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**An Evaluation of Pragmatics in the Third Year Secondary  
School Textbook of English « New Prospects»**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for a  
Master Degree in Didactics of Foreign Languages**

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## **Declaration**

I hereby that the dissertation entitled “An evaluation of Pragmatics in the Third-year Secondary School Textbook of English “New Prospects”” 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.

**Belkessour Romaissa**

**Sebouta Meriem**

**11/07/2022**

## **Dedication**

This humble work is dedicated to:

The most precious person to my heart, words cannot describe my appreciation for her endless support, love, best wishes and prayers, without her I would not who I am today

**“MY MOTHER”;**

The person who unstintingly supported me throughout the whole course of my life

**“MYFATHER”;**

My lovely **SISTERS** for their supports and encouraging words that can never be replaced;

My brilliant **BROTHER** who was always besides me whenever I needed anything;

My beautiful niece **“RAHAF”** and my adorable nephew **“ACIL”;**

All my wonderful **COUSINS** for their supports and encouragement;

My dear **FRIENDS** with whom I have shared pleasant memories, and delightful years at the university, my second family who has been so supportive and encouraged the

Fulfillment of this work.

**ROMAISSA.**

## **Dedication**

I dedicate this dissertation to **GOD** who gave me the strength and the resources needed for this thesis.

It is my honor to dedicate this work to my family "**SEBOUTA**" and "**BELHIMEURE**".

To my parents "**HOUSSIN**" and "**SALIMA**"(GOD rest her soul and put her in paradise).

A special feeling of gratitude to my loving parents, who sacrificed to get to what I am now "**ZOUBIDA**" and "**ABDELAZIZE**"(GOD rest his soul and put his in paradise).

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## **Abstract**

The present research aims to examine the effectiveness of pragmatic competence in the third-year secondary school textbook “new prospects” in developing pupils’ pragmatic competence. Two research tools, an evaluation checklist and a teachers’ questionnaire, were self-designed and implemented. The teachers’ questionnaire which was administered to 25 secondary school teachers teaching third-year classes selected on the basis of convenience. The checklist-based evaluation of pragmatic competence components in the textbook under study has revealed that the textbook does not follow a specific approach in developing this aspect and does not provide a reliable tool for developing this aspect. In this regard, the weaknesses of the textbook under study include the lack of both specific objectives and a clear methodology. In addition to corroborating these findings, the teachers showed a clear dissatisfaction with the course book and its adequacy for developing pupils’ pragmatic competence. As far as this issue is concerned, teachers’ responses have singled out the inability to use language appropriately in different social contexts as a major source of difficulty for students and the insufficient amount of dialogic situations as being the major weaknesses in the textbook.

## **List of Abbreviations**

**BAC:** Bacculaureate

**CBA:** Competency-based Approach

**EFL:** English Foreign Language

**ELT:** English Language Teaching

**Q:**Question

**%:**Percentage

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## **General Introduction**

### **1. Statement of the Problem**

In addition to knowledge of the rules of grammar and phonology, speakers of any language need to develop knowledge of cultural and social rules that would enable them to transmit and receive meaningful messages (Long,2005).The ability to use and understand utterances which are meaningful because of their appropriateness to the context is referred to as pragmatic competence (Canale and Swain, 1980) (Celce-Mercia,2007).Learning this aspect, however, is difficult even for native speakers.

Since the introduction of the term communicative competence by Dell Hymens in the late sixties of the last century, pragmatic competence has been showcased in different models as being an important aspect of communicative language teaching. In practice. However, teachers and syllabus designers are still struggling to find an effective way for in cooperating it in their methodologies and classroom activities.

In the Algerian context of teaching English as a foreign language, some textbooks – including the third-year secondary school textbook “New Prospects”—have been designed following the principles of the competency-based approach so as to provide more effective tools of a modern language teaching pedagogy geared towards catering for all aspects of pupils ‘communicative competence especially the pragmatic component. Concerning this issue, the third-year secondary school textbook “New Prospects” has been selected for our study because we assume that at the third-year secondary school level, pupils should have reached an adequate level of pragmatic competence.

Based on the above, the present study will attempt to answer the following question:

**1-**Does the third-year secondary school English textbook “New Prospects” develop Adequately third-year secondary school students’ pragmatic competence?

## **2. Aim of the Study**

Our aim in investigating this research study is to spot the weaknesses in the teaching and assessment of pragmatic competence in the third-year secondary school textbook and to propose solutions to make the English textbook more effective as far as this issue is concerned.

## **3. Means of the Study**

In order to achieve the aim of this research study two research tools will be self-designed and implemented: a checklist and a questionnaire. The checklist will be designed and used to evaluate the effectiveness of the third-year secondary school English textbook “new prospects” in developing and assessing pragmatic competence.

The findings of the checklist-based evaluation will be compared to those which will be generated by a convenience-based sample of third-year secondary school teachers’ questionnaire.

## **4. Structure of the Dissertation**

The present research is composed of two main chapters. The first chapter is devoted to the literature review while the second one is discussed the practical part. The first chapter is consisted of three sections. The first section dealt with definition of pragmatics, communicative competence and its models, pragmatic competence and its aspects. The second section discussed the competency-based approach while the third one provides a brief description of the Algerian educational system and it is discussed some general aspects of textbook evaluation. Concerning the second chapter, it deals with the results of the evaluation of the effectiveness of the textbook

“New Prospects” in developing and assessing pragmatic competence generated by the implementation of the checklist and the teachers’ questionnaire.



## **Chapter One: Literature Review**

### **Introduction**

This chapter consists of three sections. The first section provides a definition of pragmatic competence, its components, its importance, communicative competence and the different models in communicative competence. The second section deals with the competency-based approach while the third section deals with the history of the Algerian educational system, textbooks, textbook evaluation, approaches and types of the textbook evaluation.

### **Section one: Communicative competence and pragmatic competence**

#### **1.1.1. Definition of Pragmatics**

Pragmatics is a wide branch of linguistics that has been developed in late 1970. Pragmatics explains how the context decodes the meaning of an utterance and clarifies speaker's intention towards a particular object. Many linguists and researchers defined pragmatics in different ways.

Morris (1938) was the first one who defined pragmatics as “the relation of signs to their users” (p.29). In other words, pragmatics is a field of knowledge that is concerned with the systematic link between the linguistic expressions and the intentions and social context of language users. Leech (1983) asserted that pragmatics needs to be viewed from both a philosophical and a linguistic perspective.

According to Leech (1983), pragmatics is “the study of meaning in relation to speech situations” (p.6). That is, pragmatics is the study of the meaning of an action in a particular situation. Further he considered pragmatics as a way to solve problems from the perspective of both speakers and listeners. For the listener pragmatics is related to how to

Understand the intended meaning, while for the speaker pragmatics is related to how to use language to convey meaning in a particular context.

Yule (1996) said that ,“pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader)” (p.3). He stated that pragmatics deals with the study of meaning of the context and the meaning of the expression of relation distances (p.3). In other words, pragmatics is considered as the study of the linguistic expressions and its users.

Pragmatics is thus, the study of the meaning of utterances in a given contexts, focusing on how speakers use utterances to convey messages, and how listeners understand and decode these messages.

### **1.1.2. Definition of Communicative Competence**

Communicative competence is defined as the ability to produce and understand utterances that are appropriate and correct to fulfill communication purposes in specific situations. Communicative competence was suggested by Hymes (1966) as a sociolinguistic concept in reaction to Chomsky’s(1965)notion of linguistic competence.

Hymes (1972) asserted that, “there are rules of use without which the rules of grammar would be useless” (p.278). In other words, it is a combination of rules that combined the rules of grammar to achieve an affective speech. Therefore, according to Hymes, communicative competence considered as “that aspect of our competence that enables us to convey and interpret messages and to negotiate meaning interpersonal within specific contexts” (as cited in Brown, 2000, p.246). According to Hymes (1973), it is necessary to distinguish between linguistic competence and communicative competence, linguistic competence is concerned with using and understanding of sentences that are

Grammatically correct while communicative competence deals with producing and comprehending utterances that are accepted in certain situations (as cited in Ohno,p.26).

Canale and Swain (1980) claimed that communicative competence is a composition of basic grammatical principles. The first principle is concerned with the use of language in social situations in order to perform communicative functions. The second principle is concerned with how utterances and communicative functions can be related to the principles of the speech (as cited in Yano, 2003, p.66).These definitions vary through the models of communicative competence.

### **1.1.3. Models of Communicative Competence**

Over the few last decades different models of communicative competence have been offered by different scholars.

#### **1.1.3.1. Canale and Swain's(1980)model.**

According to Canale and Swain, communicative competence is divided into three sub competencies :“sociolinguistic competence” or the capacity to use grammatical utterances adequately (Hoa Hip, 2005, p.4), “linguistic competence” which refers to the mastering of linguistic levels (phonology, lexical and syntax) (Hoa Hip, 2005, p.4), and “strategic competence”, that is, a set of communicative strategies that use to compensate linguistic breakdowns (Canale and Swain, 1980, p.30). Later on, Canale (1983) added another sub-competence which is “discourse competence” as the ability to create messages and understand meanings of language in a context (Bagarie, 2007, p. 97). It can be said that in this subdivision pragmatic competence is embedded with sociolinguistic competence under the name of “Rules of use” (Rose and Kasper, 2001).

### **1.1.3.2. Bachman's(1990)model.**

Bachman's model consists of three competences; language competence, strategic competence and psycho-physiological mechanisms. Starting with language competence, according to Bachman(1990), language competence is "a set of specific knowledge components that are utilized in communication via language" (p.84). It is composed of organizational competence and pragmatic competence. The former includes the grammatical competence as the areas that are used for forming sentences that is vocabulary, morphology, syntax and phonology/graphology(ibid.). Also, the organizational competence comprises the textual competence as the knowledge of how to regulate a text which consists of cohesion and rhetorical organization (Bachman, 1990).The latter, pragmatic competence which is viewed by Bachman (1990) as the knowledge of how to connect the linguistic signs to sound that are related in context (p.89). It includes illocutionary competence as the knowledge of how to communicate acts or functions adequately such as the ideational , manipulative , heuristics and the imaginative functions(ibid92),and the sociolinguistic competence which means how to use utterances appropriately according to the social context(El-Okda,2011, p.94).

Moving to the strategic competence, which is the ability of human mind to use the components of the language competence appropriately. Indeed, what makes Bachman's model different is the integration of neurology (Saleh, 2013, p.104). Besides to psycho-physiological mechanisms which means that the speaker's psychology and neurology influences producing the language(Bachman, 1990, p.84).

### **1.1.3.3. Celce-Murcia, Dornyei, and Thurrell's (1980)model.**

Celce-murcia, Dornyei, and Thurrell's model is consisted of five competences; sociocultural competence as "the speaker's pragmatic knowledge, i.e. how to express

messages appropriately with the social and cultural context of communication” (Celce-Murcia, 2007, p.44), discourse competence which deals with the selection and collation on words and utterances in order to attain a unified text which can be either spoken or written (Celce-Murcia, 2007, p.46), linguistic competence which is considered as the essential component of communication (Celce-Murcia, 2007, p.47), actional competence which refers to the ability to know how to perform and interpret speech acts in order to communicate (Celce-Murcia, 2007, p.48), strategic competence which is based on knowing communicative strategies and how to use them (as cited in Celce-Murcia, 2007, p.50).

#### **1.1.4. Definition of Pragmatic Competence:**

Pragmatic competence has been defined as "the knowledge of conditions and manner of appropriate use of the language in conformity with various purposes" (Chomsky, 1980, p. 224). According to Canale and Swain (1980) pragmatic competence is considered as an important component of their model of communicative competence.

In Dorcheh and Baharlooie (2016) views the concept of pragmatic competence denotes the appropriate use of language in any given social matrix where both implicit and explicit meanings take center stage and the ability to use language appropriately according to context.

To sum up, pragmatic competence is an essential aspect of communicative competence. It seeks to use language appropriately in particular communication context. In the sense that, pragmatic competence deals with the ability to communicate correctly in social context.

### **1.1.5. Aspects of Pragmatic Competence**

Pragmatics is "the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader(Yule,1996). According to Yule(1999) pragmatic competence is composed of the following aspects:

#### **1.1.5.1. Deixis**

It refers to words used to "pointing via language" (Yule, 1996, p. 9). In the sense, that the speaker uses words and expressions to point out what he /she wants to mean. They are known as deictic expression and sometimes called indexicals. According to Yule deictic expressions used to indicate people via person deixic (me, you) or location via spatial deixics (here, there) or time via temporal deixic (now, then).

#### **1.1.5.2. Reference**

It Is defined as" an act in which a speaker, or writer uses linguistic forms to enable a listener, or reader to identify something"(Yule, 1996, p. 17). In other words, it means the use of words to refer to persons and things which help the listener to get the intended meaning. Referring expressions can be in the form of noun phrases that includes both definite (the girl) and indefinite (a pan) or proper nouns(Algeria) and pronouns(you).

#### **1.1.5.3Presupposition**

It indicates the listener assumptions about the background of the Speaker messages. For instance, when someone says:" your sister is waiting ", the listener her normally presuppose that the speaker has a sister. There are many types of presupposition such as: potential, existential, active and lexical presupposition(Yule, 1999).

#### **1.1.5.4.Speechacts**

It refers to the performing action by a speaker with an utterance .For example: "I will call you later", here the speaker is not just speaking but also seems to perform the speech act (promising). So, the speech act is interpreting the function of what is said by the speaker .This includes: questioning, informing, promising, apologizing, commanding and soon (Yule,1999).

#### **1.1.6. The Importance of Pragmatic Competence:**

Pragmatic Competence as a fundamental aspect of communicative competence has a tremendous importance in second language communication. Murray (2009, p. 239) states that "Pragmatic competence can be defined as an understanding of the relationship between form and context that enables us, accurately and appropriately to express and interpret intended meaning". That is, pragmatic competence enables the second language learners to know what they want to say, to whom, where and when to say in the appropriate context.

#### **1.1.7. The Role of Pragmatic Competence in Different Models:**

**1.1.7.1. the Role of Pragmatic Competence in Canale and Swain's Model (1980):** in this model of communicative competence pragmatic competence plays a pivotal role .This subfield of linguistics was embedded in linguistic competence and defined as sociolinguistic competence(Canale ;Swain,1980 ;canale,1983). Later, Canale (1988) asserted that pragmatics competence is consisted of " illocutionary competence, or the knowledge of the pragmatic conventions for performing language functions appropriately in a given context"(p .90).

**1.1.7.2. The Role of Pragmatic Competence in Bachman's Model (1990):** Bachman as well shifted light on the importance of pragmatics in using language to express the intended meaning and functions and interpret their illocutionary force in discourse in accordance to social context.

**1.1.7.3. The Role of Pragmatic Competence in Celce-Murcia's Model (1980):** this linguistic competence model, pragmatic competence known as sociocultural competence. According to Celce-Murcia (2007) pragmatic competence is a crucial aspect of linguistic that is paved the way to express the appropriate messages with the social and cultural context of communication.

## **Section two: The Competency-based Approach**

### **1.2.1. Definition of The Competency-based Approach:**

The competency-based approach (CBA) is an effective educational approach that comes as a reaction to the shortcoming of the traditional methods of language teaching such as the grammar translation method and the audiolingual method. The CBA becoming more popular in schools which focuses on the development of speakers, listeners, writers, and readers capabilities in mastering a foreign language .In addition ,this approach aims at enabling learners to solve problems and make decisions throughout the learning process. Indeed, the main focus of competency-based approach is to improve the learner's communicative competence and using English to express themselves and complete tasks completely and confidently.

Unlike the traditional methods, the CBA has been found to be more effective than the tradition ones, in terms of students' achievements. It refers to "An educational movement that advocates defining educational goals in term of precise measurable descriptions of knowledge, skills and behaviors. Learners should possess at the end of a course of study.



(Richards and Rodgers, p.141).

### **1.2.2. A Brief History of The Competency-based Approach:**

The notion of competency-based approach traced back to the late 1960s and 1970s. It appeared as a best substitute to the traditional methods in the U.S.A. Some argued that the theoretical roots of the C.B.A lie in the behaviorist models of human psychology from the 1960s. On the other hand some asserted that the development of the C.B.A were influenced by the American forces in the 1950s influenced by Frederik Taylor (1947). While others argued that the C.B.A developments depends on various ways that were influenced by more than one narrow approach to learning for example, Harris et al. (1995, p. 36).

### **1.2.3. The Principles of Competency-based Approach:**

The CBA is considered as a problem-solving approach that focused on both learners and teachers and how the learners become responsible, creative, and critical thinkers. according to Louznadji 2009 there are two main principles of this approach which are summarized as follows ( as cited in Mas. Ang. 206, p. 12).

As concerns learners: Since the competency-based approach is a learner-centered approach, it considers the learners as the core of learning process. in other words, it focuses on the learner's readiness or capability to acquire language autonomously and collaboratively. Thus, the learners can get the supports they need to solve their obstacles and problems by themselves. In addition, the CBA as well focuses on the learners' performance which is a key goal in CBA where students are expected to use their knowledge and apply their skills in realistic situations.

As concerns teachers, the CBA is based on the principles that the teachers give enough time for learners to think, answer, and give illustrations. in addition, they should give tasks and activities to students , which is a good way to engage students with the learning process

and using language in the right context. So, the idea is that the teachers should do their jobs and give the learners the chance to produce, exchange ideas with their classmates and give their opinions inside their classes.

#### **1.2.4. The Implementation of the Competency-based Approach in Algeria:**

Since the independence (1962), Algeria was interested by teaching of foreign languages, particularly English that was studied as a second foreign language starting from the middle school up to the secondary school. From that time, the Algerian educational system witnessed various changes in the methods and approaches of language teaching starting by the grammar translation method and other methods that all failed, in terms of preparing the learners competence in their real life. In this regard, the CBA has been implemented in the Algerian educational system to teach English, as the best substitute to the traditional methods of teaching languages. Therefore, the main reason behind the adoption of CBA in Algeria is to help the learners to construct and use their knowledge by engaging students in tasks, so as to examine their capacities to overcome obstacles and problems. In other word, learners can study and practiced English indifferent situations that are similar to real life context. This reform project was a turning point in the Algerian educational system. in this context, the Minister of National Education Aboubakr Benbouzid affirmed:

" Education must be in perpetual renewal since the world today undergoes several changes in all domains: social, political, cultural, scientific and technical field. As a consequence we must do our best so that our educational system can meet the needs of the development and take up the technological challenge which is the only way to have access to the twenty first century." (L'éducateur, 2004, p. 6).

## **Section Three: Textbook evaluation**

### **1.3.1. A Brief history of the Algerian Educational system:**

Before independence, the Algerian educational system was under the control of the French colonizer, who forced the Algerian children to go to schools and learn European languages especially French. Schools were not prevalent and only some Algerian children have the privilege to access this kind of education. Since independence, things have changed and education in Algeria became obligatory and free at all levels for all Algerians, the attendance was very strict especially at the age of 6 to 14 years old. The Algeria educational system is structured as follows:

#### **1.3.1.1. The Pre-School and the Primary School**

At the age of five years, the Algerian children enter the pre-school and spend there a whole year before they are enrolled in the primary school. Once they are enrolled, children start their primary education continuing through 5 years of schooling.

At the first year of this stage there is a great focus on the teaching of Arabic and mathematic. Education in foreign language (French) begins in the third grade, whereas English language is not taught at all. In the fifth-grade children undergo a national examination called "Primary school examination" Those who pass the exam move to the middle school.

#### **1.3.1.2. The middle school**

Middle school period used to last three years prior to 2003, but now it is extended to four years as part of the government's initiative to reform the educational system. At the age of eleven years old, the Algerian pupils begin their four-year middle education. In fact English language is introduced in the first year continuing through the last three years. By the end of the fourth-year pupils undergo a national examination which would allow them to progress to secondary school.

### **1.3.1.3. The secondary school**

Secondary education consists of three years cycle of study. It begins at the age of 15 years and ends when students take the baccalaureate examination before they proceed to one of the universities, state technical institutes, or vocational training centers which fall under the responsibility of the Ministry of Higher Education and Scientific Research.

### **1.3.2. Definition of the textbook**

The textbook is one of the most useful tools that are used as a type of materials for teaching and learning in public or private schools, in order to help teachers to teach in new ways and to reach new goals. Richards and Schmidt (2002) said that the textbook is “a book on a specific subject used as a teaching-learning guide”(p.550).

Hutchinson and Torres(1994)stated that “the **textbook** is an almost universal element of ELT teaching”. In other words the textbook plays an important role in the field of teaching. Generally each type of book involves four skill-activities, vocabulary studies, grammatical information, and different language functions.

### **1.3.3. Definition of the evaluation**

Assess, measure, test, and account are words that come directly to mind when somebody thinks about evaluation. Brown(1995) asserted that evaluation is “the process of collecting, analyzing, and interpreting information about a language product such as textbook, syllabus or curriculum in order to gain better understanding of what is effective and what is not”(p.127). Similarly, Patton(2008) gives a definition about textbook evaluation as: “the systematic collection about the activities, characteristics, and results of programs to make judgments about the program, improve or further develop program effectiveness, inform decisions about future programming, and or increased understanding”(p.39).

Evaluation plays a great role in determining the positive and negative aspects of what is evaluated. In this point, Scriven (1986) agreed that “bad is bad, and good is good, and it is the job of evaluators to decide which is which”(p. 9).

#### **1.3.4. Approaches to textbook evaluation**

Textbook evaluation could be done in many forms by using various approaches. There are three basic approaches to textbook evaluation, which can be summed up in:

##### **1.3.4.1. Impressionistic versus in depth-evaluation**

According to McGrath (2002), evaluating teaching materials is executed by using Two fundamental approaches Impressionistic evaluation which is focused on general overview of the material, which includes the examination of the features that are mentioned in the course book, and In-Depth evaluation which provides a detailed evaluation and it aims at analyzing each section of the course book in order to examine its suit ability to learners’ level. Similarly, Cunnings worth (1995) said that “for this we need in-depth evaluation which is more penetrating in its approach”(p.2).

Cunnings worth (1995) also gave his view on this point as follows: “ A combination of both approaches, involving an impressionistic overview of the whole and an in-depth examination of representative samples of the material will form a sound basis for evaluation and for the ensuing choice of them ost suitable course book for adoption”(p.2).

##### **1.3.4.2. For-potential versus for suitability evaluation**

Cunnings worth (1995) proposed two approaches to evaluate textbooks, which are for-potential evaluation and for suitability evaluation. Cunnings worth (1995) identifies for-potential evaluation as the one that is done in order to make a general evaluation for the textbook without any predetermined use in mind. While for suitable evaluation includes

Matching the textbook against specific criteria like the objectives of learners and the available resources, etc. In order to determine the appropriateness of the textbook evaluated.

#### **1.3.4.3. Predictive versus retrospective evaluation**

Ellis (1997) proposed that the evaluation of the textbook can be carried out of two types, predictive evaluation and retrospective evaluation. Ellis(1997) asserted that predictive evaluation is designed to decide which material is appropriate to use and which one is appropriate to select, while retrospective evaluation is designed to make an examination about the material that have been used(p.36).

#### **1.3.5. Types of textbook evaluation**

From the different methods of textbook evaluation, Cunningsworth (1995), Ellis(1997), Tomilson(2003) and mukundan(2007) proposed that evaluating textbook classified into three main types which are pre-use evaluation, whilst-use evaluation and post-use evaluation.

##### **1.3.5.1. Pre-use evaluation**

According to Tomilson (2003) the pre-use evaluation involves “making predictions about the potential value of materials for their users”(p.23).That is, the pre-use evaluation is impressionistic and unreliable since the teacher scans a book quickly to gain. This type of evaluation is very important in the process of selecting materials (as cited in Alkhadri, 2010,p.286).

##### **1.3.5.2. Whilst-use evaluation**

Whilst-use evaluation is the value of measuring materials while using them or observing them how they are being used. Tomilson(2003) said that whilst use is“ more

objective and reliable than pre-use evaluation as it makes use of measurement rather than prediction”(p.24). That is, into whilst-use evaluation there is the ability to present general insights about the usage of the textbook by teachers.

### **1.3.5.3. Post-use evaluation**

Post-use evaluation is possibly the most important and valuable type of evaluation since it can measure the actual effects of the materials on the users (Tomlinson, 2003). The post-use evaluation is the best type that can measure short term effects such as motivation or long-term effect like durable learning and application. Cunnings worth(1995) believed that the post-use evaluation aims at determining the points of strength and weakness of the textbook after it has been used (as cited in Alkhadri, 2010, p.288).

### **Conclusion**

Undoubtedly, pragmatic competence plays an important role in EFL teaching and learning in general and; hence, textbook should be designed to develop it effectively. This chapter dealt with the important issues concerning pragmatic competence and communicative competence. It presented the definition, the principles and a brief overview of implementation of the competency-based approach. Moreover, it presented the history of the Algerian educational system and tackled the issue of textbook evaluation with reference to its types and approaches.

## **Chapter two: Field Work**

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## **Chapter two: Field Work**

### **Introduction**

This chapter presents the practical part that is designed to answer the research question of the study. Two main research tools were employed to evaluate the effectiveness of the third-year secondary school textbook “New prospects” in relation to pragmatics.

### **2.1. Textbook Evaluation**

#### **2.1.1. General Information about the Textbook**

- Name of the textbook: “New Prospects”
- Intended learners’ level: Third-year secondary school learners
- Year and place of publication: 2007/Algeria
- Authors:

S.A.ARABB.RICHEM.

BENSEMMANE

- Publisher: The National Authority for School Publications
- Number of Pages: 270

#### **2.1.2. Presentation of “New Prospects” textbook**

“New prospects” is the Algerian third-year official textbook that is designed by the ministry of education. The aim of this textbook is to develop three major competences: interpreting, interacting and producing by adopting the competency-based approach to language teaching.

This textbook composes of six units follows the same organization and structure. Each unit deals with a specific topic suggested by the curriculum designers and it contains four sequences. The six units and their themes are presented in table below as follows:

Table01: Themes and Units Organization of New Prospects(Curriculum of English3AS, 2007, p.137)

<b>The units</b>	<b>The themes</b>
Exploring the past	Ancient civilization
Ill-gotten gains never prosper	Ethics in business: fighting fraud and corruption
Schools: different and alike	Education in the world: comparing educational systems
Safety first	Advertising, consumers and safety
It's a giant leap form an kind	Astronomy and the scholar system
We are family!	Feelings, emotions, humor and related topics

The units are structured as follows:

- Presentation of the project outcome
- Two parts: each part contains two sequences divided into rubrics
- Take a break(are lax section for students)
- Research and report (section in which students work individually or in groups to check whether they have achieved the designed objectives)
- Project outcome

- Assessment
- Time for ...

==Part one: contains two sequences:

1. Listen and consider
2. Read and consider

These sequences contain the following rubrics:

- Language outcomes(to state linguistic objectives)
- Getting started
- Let's hear it (for the **Listen and consider** section) Taking a closer look (for the **Read and consider** section)
- Around the text (comprises grammar and vocabulary tasks through grammar explores)
- Pronunciation and spelling
- Think, pair, share
- Part two: also contains two sequences 1-Listeningand speaking  
2-Reading and writing

These sequences contain the following rubrics:

- Skills and strategies outcomes

- Before listening or before reading
- As you listen or as you read
- After listening or after reading
- Say it in writing development

This part ends with a project outcome which is presented at the end of each unit

(EnglishSeminar,2007)

The following items are found at the end of the textbook New Prospects:

- Listening scripts
- Grammar references
- Resources portfolio

### **2.1.3. Textbook Evaluation Checklist**

In order to test the effectiveness of the third-year secondary school textbook of English “New Prospects” in developing teaching and assessing pragmatic competence, this research provides the following self-designed checklist:

Table 02: Textbook Evaluation Checklist

Criteria	Applicable	Slightly applicable	Not applicable
There is a specific method to teach pragmatics Using the textbook.			✓
Relying always on the textbook “New Prospects” While teaching pragmatics.			✓
Pupils face difficulties in using pragmatic competence.	✓		
The textbook pragmatic aspects are ordered from The least difficult to the most.		✓	
Pragmatic aspects are presented in a structured And purposeful way			✓
The textbook “New Prospects” develops the students’ pragmatic competence.			✓

#### 2.1.4. Analysis of the check list Criterion 01

##### **There is a specific method to teach pragmatic aspects using the textbook**

As the checklist’s results reveal that, this criterion is not applicable in the textbook. The pragmatic aspects are rarely included in the textbook, and in the few instances where they are included they are implicit not explicit. (see example 1)

## **Criterion02**

### **Relying always on the textbook “New Prospects” while teaching pragmatics**

According to the results shown in the checklist, the second criterion is not applicable because the textbook does not take into consideration the issue of teaching pragmatics. (see example 2)

## **Criterion03**

### **Pupils face difficulties in using pragmatic competence**

When checking the third-year secondary school English textbook “New Prospects”, it is remarkable that most of pupils face difficulties in using pragmatic competence especially in writing and grammar, since the textbook “new prospects” does not include sufficient tasks that give pupils the chance to use aspects of pragmatics.

## **Criterion04**

### **The textbook pragmatic aspects are ordered from the least difficult to the most**

As the checklist’s results show, the fourth criterion is slightly applicable. The pragmatic aspects are rarely founded in the textbook “new prospects” and when they are ordered gradually starting from the least difficult like grammar and vocabulary to the most difficult (writing). (see example 3)

## **Criterion05**

### **Pragmatic aspects are presented in a structured and a purposeful way**

The results obtained from the checklists show that this fifth criterion is not applicable in the textbook “new prospects” because the pragmatic competence is not an important objective in the textbook. “New prospects” gives more attention to texts.

## **Criterion06**

### **The textbook “New Prospects ”develops students’ pragmatic competence**

As the checklist’ results show, this criterion is not applicable. “New prospects” does not develop the students’ pragmatic competence. That is, most of pupils still face difficulties concerning the topic of pragmatic aspects, grammar is one of those difficulties. For instance, students find obstacles in using grammar (tenses....).

## **2.2. Teachers’ Questionnaire**

### **2.2.1. Administration of the Questionnaire**

The informants of the present questionnaire are thirty teachers chosen randomly following the principles of convenience teaching in 8 different secondary schools in both Mila and Jijel districts. Most of them have a long experience on working with the classes of the third-year secondary school. The designed questionnaire was given to teachers in the period between 22 and 26 May. In other words, all the teachers have the enough time to answer the questions carefully while five teachers did not hand back the questionnaires.

### **2.2.2. Description of the Questionnaire**

The present questionnaire aims at evaluating the effectiveness of pragmatics in their-use third-year secondary school textbook “New Prospects”. The questionnaire consists

of twelve questions which are a mixture of closed questions where the teachers asked to answer “yes” or “no” or choose the right answer among many choices, “open ended” questions by clarifying items where teachers required to give more explanations and suggestions for their answers, rank order items by assigning a number to each item according to their importance.

### **Section One: Pragmatic Teaching and Assessment in Teacher Training (Q1-Q5)**

This section of the questionnaire consisted of five questions, the first one is set to collect data about the third-year secondary school teachers’ degree. The second one is designed to know whether the teachers have any training in teaching and assessing pragmatics or not, those teachers who said “yes” were required to justify their answers. The third question aimed at figuring out teachers’ opinions about the goal of developing pupils’ ability in different contexts in English language teaching. In the fourth question, the informants asked to rank the aspects of pragmatics starting from the most difficult to the least one. The fifth question was intended to shed light on teachers’ views about pupils’ ability of performing the basic speech acts in the target language at the end of the year.

### **Section Two: The Teaching and Assessment of Pragmatics using the Textbook (Q6-Q12)**

This section includes seven main questions that deal with the teaching and assessment of pragmatics using the textbook. Q6 dealt with teachers’ views about the effectiveness of the textbook in developing the different aspects of pragmatic competence. Q7 was designed to rank the methods that used by teachers when they teach pragmatics by using the textbook. Q8 aimed at knowing teachers’ views about how pragmatic aspects are presenting and sequencing in the textbook. Q9 dealt with ordering the weaknesses of pragmatic components in the textbook. Q10 was intended to rank the aspects of pragmatics



in the textbook. Regarding Q11, teachers are asked to state the order of the pragmatics aspects in the textbook. Q12 was about any suggestions regarding the issues of teaching and assessment of pragmatics that can be added in the textbook.

### 2.2.3. Presentation and Discussion of Data

#### Section One:

#### Pragmatic Teaching and Assessment in Teacher Training Q1--What type of degree do you have?

Table 03: Teachers' Degree

Options	Numbers of Participants	Percentage%
Licence	4	16%
Master	11	44%
Secondary school teacher	10	40%
<b>Total</b>	<b>25</b>	<b>100%</b>

Teachers in this question were asked to mention their degrees. The results show that almost half of teachers (44%) have a master degree. A considerable number of teachers representing (40%) have an ENS degree. However the remaining percent of teachers representing (16%) have a licence degree.

**Q2- Have you received any specific training in teaching and assessing pragmatics?**

Table 04(a): Teachers' Training in Teaching and Assessing Pragmatics

<b>Options</b>	<b>Numbers of participants</b>	<b>Percentage%</b>
Yes	7	28%
No	18	72%
<b>Total</b>	<b>25</b>	<b>100%</b>

According to the table above, most of participants (72%) claimed that they did not receive any specific training in teaching and assessing pragmatics and (28%) of them receive a training to teach and assess pragmatics.

**-If yes, specify**

With the aim of eliciting more responses from the teachers, they were asked to provide justifications. Most of the teachers answered that any secondary school teacher (ENS) must receive a specific training in teaching pragmatics before their graduation.

**-If yes, do you think that training in teaching and assessing pragmatic has enabled You to become more effective in developing your pupils' pragmatic competence?**

Table 04(b): The Effectiveness of the Training in Developing Pupils' Pragmatic Competence

<b>Options</b>	<b>Numbers of Participants</b>	<b>Percentage%</b>
Yes	7	100%
No	0	0%
<b>Total</b>	<b>7</b>	<b>100%</b>

As the table above showed, all the participants (100%) who received a training to teach and assess pragmatics claimed that this training has enabled them to become more effective in developing pupils' pragmatic competence.

**Q3—Developing pupils' ability to express and interpret meanings appropriately in Different contexts should become a goal of English language teaching**

Table 05: Pupils' ability to Use Appropriate Meaning in Different Context in English Language Teaching

<b>Options</b>	<b>Numbers of Participants</b>	<b>Percentage%</b>
Strongly agree	18	72%
Agree	6	24%
Neutral	1	4%

Disagree	0	0%
Strongly disagree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

---

The table above showed that 72% of teachers strongly believe that developing pupils' ability to express and interpret meanings in different contexts should be a major goal of English language teaching, 24% of teachers believe that pupils should develop their abilities to express different contexts in English language teaching, while one single teacher was neutral about this issue.

**Q4—Which of the following aspects is the most difficult for your pupils?**

**(Please rank from these aspects from the most difficult(1)to the least difficult(5))**

Table 06: The Classification of the Difficult aspects of Pragmatics

<b>Aspects</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
Pronunciation	0	4	6	6	9	<b>25</b>
<b>Percentage%</b>	0%	16%	24%	24%	36%	<b>100%</b>
Grammar	2	2	5	8	8	<b>25</b>
<b>Percentage</b>	8%	8%	20%	32%	32%	<b>100%</b>
Lexic (vocabulary)	1	2	9	8	5	<b>25</b>
<b>Percentage</b>	4%	8%	36%	32%	20%	<b>100%</b>

Writing	15	6	2	1	1	<b>25</b>
<b>Percentage</b>	60%	24%	8%	4%	4%	<b>100%</b>
The production and comprehension in social situations	7	11	3	2	2	<b>25</b>
<b>Percentage</b>	28%	44%	12%	8%	8%	<b>100%</b>

---

The table above reveals that the majority of participants (60%) have agreed upon writing to be the most difficult aspect for pupils, followed by the production and comprehension in social situations that was selected by (28%) of teachers. However, lexic (vocabulary), grammar, pronunciation was ranked farther in this classification. The previously mentioned statistics showed that pronunciation, grammar and vocabulary are considered as some easy aspects for pupils.

**Q5-- By the end of secondary school education, most pupils are able to perform the basic speech acts (for example, seeking information, apologizing, expressing agreement, promising, congratulating, etc.) in the target language.**

Table 07: Pupils' ability to Perform the Basic Speech acts in the target language

<b>Options</b>	<b>Numbers of participants</b>	<b>Percentage%</b>
Strongly agree	4	16%
Agree	12	48%
Neutral	2	8%
Disagree	7	28%
Strongly disagree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

As the sixth table showed, the majority of teachers (40% agree+16% strongly agree) believe that pupils can perform the basic speech acts in the target language at the end of the secondary school education, 28% of teachers were disagree about pupils' ability in performing the basic speech acts in the target language at the end of the secondary school education where as two teachers were neutral about this ability of pupils.

## **Section Two: The Teaching and Assessment of Pragmatics using the Textbook**

**Q6—The third-year secondary school textbook develops adequately the different Aspects of pupils' pragmatic competence.**

Table 08: The Textbook Effectiveness in Developing Pupils' Pragmatic Competence Aspects

<b>Options</b>	<b>Numbers of participants</b>	<b>Percentage%</b>
Strongly disagree	2	8%
Disagree	12	48%
Neutral	2	8%
Agree	9	36%
Strongly Disagree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

According to the results displayed in the table above, the majority of participants (48%disagree+8%strongly disagree)believe that the textbook does not develop the different aspects of pupils' pragmatic competence. However, (36%) of teachers believe the effectiveness of the textbook in developing the different aspects of pupils' pragmatic competence, and (8%) of participants were neutral bout the statement.

**Q7 – When you teach aspects of pragmatics using the textbook, which method do you use?(Please rank from the most frequent (1)to the least frequent(4)**

Table 09: The Classification of the Methods Used by Teachers to Teach the Aspects of Pragmatics Using the Textbook

<b>Methods</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
Using English	5	9	5	6	<b>25</b>
<b>Percentage%</b>	20%	36%	20%	25%	<b>100%</b>
Using the mother tongue	0	4	8	13	<b>25</b>
<b>percentage%</b>	0%	16%	32%	52%	<b>100%</b>
The context	19	4	2	0	<b>25</b>
<b>percentage%</b>	76%	16%	8%	0%	<b>100%</b>
Using expressions from the mother tongue and English	1	8	10	6	<b>25</b>
<b>Percentage%</b>	4%	32%	40%	24%	<b>100%</b>

The aim of this question was to know the different methods that teachers used when they teach pragmatics. The majority of them representing 76 % said that they help learners infer the meaning of target language utterances using the mother tongue. However, 20% of



Teachers selected English to explain the meaning of the target language utterances, while the other methods were ranked farther in this classification.

**Q8 – Do you think that the pragmatic aspects in the textbook are presented and sequenced using a clear framework?**

Table10: The Use of the Frame work in Presenting and Sequencing the Pragmatic aspects in the Textbook.

<b>options</b>	<b>Numbers of participants</b>	<b>Percentage%</b>
Yes	4	16 %
No	21	84 %
<b>Total</b>	<b>25</b>	<b>100 %</b>

According to this table, 84% of teachers asserted that the pragmatic aspects are not presented and sequenced with a clear framework. While 16 % of them said "yes" in other words, they agree that the pragmatic aspects are presented and sequenced in the textbook using a clear frame work.

**Q9: Would you please rank order the weaknesses of the pragmatic components of the secondary school textbook. (Please rank order from the most serious (1) to the least serious(6).**

Table11: The Classification of Pragmatic Component's Weaknesses.

<b>Weaknesses</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>total</b>
Unauthentic texts	4	2	5	1	1	12	25
<b>Percentage%</b>	<b>16%</b>	<b>8%</b>	<b>20%</b>	<b>4%</b>	<b>4%</b>	<b>48%</b>	<b>100%</b>
Under-representation Of pragmatic use of the target language	2	2	4	11	5	1	25
<b>percentage%</b>	<b>8%</b>	<b>8%</b>	<b>16%</b>	<b>44%</b>	<b>20%</b>	<b>4%</b>	<b>100%</b>
Insufficient context	5	4	5	4	7	0	25
<b>Percentage%</b>	<b>20%</b>	<b>16%</b>	<b>20%</b>	<b>16%</b>	<b>28%</b>	<b>0%</b>	<b>100%</b>
Stereotypical characterization of norms	2	5	3	4	6	5	25
<b>Percentage%</b>	<b>8%</b>	<b>20%</b>	<b>12%</b>	<b>16%</b>	<b>24%</b>	<b>20%</b>	<b>100%</b>
Limited range of speech acts	6	7	3	5	3	1	25
<b>Percentage%</b>	<b>24%</b>	<b>28%</b>	<b>12%</b>	<b>20%</b>	<b>12%</b>	<b>4%</b>	<b>100%</b>
Insufficient dialogic situations	6	5	5	1	3	5	25
<b>Percentage%</b>	<b>24%</b>	<b>20%</b>	<b>20%</b>	<b>4%</b>	<b>12%</b>	<b>20%</b>	<b>100%</b>

As shown in the table above, 24 % of teachers agree on the limited range of speech acts and insufficient dialogic situations to be the most serious weaknesses of pragmatic component of the secondary school, followed by the insufficient context that was selected by 20%, while unauthentic texts, under-representation of pragmatic use of the target

Languages stereo typical characterization of norms which were ranked to be the least serious weaknesses.

**Q 10: Please rank order the following aspects in the textbook (please rank order the most frequent (1) to the least frequent (6)).**

Table12: The Classification of Aspects

Aspects	1	2	3	4	5	6	Total
Requests and responses to requests	5	8	2	6	2	2	25
<b>Percentage%</b>	<b>20%</b>	<b>32%</b>	<b>8%</b>	<b>24%</b>	<b>8%</b>	<b>8%</b>	<b>100%</b>
Greetings, leave-takings	4	1	2	6	5	7	25
<b>percentage%</b>	<b>16%</b>	<b>4%</b>	<b>8%</b>	<b>24%</b>	<b>8%</b>	<b>8%</b>	<b>100%</b>
Expressions of gratitude and responses	1	2	9	5	7	1	25
<b>Percentage%</b>	<b>4%</b>	<b>8%</b>	<b>36%</b>	<b>20%</b>	<b>28%</b>	<b>4%</b>	<b>100%</b>
Apologies	1	3	7	4	6	4	25
<b>Percentage%</b>	<b>4%</b>	<b>12%</b>	<b>28%</b>	<b>16%</b>	<b>24%</b>	<b>16%</b>	<b>100%</b>
Suggestions and responses to suggestions	6	8	2	3	5	1	25
<b>Percentage%</b>	<b>24%</b>	<b>32%</b>	<b>8%</b>	<b>12%</b>	<b>20%</b>	<b>4%</b>	<b>100%</b>
Expressions of mental and Physical states	8	3	3	3	1	0	25
<b>Percentage%</b>	<b>32%</b>	<b>12%</b>	<b>13%</b>	<b>4%</b>	<b>0%</b>	<b>4%</b>	<b>100%</b>

This question was designed to know the most frequent aspects in the textbook. 32% of teachers selected expressions of mental and physical states to be the most frequent aspects in the textbook followed by 24% who selected the suggestions and responses suggestions. However, the other aspects were ranked to be the least frequent aspect in the textbook

**Q11: Do you think that the pragmatic aspects in the textbook are presented in the order of increasing difficulty across textbook?**

Table13: The Increasing Difficulty of Pragmatic Aspects in the Textbook.

<b>Options</b>	<b>Numbers of participants</b>	<b>Percentage%</b>
Yes	1	4%
No	5	20%
Somehow	19	76%
<b>Total</b>	<b>25</b>	<b>100%</b>

The question was meant to know the teachers' views if the pragmatic aspects in the textbook are presented in the order of increasing difficulty across the textbook. The recorded results show that a considerable number of teachers corresponding to 76% believe that the pragmatic aspects are not totally presented in the order of increasing difficulty across the textbook, while other teachers representing 20% disagree that the aspects are presented in the order of increasing difficulty across the textbook. On the other hand one teacher corresponding to 4% answer "yes".

**Q12: Do you have anything to add regarding the issue of teaching/assessment of pragmatics using the textbook under study?**

The last question in this questionnaire asked teachers to add and give any suggestions regarding the issue of teaching / assessment of pragmatics using the textbook under study.

These are the major teachers' comments

**1-**Teaching pragmatics should be more effective because the use of the pragmatics of a language helps learners use language appropriately in different situations. Lessons on pragmatics are carried out through speech act sentences and these are rarely included in the textbook.

**2-**Pragmatics is not an important objective in the textbook of the third-year classes.

**3-**It is not well assigned and designed in the third-year textbook, besides it is not explicitly assessed.

**4-**I think that teaching pragmatics in the current syllabus is not sufficient.

**5-**This textbook has become useless. It's high time to change it.

**6-**Textbooks should be revised in terms of using language in different social contexts so as to enable students communicate especially "Second year textbook".

**7-**In few words, the current textbook has become useless in many cases +several teachers now prepare their own materials with respect of course to developing the four skills.

**8-**The teaching materials don't take into account the pupils abilities interests (to some context).

**9-**The textbook don't really show real pragmatic data and rules. Textbook developers should pay attention to this issue.

**10-I prefer if the book consisted of more:**

-Role plays

-Interviews

-Interaction situations

-Real-life context

-Monologues

-Theatre

**11-I think that pragmatic in teaching must be dealt with pragmatic instruction often focuses in teaching on asking learners to determine the best way to communicate in a certain situation given the context and the culture. Whereas, the assessment of pragmatics should be focused on:**

-Participating in pretend play activities with the child.

-Play simple games to encourage turn taking.

-participate in group activities with peers.

-Create stories together, and the content must include real life situations.

From the teachers' comments, it is noticed that the teachers give different suggestions and opinions. Some of them suggest to give more interest to pragmatics because it is not well organized and designed in the third-year secondary school textbook "New Prospects", and others suggest to change the textbook since it has become useless. Finally, the teachers' comments and suggestions regarding the issue of teaching/

Assessment of pragmatics in the textbook should be taken into considerations in the yare the first people concerned with the textbook.

#### **2.2.4. Interpretation and analysis**

The aim of this questionnaire is to evaluate the effectiveness of pragmatics in their-use third-year secondary school textbook “new prospects”. The results of the analysis of the teachers’ questionnaire revealed that almost half of teachers have a master degree and most of them did not receive any training in teaching and assessing pragmatics. The highest percentage of teachers strongly agree on developing pupils’ ability to express and interpret meanings appropriately in different contexts should be a major goal of English language teaching. The majority of teachers asserted that writing is the difficult aspect followed by the production and comprehension in social situations (see table 05). Most of teachers believe that pupils are able to perform the basic speech acts in the target language at the end of the secondary school education.

With regard to the teaching and assessment using the textbook, the majority of teachers said that the textbook does not develop the different aspects of pupils’ pragmatic aspects. Also they said that when they the pragmatic aspects using the textbook, they use the method of helping learners infer the meaning of the target language utterances from the context. Almost all the teachers claimed that the pragmatic aspects are not presented and sequenced using a clear framework. In addition, an equal number of teachers select speech act and insufficient dialogic situation as the most serious weaknesses of the pragmatic components of the secondary school textbook. Furthermore, teachers’ classification of pragmatic aspects demonstrates that expressions of mental and physical states are the most frequent aspect. While only few teachers select expressions of gratitude and responses, apologies to be the least frequent aspect of the textbook. Most of teachers believe to some

extent that the pragmatic aspects in the textbook are presented somehow in the order of increasing difficulty across the textbook.

With respect to the third-year secondary school English textbook “new prospects”, the greatest majority of teachers do not see the textbook “new prospects” effective in developing students’ pragmatic competence. They acknowledge that the textbook is useless in the objective of teaching and assessing pragmatics.

All in all, the findings of the present study clearly show that the textbook is ineffective regarding pragmatic competence, and it does not develop adequately third-year secondary school students’ pragmatic competence.

## **Conclusion**

In conclusion to chapter two, we can say that the results obtained from the textbook evaluation and the teachers’ questionnaire proved that the Algerian third-year secondary school textbook “new prospects” is weak in developing and assessing students’ pragmatic competence. Moreover, secondary school teachers claim that the textbook is not sufficient for giving the chance to students to practice pragmatics. The textbook neither motivate students to learn nor attract their interests.

## **Limitations of the study**

In carrying out this study we have encountered some difficulties and limitations. First of all, each researcher needs to gather references in order to accomplish his study. Unfortunately, there was a lack of references regarding our topic. Another limitation that we have encountered in completing this research is time constraints. There was not enough time to deal with a large sample of teachers. In other words, if much time was devoted we would have taken a larger sample of teachers to give more validity to the



Findings of our study. Furthermore, there was a lack of cooperation from the part of the teachers. In fact, we have delivered thirty questions for teachers to fill in, but only twenty-five teachers have handed back their questionnaires, also the teachers do not always demonstrate their real attitudes.

### **Pedagogical recommendations**

The results of the research show that the third-year secondary school textbook "New Prospects" is weak in meeting the needs of learners in so far as the teaching and learning of pragmatic competence is concerned. Therefore, some general recommendations and suggestions are needed.

To start with, pragmatic competence is an important aspect of language that plays a crucial role in learning a foreign language. In order to develop the students' pragmatic competence in a foreign language, he/she needs to learn a lot about it. However, as the findings of our study indicates that the pragmatic competence is not well assigned and presented in the current syllabus in the third-year secondary school textbook "New Prospects". Syllabus designers should change the textbook. It should be designed in a way that pragmatic competence should be an important objective within the textbook. In addition, the textbook should consist of more tasks, Interviews, interaction situation and other activities with regard to the pupils' abilities in order to motivate them and make them innovative and more competent.

## General Conclusion

This study has attempted to evaluate the extent to which the Algerian third-year secondary school English textbook “New Prospects” is adequate for developing pupils' pragmatic competence.

To do so, the present study was designed to include two chapters. The first chapter dealt with the literature review and consisted of three sections. The first section provided some theoretical issues related to pragmatic competence and communicative competence. As for the second section, it discussed the Competency-based approach, while the third one dealt with the Algerian educational system, textbook evaluation, and its basic principles. Regarding the second chapter, it was devoted to the practical part in which we conducted a checklist-based evaluation of the textbook under study and compared its findings to those generated by a teachers' questionnaire administered to convenience-based sample of secondary school teachers in the provinces of Mila and Jijel.

The checklist-based evaluation of pragmatic competence component in the textbook under study has revealed that the textbook does not follow a specific approach in developing this aspect. Moreover, the textbook does not stand as a reliable tool for achieving this aim. Furthermore, although the pragmatic aspects in the textbook are to a certain extent presented following an order of increasing difficulty, these items do not appear to be targeting the achievement of clearly specified objectives as far as the development of pragmatic competence is concerned. On the other hand, the result of teachers' questionnaire supported the findings of the checklist-based evaluation and showed that the majority of participants in our sampling are not satisfied with the course book in general and the way pragmatics is

presented, in particular. They demand to change the textbook because they claimed that this textbook became useless for both teachers and pupils, and does not give the chance to pupils to practice pragmatic competence. In this view, the respondents demonstrated a positive attitude towards the need to develop this aspect despite the fact that their training did not prepare them to develop specifically this language dimension. In addition to that, teachers' responses have shown that, in addition to writing, the ability to use language appropriately in different social contexts constitutes a major source of difficulty for students. More specifically, the teachers pointed out that the absence of a sufficient amount of dialogic situations coupled with the limited range of speech acts represent a major weakness in the textbook as far as pragmatics teaching is concerned. Regarding the design of a more adequate textbook, the teachers argued in favor of introducing more role plays, interviews, interactive situations, real-life contexts , as well as monologues and drama.

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## Appendices

### Appendix A

#### Self-designed checklist

Criteria	Applicable	Slightly applicable	Not applicable
There is a specific method to teach pragmatics using the textbook.			✓
Relying always on the textbook “New Prospects” while teaching pragmatics.			✓
Pupils face difficulties in using pragmatic competence.	✓		
The textbook pragmatic aspects are ordered from the least difficult to the most.		✓	
Pragmatic aspects are presented in a structured and purposeful way			✓
The textbook “New Prospects” develops the students’ pragmatic competence			✓

## **Appendix B**

### **Teachers' Questionnaire**

#### **An Evaluation of Pragmatics in the Third Year Secondary School Textbook**

Dear Teacher,

The present questionnaire aims at evaluating pragmatics in the in-use third year secondary school textbook “New Prospects” in partial fulfillment of the requirements of a master degree in the didactics of foreign languages. Would you please help us by answering and returning the questionnaire? Would you please also note that there is no right or wrong answer and that the success of our work depends largely on the sincerity with which you respond to the items. Your answers will be treated confidentially, so do not sign your names.

Thank you in advance for your cooperation.

Miss BELKESSOUR Romaiassa and SEBOUTA Meriem

Department of English

Faculty of Letters and Languages

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## Section One: Pragmatic Teaching and Assessment in Teacher Training

1. What type of degree do you have?

a- Licence

b- Master

c- Secondary school Teacher (ENS)

2. Have you received any specific training in teaching and assessing pragmatics?

a-Yes

b-No

-If yes, please

specify.....

-If yes, do you think that training in teaching and assessing pragmatics has enabled you to become more effective in developing your pupils' pragmatic competence?

a-Yes

b-No

3. Developing pupils' ability to express and interpret meanings appropriately in different contexts should be a major goal of English language teaching.

a- Strongly agree

b- Agree

c- Neutral

d- Disagree

e- Strongly disagree

**4. Which of the following aspects is the most difficult for your pupils**

(Please rank from these aspects from the most difficult (1)to the least difficult(5)?

- a- Pronunciation**
- b- Grammar**
- c. Lexis(vocabulary)**
- d. Writing**
- e. The production and comprehension of language in social situations**

**5. By the end of secondary school education, most pupils are able to perform the basic speech acts (for example, seeking information, apologizing, expressing agreement, promising, congratulating, etc.) in the target language.**

- a- Strongly agree**
- b- Agree**
- c- Neutral**
- d- Disagree**
- e- Strongly disagree**

## Section Two: The Teaching and Assessment of Pragmatics using the Textbook

6. The third year secondary school textbook develops adequately the different aspects of pupils' pragmatic competence.

a- Strongly agree

b- Agree

c- Neutral

d- Disagree

e- Strongly disagree

7. When you teach aspects of pragmatics using the textbook, which method do you use? (Please rank order from the most frequent (1) to the least frequent (4))

a. Explicit explanation of the meaning of the target language utterances using exclusively English.

b. Explicit explanation of the meaning of the target language utterances using their mother tongue.

c. Help learners infer the meaning of target language utterances from the context.

d. Using equivalent expressions from the mother tongue and English.

8. Do you think that the pragmatic aspects in the textbook are presented and sequenced using a clear framework?

a- Yes

b- No

If yes, please explain:.....

**9.** Would you please rank order the weaknesses of the pragmatic component of the secondary school textbook (Please rank order from the most serious (1) to the least serious(6))

- a-** Unauthentic texts
- b-** Under-representation of pragmatic use of the target language
- c-** Insufficient context
- d-** Stereo typical characterization of norms
- e-** Limited range of speech acts
- f-** Insufficient dialogic situations

**10-** Please rank order the following aspects in the textbook

(Please rank order from the most frequent(1) to the least frequent (6))

- a-** Requests and responses to requests,
- b-** Greetings, leave-takings,
- c-** Expressions of gratitude and responses,
- d-** Apologies,
- e-** Suggestions and responses to suggestions,
- f-** Expressions of mental and physical states

**11.** Do you think that the pragmatic aspects in the textbook are presented in the order of increasing difficulty across the textbook?

**a-** Yes       **b-** No       **c-** Somehow

**12.** Do you have anything to add regarding the issue of teaching/assessment of pragmatics using the textbook under study?

.....

### Example 1 :

**Ordering at a fast food restaurant**

1 Listen to the dialogue and match the phrases with the photos in the box. Check your answers in exercise 2. Write the correct number in the gaps.

**KEY PHRASES**

**Matching phrases**

1. I'd like a chicken burger, please.  
2. I'd like a chicken burger, small chips and a lemonade, please.  
3. Here you are.  
4. Thank you.  
5. Anything to drink?  
6. A can of lemonade, please.  
7. No, thanks.  
8. How about dessert?  
9. Just a small portion, please.  
10. That's all.  
11. Please take a seat.

2 Listen to the dialogue again. Match the phrases in the box with the photos in the box. Write the correct number in the gaps.

**KEY PHRASES**

1. I'd like a chicken burger, please.  
2. I'd like a chicken burger, small chips and a lemonade, please.  
3. Here you are.  
4. Thank you.  
5. Anything to drink?  
6. A can of lemonade, please.  
7. No, thanks.  
8. How about dessert?  
9. Just a small portion, please.  
10. That's all.  
11. Please take a seat.

### Example 2 :

**Ordering at a fast food restaurant**

1 Read the dialogue and fill in the gaps with the sentences (A-G). Two sentences are extra.

**Customer:** Hello. Welcome to The Snack Box. 1) \_\_\_\_\_

**Waitress:** Let's see. I'd like a chicken burger, please.

**Customer:** OK. Would you like chips with that?

**Waitress:** 2) \_\_\_\_\_

**Customer:** Anything to drink?

**Waitress:** A can of lemonade, please.

**Customer:** OK. 3) \_\_\_\_\_ We've got apple pie and a selection of ice cream flavours.

**Waitress:** No, thanks. 4) \_\_\_\_\_

**Customer:** So, that's a chicken burger, small chips and a lemonade. 5) \_\_\_\_\_

**Waitress:** Here you are.

**Customer:** Thank you.

**Waitress:** 6) \_\_\_\_\_

2 Listen and check your answers.

**KEY PHRASES**

A. How about dessert?  
B. Can I take your order?  
C. That's £5.00, please.  
D. Would you like anything else?  
E. Just a small portion, please.  
F. That's all.  
G. Please take a seat.

### Example 3 :

**Ordering at a fast food restaurant**

1 Read the dialogue and fill in the gaps with the sentences (A-G). Two sentences are extra.

**Customer:** Hello. Welcome to The Snack Box. 1) \_\_\_\_\_

**Waitress:** Let's see. I'd like a chicken burger, please.

**Customer:** OK. Would you like chips with that?

**Waitress:** 2) \_\_\_\_\_

**Customer:** Anything to drink?

**Waitress:** A can of lemonade, please.

**Customer:** OK. 3) \_\_\_\_\_ We've got apple pie and a selection of ice cream flavours.

**Waitress:** No, thanks. 4) \_\_\_\_\_

**Customer:** So, that's a chicken burger, small chips and a lemonade. 5) \_\_\_\_\_

**Waitress:** Here you are.

**Customer:** Thank you.

**Waitress:** 6) \_\_\_\_\_

2 Listen and check your answers.

**KEY PHRASES**

A. How about dessert?  
B. Can I take your order?  
C. That's £5.00, please.  
D. Would you like anything else?  
E. Just a small portion, please.  
F. That's all.  
G. Please take a seat.

## **Résumé**

La présente étude vise à examiner l'efficacité de la compétence pragmatique dans le manuel d'anglais de troisième année secondaire « new prospects ». Elle tente de déterminer si le manuel « new prospects » développe adéquatement la compétence pragmatique. L'étude cherche également à connaître les faiblesses du manuel dans l'enseignement et l'évaluation de la compétence pragmatique. Afin de valider le résultat de cette étude, deux outils de recherche ont été utilisés, une évaluation du manuel d'anglais de troisième année secondaire, et un questionnaire distribué aux 25 enseignants qui a étudié les classes de troisième année. L'évaluation du manuel démontre que la compétence pragmatique est rarement applicable dans le manuel. De plus les résultats de questionnaire révèlent que la plupart des enseignants ne sont pas satisfaits du manuel en général et de la façon comment la pragmatique est présentée en particulier. Les enseignants demandent de changer le manuel parce qu'ils ont affirmé que ce manuel est devenu inutile pour les enseignants et les élèves, et ne donne pas la chance aux élèves de pratiquer la compétence pragmatique.

## الملخص

تهدف هذه الدراسة الى تقييم مدى فعالية الكفاءة البراغمية في كتاب الانجليزية للسنة الثالثة من التعليم الثانوي وبالأخص التحقق من ما اذا كان كتاب السنة الثالثة ثانوي يطور من الكفاءة البراغمية للتلاميذ بشكل كافي بالإضافة الى تحديد النقائص الموجودة في الكتاب المدرسي المتعلقة بتدريس و تقييم الكفاءة البراغمية . من اجل المصادقة على هذه الدراسة تم تقييم الكتاب المدرسي للسنة الثالثة ثانوي كما تم اجراء استبيان تم توزيعه على خمسة و عشرون استاذ لغة انجليزية الذين سبق لهم تدريس الاقسام النهائية . هذا و قد بينت نتائج تحليل الكتاب المدرسي ان الكفاءة البراغمية تم تطبيقها بشكل نادر في الكتاب المدرسي . من جهة اخرى اظهرت النتائج المتحصل عليها من استبيان الاساتذة ان اغلب الاساتذة غير راضيين عن محتوى الكتاب المدرسي بشكل عام و طريقة تقديم و تدريس البراغمية بشكل خاص. كما ان الاساتذة طالبوا بتغيير الكتاب المدرسي لأنه اصبح غير فعال لكل من الاساتذة و التلاميذ ولا يعطي الفرصة للتلاميذ لممارسة الكفاءة البراغمية اي انه لا يلبي احتياجاتهم.