yes

b- No

⇒ If no justify, please

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.....
.....

6- What type of difficulties your pupils regularly encounter as far as grammar teaching is concerned?

a- grammatical accuracy

b- Lack of relating meaning and structures

c- Inability to use their knowledge of grammar to communicate either in writing or in

Speaking

7- As a middle school teacher of English, what do you suggest for a better teaching and

Assessment of grammar?

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Thank you.

Appendix B

The Evaluative Checklist

1. Grammar in the textbook

- Is grammar taught in real life situations?
- Does grammar teaching form part of the core of the sequence or is it added at the end of every sequence or even presented in independent section at the end of the textbook?
- What grammar items are involved? (Tenses, articles, pronouns, prepositions...)
- Does the textbook include adequate activities that help the students to implement their knowledge?
- Does the grammar content correspond to learner's needs and level?
- Are the examples of the grammar structures interesting?
- Is the grammatical component in the textbook explained in the student's mother tongue or in the language of the classroom?

2. Approach to grammar teaching

- What is the approach used to teach grammar?
- Is the grammar taught inductively or deductively?

3. Grammar activities

- What are the major activities included?
- What are the types of grammar activities focuses on? Mechanical, meaningful or communicative
- Are the students working individually, in pairs or in groups?
- Are the students instructed to solve the tasks orally or in writing?

Résumé

Cette recherche vise à évaluer les règles grammaticaux dans le livre préparatoire de troisième année moyen « My Book of English Three ». Cette recherche tente d'étudier l'efficacité de ce livre dans la présentation des éléments grammaticaux et si les bases de l'approche des compétences sont appliquées de manière appropriée dans le manuel. Pour atteindre ces objectifs, nous nous sommes appuyés sur des données quantitatives et qualitatives, à travers une check-list révisée de «Cunningsworth 1995 » pour s'aligner sur les objectifs de la recherche, tout en adressant ensuite le questionnaire à une trentaine de professeurs de l'enseignement moyen qui enseignaient dans la wilaya de Jijel et Skikda. D'après les résultats obtenus, nous concluons que ce manuel est efficace pour introduire la grammaire aux élèves de troisième année préparatoire. L'analyse du manuel et le questionnaire ont montré que le manuel est efficace dans l'application des bases du Curriculum de compétences, en ce qui concerne les éléments grammaticaux. Cependant, il convient de mentionner que les résultats du questionnaire ont révélé un écart entre les connaissances théoriques des enseignants par compétences et l'application de ces connaissances en classe. C'est pourquoi le ministère de l'Éducation doit fournir une formation appropriée aux enseignants du moyen pour combler le fossé entre leurs connaissances théoriques sur ce programme et l'application de ces connaissances en classe.

يهدف هذا البحث إلى تقييم القواعد النحوية في كتاب السنة الثالثة إعدادي « My Book of English Three »، هذا البحث يحاول التحقيق في فعالية هذا الكتاب في تقديم العناصر النحوية وما إذا كانت أساسيات منهج المقارنة بالكفاءات مطبقة بشكل مناسب في الكتاب المدرسي. لتحقيق هذه الأهداف اعتمدنا على البيانات الكمية والنوعية، من خلال قائمة مراجعة معدلة لـ 'Cunningsworth' 1995، لتتماشى مع أهداف البحث، في حين تم توجيه الاستبيان إلى ثلاثين أستاذ في التعليم الإعدادي الذين قاموا بتدريس أقسام السنة الثالثة إعدادي في ولاية جيجل وسكيكدة. من النتائج التي تم الحصول عليها نستنتج أن هذا الكتاب المدرسي فعال في تقديم القواعد لتلاميذ السنة الثالثة إعدادي. أظهر تحليل الكتاب المدرسي والاستبيان أن الكتاب المدرسي فعال في تطبيق أساسيات منهج المقاربة بالكفاءات، في ما يتعلق بالعناصر النحوية، ومع ذلك، من الجدير بالذكر أن نتائج الاستبيان كشفت عن وجود فجوة بين المعرفة النظرية للمعلمين حول منهج المقاربة بالكفاءات وتطبيق هذه المعرفة في الصف المدرسي. لهذا السبب يجب على وزارة التربية والتعليم توفير تدريب مناسب للمعلمين في المدرسة الإعدادية لسد الفجوة بين معرفتهم النظرية حول هذا المنهج وتطبيق هذه المعرفة في الفصل الدراسي.