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An Evaluation of the Grammatical Components in the First Year Secondary

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Abstract

The present work aimed at evaluating the teaching of English grammar in the first year Algerian Secondary School textbook 'At the Crossroads'. That is, the foremost target behind this study is to measure the extent to which the grammar aspect is embedded in the textbook and the method used to teach grammar. Hence, the dissertation in hand is based on the hypothesis that the more grammar is presented adequately and rehearsed appropriately in this book, the more students improve their proficiency level. Accordingly, theoretical issues connected with teaching grammar and textbook evaluation are covered in the first two chapters. With reference to the practical part and to get a clear overview about the issue under investigation a questionnaire was addressed to forty secondary school teachers of English along with the use of a checklist for evaluating the grammatical components. The findings revealed that teaching grammar was not all the time done implicitly as suggested by the Competency Based Approach, and even the included activities in 'At the Crossroads' textbook did not stimulate greatly inferring and communication. The analysis of the data collection via the use of the checklist and teachers' questionnaire revealed that teachers were not very satisfied with the teaching of grammar in that textbook since lots of factors impeded teaching it under the currently adopted approach, namely Competency-based Approach. On the basis of these results, some pedagogical recommendations are suggested for adjusting grammar teaching in the textbook to be more efficient and in accordance with teachers' expectations and learners' proficiency and needs for communication.

In the Name of Allah, the Most Compassionate, the Most Merciful

Dedication

We dedicate this modest work:

To the two candles who always enlighten my life

The reason of what I become today

Thanks for your great support and continuous care; Dad & Mom

To my dearest sisters and brothers: Lynda, Ferhat, Fazilet, Farid, Siham.

To all my beloved nephews and nieces: Sami, Amira, Amir, Djihan, Soukeina,

My sweetheart, Mehdi and Abir.

To my childhood friend Fadila, and my dearest Zahia

For all, who work hardly to satisfy Allah, herself and to benefit this world.

Hayet Kemiha

To the only person with the exception of God nothing is more important: to you, Dad.

To the dearest and the nearest person to my heart, the symbol of persistence: to you, Mom.

To my brothers whom I love: Abd Elhadi and Tahar

To my dear sister: Halima

To my grandmother 'dawia' and grandfather 'Mohammed' and above all to the spirit of my grandfather

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To my aunts and uncles Noura, Fatma, zoubida, Houria, Souhila, Ahmed, Ahcen, Riyad, Abd Elhak,

AbdElhamid, Mohammed, Abdelwahab, and their families.

To my dear cousins Hania, Amina, Amel. Karima and my best freind Hamida

Imene Chioukh

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List of Abbreviations and Symbols

APC: L'approche Par Compétences

CBA: Competency Based Approach

CBE: Competency Based Education

CBLT: Competency Based Language Teaching

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

G-T M: Grammar-Translation Method

MS: Middle School

O.N.P.S: Office National de Publication Scolaires

SE1: Secondary Education, Year One

SLA: Second Language Acquisition

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Introduction

I. Background of the Study

In the history of foreign language teaching, Grammar has been addressed in different ways according to the principles that underlie each approach or method. Teaching grammar has been debatable; some approaches overstressed its importance in the processes of the target language teaching/learning while others undermined its significance in those imperative processes. Yet, grammar still has, indeed, a crucial role to play in the teaching/learning processes for the purpose of enhancing the language repertoire of the learners.

In language learning, grammar is a very important aspect which learners need to master in order to use language accurately and appropriately. The Algerian school has witnessed many changes as far as the methods and approaches of teaching are concerned, starting with the grammar translation method which aims at enhancing the grammatical competence of the students, and arriving to the latest approach which is the competency based approach. This approach basically aims at developing the learners' competencies and at integrating them in the field of work. Accordingly, this newly adopted approach in teaching English as a foreign language; namely CBA, is being applied stemming its real practice from its basic principles.

So far, some researchers and educators have conducted various researches to investigate the suitability of the textbooks. With reference to EFL in the Algerian school context, some researchers have investigated the effectiveness of the CBA in teaching English in general and grammar in particular. Bellouahem (2008, p. 4), for instance, in his research states that "aims to achieve insights into teachers' and learners' perception of the course book and to explore whether the course book serves the students' expectation in relation to the objectives of the programme". The results showed that even if the course book matches the objectives of the ministry of education, it does not suit the teachers' and

learners' expectation. In terms of grammar, the results found that teaching grammar communicatively is an essential need to develop the learners' language proficiency.

Since the textbook is the most useful source to teacher which acts as a guide in the classroom during the teaching/learning process, our study is conducted to add some knowledge to this areas of research by evaluating the teaching method of grammar presented in the textbook '*At the Crossroads*' under the Competency Based Approach (CBA) . Since its emphasis is on developing competencies of learners, grammar should be taught implicitly in the textbook and hence, it is expected to be a practical strategy to activate learners' repertoire about the grammar components that should be mastered by the end of first year high school syllabus.

II. Statement of the Problem

So far, teaching English grammar under the CBA in the Algerian educational system does not seem to be very satisfactory. The majority of Algerian foreign language learners fail to grasp the grammar rules; therefore, they find it difficult to do most of the activities assigned to them, and when coming to the productive skills, namely writing and speaking, most of the Algerian high school students face enormous problems to generate correct and accurate English sentences. Hence, as long as grammar is taught in accordance with the CBA principles with its enthusiastic aims that stress the basic role of learners, students are normally expected to be good enough to produce accurate grammar utterances as first year high school students, especially that they have been taught under the CBA for more than three years in middle school education.

Thus, being unable to practise the grammar rules appropriately and incapable of producing simple structured grammar sentences for the majority of first year students, raises the following question: does the teaching of grammar using CBA and the syllabus of

the textbook help teachers in achieving their goals and objectives, thus the learners' grammar level would be improved? Hence, the dissertation in hand pinpoints the types of grammar activities that are included in 'At the Crossroads' textbook, the way they are taught so as to unveil the factors behind learners' deficiency in performing grammar tasks in classroom specifically, and communicate correctly via the use of grammar. We also attempt to reveal to what extent first year English language high school textbook is relevant to be used in the Algerian classroom context, taking into consideration its grammar teaching distinctively.

III. Aims of the Study

This research aims to evaluate the grammatical components of the first year secondary school text book 'At the Crossroads'. It aims to shed light on the status of teaching grammar under the CBA approach, and reviews teachers' suggestions and recommendations which are worthy for developing the textbook in question.

IV. Research Questions

To fulfill our aim, here are the main research questions which we will explore and answer in the present thesis:

- Do teachers understand the principles of currently adopted approach they are dealing with?

- Is the method (CBA) used by the teacher in explaining grammar aspects effective?

- Does the secondary school textbook give much more importance to the teaching of grammar?

- Are grammatical components adequately presented in the first year secondary school textbook 'At the crossroads'?

- Is the content of the textbook concerning grammar aspects sufficient and meets the learners' needs?

V. Hypothesis

The dissertation in hand hypothesizes that if grammar components of 'At the Crossroads' textbook are structured in accordance with the CBA basic principles and presented adequately by the teachers, first year high school learners will be grammatically proficient.

VI. Research Methods and Tools

As defined by Murray (2002), research methodology refers to the theoretical paradigm or framework in which the researcher is working, adopting either a quantitative or a qualitative paradigm in his frame work, building up his assumptions on solid arguments, including the choice of research questions or hypotheses (as cited in Chioukh, 2011, p10)

In essence, the choice of the research tools is based on the nature of the research and the data to be collected. Since our topic is concerned with the evaluation of the grammar teaching in first year secondary school textbook, the most appropriate method to be followed up in conducting this study is the descriptive design. Accordingly, the data gathering tools are the questionnaire and an adapted textbook evaluation checklist. First, the questionnaire is displayed to secondary school teachers to discover their attitudes and perspectives toward the effectiveness of teaching English grammar within the CBA in the textbook 'At the Crossroads'. The second tool of collecting data is an adopted checklist, which is the most commonly used tool for evaluating textbooks and materials.

VII. Structure of the Study

   As far as the organization of the study is concerned, it is structured in three foremost chapters. In chapter one, light we shed light on the nature of grammar and its definition, the historical overview about grammar language teaching approaches and methods with more emphasis on the CBA, including its definition, historical background and principles.

   The second chapter reviews the theoretical issues associated with textbook evaluation. It deals with the definition and the role of the textbook, the purpose, types and approaches of the textbook evaluation, then materials evaluation vs. textbook evaluation.

   The third chapter, that is practical in nature, treats the data collected from teachers' questionnaire and textbook evaluation checklist. This chapter also exposes pedagogical recommendations to improve the material in general and grammar teaching in particular.

Chapter One: Teaching Grammar

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Introduction

This chapter is devoted to the exploration of the main subject of this piece of research. It starts with giving some definitions of the concept of grammar and the role of teaching it in foreign language classrooms. Then, it moves to the dimensions, the types, the presentation of grammar, and the way it has been dealt with through the different teaching approaches and methods. This chapter also highlights the importance of grammar in enhancing the four skills. Finally, it ends with an emphasis on the CBA; definition, principles, teacher's role, and the types of activities.

1.1. Definition of Grammar

Grammar has been defined in different ways by many scholars . Some linguists see it as the structures that form the language system. For others, grammar was seen in relation to meaning. It is the study of speaker's native language used to code and decode meaning . Grammar is the most important aspect of the language since it is the basis of any language in the world . In other words , it is the core of the language .

Fronkin, Rodman, and Hyams (2003) state that "grammar of a language consists of the sounds and sound patterns , the basic units of meaning such as words , and the rules to combine all of these to form sentences with the desired meaning ''(p. 14). It means, grammar consists of the sound patterns, words and the rules to combine these words into sentences with the intended meaning.

Greenbaum and Nelson, (2002, p. 1) define grammar as a group of rules that permit us to join the parts of speech in our language to form a longer unit.

Harmer (2001) acknowledges that grammar is the description of ways in which words are combined to form sentences. That is, grammar is concerned with the study of the

structure and forms of language and the description of rules which govern how language sentences are formed.

Huntsman (1983, p. 59) states that "Grammar is considered the gate way to sacred knowledge as well as secular; it was the prerequisite for understanding theology and philosophy as well as literature" (as cited in Weaver, 1996, p. 3). Therefore, grammar is considered as the core of any language learning and teaching.

Yule (1985, p. 81) maintains that grammar is the description of the language patterns and structures of sentences taking into account all the grammatical forms in a language and ruling out all the ungrammatical sequences. In other words, it is the description of a body of rules considering the grammatical sequences.

Porpura (2004) reports that "grammar, the structural glue, the code of language, is arguably at the heart of language use, whether this involves speaking, listening, reading or writing"(p. 1). By this definition, Porpura refers to grammar as the core of language use in the four skills.

Williams (2005) writes that "grammar is the formal study of the structure of a language and describes how words fit together in meaningful construction''(p. 2). That is to say, grammar is concerned with studying the structure of a language and describing how words are gathered into a meaningful construction.

Hartwell (1985, pp. 352-353) offers five different definitions, summarized subsequently:

1. A set of formal patterns in which the words of a language are arranged to convey a larger meaning.

2. The branch of linguistics concerned with the description, analysis, and formulation of formal language patterns.

3. Linguistic etiquette.

4. School grammar, or the names of the parts of speech.

5. Grammatical terms used in the interest of teaching writing. (as cited in Williams, 2005, p. 2)

Williams (2005, p. 1) defines grammar as the description of the native speaker's language.

In short, grammar is the study of words and arranging these words to form the grammatical structures which in turn build the system of language.

1.1.1. Morphology and Syntax

There are two notions that are mainly related to the term grammar; morphology and syntax. Many definitions are given to make the distinction between them clear.

Greenbaum and Nelson (2002, p. 1) claim that, syntax is the study of how words are combined to form sentences, whereas, morphology is the body of rules that describes how words are structured. Harmer (2001) defines morphology as "using morphemes to change the meaning or grammar of a word, whereas, syntax is the order that words can be arranged in"(p. 13).

Halliday (1994) notes that "In formal linguistics, the term syntax is used to replace grammar; this usage comes from the philosophy of language, where syntax is opposed to semantics'' (p. 40). That is, concerning the philosophy of language which considers syntax as totally different from semantics, the terms syntax and grammar can be used interchangeably.

Fronkin, Rodman, and, Hyams (2003) refer to morphology as "the rules of word formation, whereas, syntax is the rules of sentence formation"(p. 18). In other words, morphology is the combination of morphemes to form words and syntax is the combination of these words to form sentences. Cook (2008) defines morphology as "the

branch of linguistics that deals with the structure of morphemes, whereas, syntax is the branch that deals with the structure of phrases above the level of words"(p. 24).

Inferring from the exposed definitions beforehand, morphology and syntax are defined in much the same way. Morphology is concerned with putting morphemes together to get a word, and syntax is linking words to get an accurate sentence.

1.2. The Role of Grammar in English Language Teaching

Grammar has a crucial importance in the field of language teaching. It is the heart of academic life. Weaver (1996, pp. 7-8) offers various reasons for teaching formal grammar. They are subsequently explained.

1. The study of grammar is important simply because language is a supreme human achievement that deserves to be studied as such.

2. The study of grammar can be an important vehicle for learning to study something the way a scientist does.

3. The study of grammar will help form the mind by prompting mental discipline.

4. The study of grammar will help the students score better on standardized tests that include grammar, usage and pronunciation.

5. The study of grammar will help people master another language more readily.

6. The study of grammar will help people master the socially prestigious convention of spoken and written usage.

7. The study of grammar will help people become better users of language, that is, more effective as listeners and speakers, and especially as readers and writers.

1.2.1. The Role of Grammar in Communicative Language Teaching

Concerning the role of grammar in communicative language teaching, linguists have different views.

Rama and Agulló (2012) claim that there is a widespread belief that CLT has nothing to do with the structures of language. However, Spada (2007, p. 275) strongly argues that CLT is not based only on meaning (as cited in Rama and Agulló, 2012, p. 181).

Thornbury (1991, p. 23) maintains that the idea that CLT did not give much importance to grammar is not totally true , since communicative language teaching syllabuses are designed on the basis of both the function and grammar (as cited in Rama and Agulló, 2012, p. 181). In other words, the belief that communicative language teaching ignored grammar, in its principles, has nothing to do with reality since both functions and grammatical points are taken into consideration when designing syllabuses.

According to Thornbury (1999, pp. 18-19), there are two types of CLT; the shallow-end approach and the deep-end approach. The shallow-end approach to CLT focuses on the necessity to learn grammatical rules first, then, use language in a communicative situation. The deep-end approach to CLT is rooted on the belief of using language in communicative situation in order to learn or acquire grammar. So, there is a need to teach grammar implicitly and explicitly.

(Foto, (1994); Lightbown, (1998); Nassaji, (2000); Wang, (2009) argue that form-focused instruction and communicative activities should be combined. Students pay more attention to target forms, and the forms become more memorable if students learn them in context (as cited in Wong & Barrea-Marlys, 2012, p. 63). It means that the form and the meaning are not separate. Learner's awareness of the language forms is not sufficient; these forms should be practiced in real life situation in order to be memorized. In other words, the language forms will take place in the learner's memory when they are used in context.

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1.3. The Three-Dimensional Grammar Framework

According to Larsen-Freeman (2001, p. 252) there are three dimensions to grammar instruction: form, use, and meaning. This framework helps teachers identifying where the learning challenge lies and then make clear decisions about how to teach grammar.

Form refers to the mechanics of the language, i.e., the structure of the language. Larsen-Freeman (2001, p. 252) defines form or structure as "those overt lexical and morphological forms that tell us how a particular grammar structure is constructed and how it is sequenced with other structures in a sentence or text." This means, a sentence has a structure in that there are rules that decide the elements that can co-occur in the sentence and the order in which they can occur. For example, the morpheme –ed is used to form a past verb, and the present perfect tense is formed with the auxiliary verb 'have/ has' plus the past participle of the main verb 'taken'. Williams (2005, p. 53) claims that the structure of a sentence is constructed with isolated words which can be characterized under certain grammatical categories called form. For instance, the word 'sun' is a noun, 'go' is a verb and so on.

Larsen Freeman (2001, p. 252) argues that the structure of sentence does not only have form, but it expresses meaning or semantic. Besides, meaning can be lexical or grammatical. The former is the meaning of a base morpheme or word, independent of its use within a construction, such as content word. The later is the meaning of a word by reference to its function within a sentence rather than to a word outside the sentence, such as function word. According to Thornbury (1999, p. 3), meaning is what the speakers convey through using a correct form, and what it means in the context that it has been used. Accordingly, grammar is a means for constructing meaning, knowing what particular forms will express their particular meanings (Thornbury, 1999, p. 4).

Larsen- Freeman (2001, p. 252) states that grammar instruction should include the answers to when and why the learner uses any given structure, and this is the use (pragmatics) or function of form. When words are jointed together in a sentence in several ways, this is their function (Williams, 2005, p. 53).In this case, the word 'boy' is a noun; it may function as a subject in a sentence, like in 'the boy plays hide and seek', as it may function as an object, like in 'the ball hits the boy'. Halliday (1985) (2000, p. 152) points that form and function are related together under several principles. Thus, knowing one of them would help to determine the other (as cited in Nunan, 2000, p. 152).

1.4. Types of Grammar

Many researchers suggest different types of grammar. Cook (2008) divides grammar into structural, traditional, and prescriptive grammar. Ellis (2006) outlines three different types of grammar: structural grammars, generative grammars (based on a theory of universal grammar), and functional grammars. Woods (1995), from his part, suggests five different types of grammar: prescriptive and descriptive, traditional grammar, phrase structure grammar, transformational- generative grammar and functional- systematic grammar (as cited in Bechoua, 2012, p. 21). These five types of grammar influence language in general and teaching grammar in particular.

Prescriptive grammar is regarded as a series of rules to be learned, and utterance or sentence are analyzed and judged grammatically to be correct or not. Yule (1985, p. 72) states that, prescriptive grammar is concerned with rules which should be acquired by speakers. Consequently, prescriptive grammar is when the correct use of language is prescribed by a set of rules which are fixed (Quirk et al., 1985).On the other hand, descriptive grammar (structural grammar) attempts to give an objective description of the grammar as it is used. Fromkin, Rodman, and Hyams (2003) say that, "descriptive grammar does not tell you how you should speak; it describes your basic linguistic

knowledge" (p. 14). In other words, it describes how people actually speak, and what they know about the words, and sentences of their language. 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.

Traditional grammar takes the first place in the hierarchical realm of grammar because as Williams (2005) observes, "in nearly every instance, school grammar is traditional grammar" (p. 50). Traditional grammar generally classifies words into parts of speech such as nouns, pronouns, verbs, adjectives, preposition, conjunctions, and interjections. They describe the patterns for word inflection, the modification of the word to express different grammatical categories such as tense, mood, person, gender etc, and the rules of syntax by which those words are combined into sentences. Cook (2008)says "Analysing sentences in this approach (traditional grammar) means labelling the parts with their names and giving rules that explain in words how they may be combined "(p. 20). Traditional grammars are also considered "prescriptive," and not "descriptive." Williams (2005) clarifies the distinction in this manner: "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).For example, instead of saying ʻshe do not have the keyʼ it ought to use ʻshe does not have the keyʼ.

Phrase- structure grammar has been originally introduced by Noam Chomsky in 1957. Cook (2008, p. 21) states that phrase structure grammar emphasizes the relationship of words and phrases in a sentence because it helps to perceive how the structure of words and phrases support the meaning beared through language. This relationship is presented in tree diagrams, and it has been used by teachers in presenting grammar lessons. In other

words, according to this theory, you can take a sentence and mathematically divide it into parts.

In 1957, Noam Chomsky published Syntactic Structures, the book that contained the ideas of new theoretical perspective on language, the Transformational- generative grammar. Chomsky (1965) states that "generative grammar must be a system of rules that can iterate to generate an in-definitely large number of structures" (pp. 15-6).In other words, grammar is a generative system, by which speakers can produce infinite number of grammatical sentences. According to Chomsky (1965, pp. 8-18), grammar should describe a native speakers' intuitive understanding of the language he or she uses. The term 'surface structure' and 'deep structure' are used to describe this intuitive knowledge. Thus, the formal rules known as transformational rules specify how 'deep structure' is transformed into 'surface structure'. Chomsky's transformational grammar offers insights into features of language, which are important for language learning and useful for language teaching. Through transformational generative grammar exercises, which illustrate how the parts of a sentence can be rearranged, combined and substituted, or deleted, learners can manipulate and play with language to reach a paragraph level.

Systematic Functional grammar is a form of grammatical description originated by Michael Halliday. It is defined as, "systematic functional grammar attempts to explain and describe the organization of the meaning-making resources" (Halliday and Matthiessen, 2004, p. 4).That is to say, functional grammar is concerned with the way that the different kinds of meaning that contribute to grammatical structure are comprehensively. For the same author, functional grammarians see meaning as central, i.e., grammar is a resource for making and exchanging meaning (as cited in Carter & Nunan, 2001). This means that functional grammar is concerned with the way in which grammar is organized to make meaning. Carter and Nunan (2001)argue that, "functional grammar conceive of language

as largely social interaction, seeking to explain why one linguistic form is more appropriate than another in satisfying a particular communicative purpose in a particular context" (p.34

In other words, functional grammar looks at language in context and thus focuses on the actual function of words and words patters to construct texts in their context of use.

1.5. The Presentation of Grammar

In EFL or ESL, grammar teaching methods are debatable. Some see grammar as the backbone of languages and learners should be presented with explicit and deductive grammar courses. Others, however, think that implicit and inductive grammar necessarily leads to language mastery. Which one of these methods is the appropriate one?

1.5.1. Explicit and Implicit knowledge

In the grammar learning process, there are two major ways of acquiring knowledge explicit versus implicit through that the FL learners gain proficiency in second language.

Explicit knowledge is defined by Purpura (2004) as "a conscious knowledge of grammatical forms and their meaning" (p. 42).That is to say, explicit grammar starts with an explanation of the rules. For example, it explains when to use 'have' and 'has' and provide sample sentences that illustrate how to conjugate the verb. Ellis (2006) states that " explicit knowledge is held consciously, is learnable and verbalisable, and is typically accessed through controlled processing when learners experience some kind of linguistic difficulty in using the L2"(p. 95). Widodo (2006) states that, "explicit knowledge is generally accessible through controlled processing. In short, it is conscious knowledge of grammatical rules learned through formal classroom instruction" (p. 125). In other words, the foreign language learners are aware about the grammar items, their different applications, and the use of grammatical terminology.

On the other hand, implicit knowledge refers to unconscious knowledge of the language that the speaker manifests in performance. It manifests in some form of naturally

occurring language behaviour (for example, in a conversation) in which the speaker has no awareness of it (Ellis, 2006, p. 95). In other words, implicit knowledge emphasizes the exposure to the language. When teaching English as FL, the teacher may present the present tense of 'have' implicitly by reading a story aloud, and then lead a discussion about the story. Brown (2007) maintains that "Implicit knowledge is information that is automatically and spontaneously used in language tasks "(p. 302) .That is to say, there is no explicit presentation of rules or any explanation, therefore, the FLL perform the language.

Both explicit and implicit grammar knowledge is helpful in producing accurate forms of language and acts in monitoring its use and that what Ur (1988, p. 4) comes forward. So, grammar knowledge should take into consideration the appropriate use of language and the internalization of the rules.

1.5.2. Deductive and Inductive Methods of Teaching Grammar

The two main instructional approaches of grammar teaching are distinct and opposed to each other. According to Widodo (2006), "a deductive approach derives from deductive reasoning where the concept goes from general to specific" (p. 126), whereas an inductive approach "comes from inductive reasoning where reasoning proceeds from particulars to generalities" (p. 127).

In teaching grammar, the deductive approach is a way of teaching through rules where the teacher presents the rules followed by examples which show how rules are use in context. This approach is also known as 'rule-driven learning' (Widodo ,2006, p. 126), or teacher-centered. That is to say, the teacher begins with the broadest explanation of the rules using examples, and the students are engaged in making their own deductions based on their teacher's examples. Thornbury (2002) claims that the deductive approach is "a more traditional style of teaching in that the grammatical structures or rules are dictated to

the students first"(p. 30). For instance, in a deductive classroom, the teacher explains the process of converting sentences that are in the active to the passive voice, then gives the students a set of sentences and ask them to convert them.

The deductive approach has some quite significant disadvantages that cannot be disregarded. According to Thornbury (2002, p. 30), it is the lack of students' involvement and struggle for understanding which may result in the lesson being teacher-centered and not demanding in terms of creativity and imagination. There is no attention paid to meaning and knowing rules is the most important process. On the other hand, this method has noticeable advantages that are suggested by Thornbury (2002). He states that the deductive approach is easier to apply because rules are concisely and clearly stated. It does not require much preparation on the part of the teacher; time-consuming. It makes students feel secure and provides them with tools with which to tackle the tasks at hand; numerous examples are given (p. 30).

On the contrary, the inductive approach to teaching grammar is the opposite of the deductive approach. It involves giving the students examples of language and they come up with the grammatical rules and that what Richards et al. (1985) confirm "… inductive learning in which learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from other experience of using the language" (as cited in Nunan, 1991, p. 156). Mackay (1987, pp. 5-7) (as cited in Nunan, 1991, p. 158) provides an example about inductive approach. The teacher contract the present progressive and past tense by giving an order to one student to open the window, and s/he writes the sentence in present progressive on the board such as "Luvan is opening the window" after that s/he commands to the same student to close the window and then writes the same sentence in the past tense "Luvan closed the window". Thus, the student infers how the present progressive and past tense are constructed in English. Mckay(1987, pp. 5-7)

maintains that the two approaches (inductive and deductive) rely on the age of the students and the difficulties of the grammatical rule. For instance, using inductive approach with children will help them to be more productive and creative in learning grammar. In contrast, deductive approach is more requested for adult who want exhaustive explanation of the grammatical rule (as cited in Nunan, 1991, p. 158).

Similarly to the deductive method, the inductive method has some limitation and benefits. According to Widodo (2006), the limitation of this approach is that, it is energy-consuming because it depends too much on the teacher who choose examples that will guide students to the desired conclusion which is a very hard demand, it may frustrate the learners with their style, who prefer to be given grammar rules directly. Concerning the benefits of inductive approach, it encourages mental effort and forces students to rely on their intelligence in their learning, it helps them to be self-dependent for their future study, it also motivates students to be active when they come up with the exact rules, it encourages students to interact with each other and practice language when they deal with problem solving (p. 128).

1.6. Grammar and Language Skills

Grammar is taught in order to enhance the four basic skills of a language: listening, speaking, reading and writing.

Corder (1988), Widodo (2004) state that grammar has a crucial role in enhancing speaking and listening; it improves the capability of people to grasp and utter expressions (as cited in Widodo, 2006, p. 122).

Widodo (2006) says that "In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text." This means that, grammar helps in identifying how sentences and paragraphs are related in a coherent way. "In the context of writing, grammar allows the learners to put their ideas into intelligible sentences

so that they can successfully communicate in a written form"(Widodo, 2006, p. 122).In other words, grammar assists learners in enhancing the writing skill in the sense that it improves their style of writing and the ability to communicate successfully in the written form.

1.7. Approaches and Methods in Teaching Grammar

There are lot of methods and approaches that are used in teaching English as a foreign language.

1.7.1. Grammar-Translation Method (The Classical Method)

The grammar translation method is the earliest method that is followed in the field of teaching English as a foreign language.

Richards and Rodgers (2001, p. 5) claim that the grammar - translation method was used in the early years of learning foreign languages such as Latin and Greek. This method was based on the notion that language is learned through the analysis of its rules and structures, and the task of translating sentences and literary texts from and into the target language. In this method, language is restricted to the grammatical system; a system of rules and structurally related elements. In this respect, language learning is acquired through mastering the rules and the ability to translate vocabulary words into and out of the language. Some basic features of G-T M are as follows:

1. The written form is given much more importance than the spoken one, since GTM is concerned with translating literary texts. That is, writing is prior to speaking

2. The sentence is the basic unit of language teaching and learning.

3. Grammar is taught explicitly; the teacher provides the grammatical rules and examples in which they are applied.

4. Accuracy is emphasized.

1.7.2. The Direct Method

The direct method is the second method in teaching English as a foreign language.

Brown (2000, pp. 19-20) maintains that the direct method was posited by Charles Berlitz who was influenced by the insights of Gouin in language teaching methodology. The direct method is based on teaching a second language directly, without the interference of the first language, and without translating from and into the target language.

According to Richards and Rodgers (1986, pp. 9-10). Some basic features of the direct method are as followed:

1. More attention was given to speaking and listening.

2. Grammar is taught implicitly; it is acquired unconsciously through intensive listening and imitation. Learners induce the rules.

3. Correct vocabulary is taught through pictures and objects.

4. Fluency is emphasized.

5. It requires a teacher who is a fluent speaker of the target language.

6. Only the target language is used.

1.7.3. Audio-lingual Method

The audio-lingual method is the third approach in teaching English as a foreign language. Richards and Rodgers (1986, pp. 48-49) claim that the audio-lingual method was based on two theories; structural linguistics and behavioral psychology . In structural linguistics, language was seen as a system of structurally interrelated elements for the sake of conveying meaning and messages. These elements were of phonemic, morphological and syntactic nature. From the psychological point of view of skinner's behaviorism, language is a set of habits, and language learning is learning these habits. Learning itself is achieved via the principles of stimulus- response.

1.7.4. Communicative Language Teaching (CLT)

Murcia (1991) maintains that the goal of communicative language teaching is to enable the learners to communicate using the target language. First, it is assumed that courses should be designed on the basis of both the notions and the functions. Second, pair work is necessary to exchange ideas which in turn enhance communication. Then, Learners benefit from role plays; this adjusts using the target language in different contexts(as cited in Koç, 2011. p. 6).

CLT is an approach that aims to develop the communicative competence of the learners with little attention given to the grammatical competence. Lessons under communicative approach are more realistic since, the teacher creates contexts that push the learners to negotiate meanings.

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

1.8. Teaching Grammar under the Competency Based Approach (CBA)

The competency based approach is one of the recent approaches to language teaching.

1.8.1. Definition of the Competency Based Approach

As its name implies, the CBA is based on the competences of the learners. It seeks to develop communicative skills in them. The CBA is a continuity of CLT; it does not refuse CLT in its principles but they are re-interpreted and extended. The CBA is concerned with enhancing different abilities of the learners to behave and function appropriately in different contexts that are related to work. In other words, learners

construct their capacities through practice and the integration of these abilities, skills and knowledge that will be used effectively in various problem solving circumstances.

Richards and Rodgers (2001) say that " CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situation''(p. 114).Hence, what can be inferred from the previously exposed quote, is that Competency Based Education is based on a set of results determined through the analysis of performances and tasks typically of students in realistic contexts.

Doking (1994: 16) states that "competency based teaching by comparison is designed not around the notion of subject matter knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it''(as cited in Richards & Rodgers, 2001,p. 144). This means, teaching under the CBA is based or shifted from the knowledge that learners have to the reflection or the practice of that knowledge. The CBA addresses what the learners are expected to do rather than what they are expected to learn about.

1.8.2. The Principles of the Competency-Based Approach (CBA)

The CBA is based on constructivist approach since it focuses on the learners and their own development of the learning process. At this level, Pitchards and Woollard (2010) state that the constructivist is a theory which focuses more on the learner who creates his own understanding and chooses or transforms information into new knowledge, to be able to use it in daily life (p. 8). According to by Auerbach (1986) (as cited in Richards and Rodgers, 2002, p. 146) the essential features that characterize the CBA are as follow:

- *A focus on successful functioning in society*: The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.

- *A focus on life skills*. Rather than teaching language in isolation, Competency Based Language Teaching teaches language as a function of communication about concrete tasks. Learners are taught those language forms/skills required by the situations in which they will function. These forms are determined by 'empirical assessment of language required' (Findley and Nathan 1980:224). The forms are normally determined by needs analysis. Even if the class varies in backgrounds, the needs analysis itself will be able to let instructor know about the individuals' needs the groups want to focus on.

- *Task- or performance-centered orientation*: What matters is what students can do as a result of instruction. The emphasis is on overt behaviours rather than on knowledge or the ability to talk about language and skills. That is to say, it is the response to each of the situations learners will have to face. There is no time to be focus on the language skills, particularly grammar, but it is the ability to carry on and finish the action that matters.

- *Modularized instruction*: Language learning is broken down into meaningful chunks (Center for Applied Linguistics 1983: 2). Objectives are broken into narrowly focused sub-objectives so that both teachers and students can get a clear sense of progress.

- *Outcomes that are made explicit*: Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioural objectives so that students know exactly what behaviours are expected of them. This will assist each of the learners to realize certain actions when they are faced with the real situations.

- *Continuous and ongoing assessment*: Students are pretested to determine what skills they lack and post-tested after instruction in that skill. If they do not achieve

the desired level of mastery, they continue to work on the objective and are

retested.

- *Demonstrated mastery of performance objectives*: Rather than the traditional paper-and-pencil tests, assessment are based on the ability to demonstrate pre-specified behaviours. This statement is self-explanatory in a sense that certain actions are to be expected of and to carry forward.

- *Individualized, student-centered instruction*: In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; students progress at their own rates and concentrate on just those areas in which they lack competence.

According to Chelli (2010), one of the most distinctive features of CBA is its integration of project work as part of the learning strategy. Over all, if the CBA expands on the communicative approach, it is in the sense that it seeks to make the attainment visible, i.e, concrete through the realization of projects. It also makes co-operate learning a concrete reality and opens new avenues for action interaction and the construction of new knowledge. In short, it is only through carrying project work and the construction of new knowledge. In short, it is only through carrying project work that we and our learners can live basic principles of CBA.

To conclude with, there are two things to note about competency-based instruction involving CBLT. First, it seeks to build more accountability into education by describing what a course of instruction seeks to accomplish. Secondly, it shifts attention away from methodology or classroom processes, to learning outcomes. In a sense one can say that with this approach, it doesn't matter what methodology is employed as long as it delivers the learning outcomes (Richards, 2006, p. 43).

1.8.3. Theory of Language and Learning

The major basis of CBLT is the "functional and interactional perspective on the nature of language" (Richards & Rodgers, 2001, p. 143) which means that language learning always needs to be connected to the social context it is used in. Therefore, language is seen as "a medium of interaction and communication between people" who want to achieve "specific goals and purposes" (Richards & Rodgers, 2001, p.143).

Competency-Based Language Teaching shares behaviourist view of learning that "language form can be inferred from language function; that is, certain life encounters call for certain kinds of language" (Richards & Rodgers, 2001, p.143). Another key aspect of both language and learning theory is the so called "mosaic approach to language learning" (Richards & Rodgers, 2001, p.143), which assumes that language can be divided into appropriate parts and subparts. Communicative competence is then constructed from these subparts put together in the correct order (Richards & Rodgers, 2001, p. 143). In other words, using language correctly and appropriately to accomplish communicative goals is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic. All these aspects together show that, CBLT is in some respects, similar to Communicative Language Teaching (Richards & Rodgers, 2001, p. 143).

1.8.4. The Role of Grammar within the Competency Based Approach

Richards and Rogers (2001) stress that, "CBLT is built around the notion of communicative competence and seeks to develop functional communication skills in learners" (p. 143). According to Thornbury(1999), many researchers argue that "grammatical knowledge (linguistic competence) is merely one component of what they call **communicative competence"** (p. 18). This latter, "involves knowing how to use the grammar and vocabulary of language to achieve communicative goals, and knowing how to do this in a socially appropriate way" (p. 18). Indeed, Canale and Swain(1980) assert

that communicative competence consists of: *Sociolinguistic competence* (i.e., appropriacy), it refers to an understanding of the social context in which the communication take place, the relationship of the participants, and the communicative purpose for their interaction; *Discourse competence* refers to interpretation of individual message in which the elements are interconnected and the meaning is clearly represented; *linguistic competence* (i.e., accuracy) or grammatical competence refers to use a words and rules correctly to make accurate message; *strategic competence* refers to appropriate use of communication strategies to repair any weaknesses in the above three areas. Consequently, the competency based model aims principally at the mastery of these specific competencies and is learner participant centered, the teaching/learning of pronunciation, vocabulary and grammar (linguistic competence) is most effective when they are integrated into activities that use the target item meaningfully for a communicative purpose (Thornbury1999, p. 149).

According to Sysoyev (1999) "Integrative grammar teaching combines a form-based with a meaning-based focus." In other words, the students need to know the rules and at the same time need to communicate in second language. Similarly, Ellis (2006, p. 100) states that "focus on forms" refers to students' accuracy i.e. the form is the primary focus, while "focus on form" or meaning means the use of particular grammar structure in communicative activities. Accordingly, instead of teaching grammar in isolation it is preferable to integrate it in the communicative tasks (Ellis, 2006, p. 101). At this level Celce- Murcia (1991, p. 466) assert that the efficiency of grammar depends on regarding it as a resource for expressing ideas and not an end in itself. Thus, relating it to oral and written discourse. Similar to this position, Larsen-Freeman(1991, p. 467) stresses that grammar is based on form, meaning and function, the three interacting dimensions of language, and the teacher's role is to find the challenging dimension for students to explain and clarify it(as cited in Celce-Murcia 1991, p, 467). Moreover, Keh(1991) says that

grammar should be "contextualized, i.e. presented in a meaningful context, text-based, i.e. presented beyond one sentence, and student-centered, i.e. students' own errors provide the outline of the grammar syllabus- what is taught and when it is taught" (p. 17-18) (as cited in Bouhana & Boukleb, 2013, p. 60). This means that the teacher should emphasize more practice than theory, because its main goal is to foster linguistic performance in the learners.

1.8.5. Teacher's Role in the Competency Based Approach

The teacher's role in the competency-based approach is the same as in communicative language teaching approach addresses different roles of the teacher;

1. A facilitator; he makes the learners communicate easily.

2. An independent participant; there is no long-period exchange between the teacher and the learner.

3. A guide; he acts as a guide in the classroom by orienting the learners towards effective materials and activities.

4. A needs analyst, he determines the needs of the learner and suggests innovative materials to fit these needs.

1.8.6. Learner's Role in the Competency Based Approach

The competency-based approach focuses on the learner's role rather than on the teacher's role. The learner plays the central element inside the classroom. He learns through a series of activities that are proposed by the teacher. Richards and Rodgers (2001, p. 146) states that the role of the learner in a competency-based framework is to decide whether the competencies are useful and relevant for him/her. Therefore, the learner has an active role in the classroom which is underlined by the fact that the students are expected to perform the skills taught (Richards & Rodgers, 2001, p.146). The competencies the students will grasp are clearly defined and present in the public. So that, the student knows

exactly what needs to be learned, and for which purpose he/she has to use the competencies (Richards & Rodgers, 2001, p.147). In this regard, it is vital that every competency is mastered one at a time because this makes sure that the learners know what they have already learned and what the next steps will look like (Richards & Rodgers, 2001, p.147).Consequently, The main goal of the learner in Competency-Based Language Teaching is to be able to adapt and transfer knowledge from one setting to another, to succeed and be able to face problems in their daily life.

1.8.7. Types of Teaching and Learning Activities

According to the CBLT, learning tasks are similar to those of communicative language teaching. As Richard and Rodgers (2001, p. 143) say CBLT shares some concepts of the communicative competence which considers the important elements to promote functional communicative skill of the learner. Indeed, the CBLT has much in common with the approach of the CLT. Richards and Rodgers (2001, p. 144) claim that the activities and tasks are related to many fields of life that will be integrated later in the field of work. A great variety of competencies should be improved by these tasks. On the one hand, knowledge and learning competencies as well as oral competencies are dealt with. On the other hand, the materials include tasks to improve the reading and writing competencies (Richards & Rodgers, 2001, p.147).

Richards (2006, pp. 16-7) states that some advocates make a distinction between three different kinds of grammar practice which are mechanical, meaningful, and communicative.

Firstly, Mechanical activity is a controlled practice in which students produce examples of the structure following their teacher's examples. Such kind of activities is repetition drills and substitution drills in which particular grammatical items are practiced. Similarly Ur (2012, p. 84), claims that such kind of activities is called controlled drills in

which the teacher or the textbook determines examples, and the learners follow very clear instruction like rewrites or translation.

Secondly, Meaningful activity is still a controlled one, but students have to make a meaningful choice when doing these activities. For instance, to describe location of place, students have to use some given prepositions and a street map with diverse buildings identified in different locations. Thus, they are required to answer questions such as "Where is the book shop? Etc. This practice is meaningful because the students respond through using map and with their own information. According to Ur, in meaningful drills the learners follow the instruction, but with limited choices. Besides, guided, meaningful practice enables students to use their own words following a set of pattern (2012, p. 84).

Finally, Communicative activities are related to real- life situations, and the language used by the students is composed by him/her. It is an 'open-ended discussion activity'. For example, students' activity is to draw a map of their neighborhood and give an answer to the location of different places such as, where is the nearest bus stop or the nearest café, and so on. Ur (2012, p. 84) sets different types of grammar practice towards communication such as, free sentence composition (structure based) offers a visual or situational cue and the learners respond using their own words. For example the class has to describe a picture by using the appropriate tense. Discourse composition (structure based) the learners conduct a discussion or written task under instruction; free discourse where students carry out a task without any given direction.

The basic language activities in grammar practice are aimed to focus on accuracy and fluency. Richards (2006, p. 14) maintains that the major goals of CLT is to improve the student's level of fluency. He makes a distinction between the accuracy and fluency practice. In the case of the former, the student achieves accuracy by paying attention to form, practices language out of context, and practices small samples of language in the

classroom. In the case of the latter, the students focus is entirely on meaning, seeks to link language use to context, and produces language that may not be predictable. Richards (2006, p. 15) says teachers were recommended to use a balance of fluency activities and accuracy. For instance, students' performance on fluency task such us role play, the teacher could assign accuracy work to deal with grammatical or pronunciation problems, so s/he observed while students were carrying out the task.

All the Algerian educational syllabuses aim to promote the learner through doing a series of activities. Some of these activities can be done in the classroom and some others should be done outside the school and it can be done individually or in groups. For example, a project work represents the practical part of a syllabus which should be prepared outside the class and then presented to the teacher.

Conclusion

This chapter has been concerned primarily with the teaching of grammar and the approaches and methods, and the importance of grammar in the language teaching process. Today the educational movement adapted a new approach which is the CBA, an outcome based approach. This new approach emphasized the learner's role in the learning process and his output rather than on teacher's input. Therefore, teaching grammar has witnessed some changes in order to cope with the CBA as an educational system in Algeria which was adapted to give the learners a chance to develop their competencies by creating new knowledge and skills necessary for them in everyday life.

Chapter Two: Textbook Evaluation in English Language Teaching

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Introduction

Textbooks are an important resource for teachers in assisting students to learn EFL/ ESL. They are the foundation of school instruction and the primary source of information for students and teachers. Thus, textbooks have become a key pedagogic classroom device and selecting the appropriate one to use is crucial. This chapter highlights the notion of evaluation and its importance in improving the quality of education. It deals with the definition of textbook and its role in the teaching/learning process. A presentation of evaluation and its types, methods and models of textbook evaluation are also portrayed in the frame of this chapter.

2.1 Definition of Textbook

Textbook or coursebook is one of the English language teaching materials that is directly used in the classroom. As a concept, many researchers defined textbook, some of them are subsequently exposed.

Byram (2000) defines textbooks as follow: "Textbooks are one particular resource amongst an increasingly wide and diverse range of teaching MATERIALS. They are bound collections of textual and visual material, designed for teaching and learning a particular subject and following particular methodological and didactical principles"(p, 626). That is to say, textbooks are a means of teaching materials similarly to grammar books, newspaper stories, audio/video tapes, CD-Roms, maps used in classroom. Besides, textbooks are put down depending on some features like including text and images, topics, based on particular methods and instruction in order to facilitate language teaching and learning.

Sheldon (1988) suggests that textbooks not only "represent the visible heart of any [English Language Teaching] ELT program"(p. 237) but also offer considerable advantages for both the student and the teacher when they are being used in teaching

EFL/ESL. She also claims that "Coursebooks are perceived by many to be the route map of many ELT programmes" (1988, p. 238). In other words, textbooks shape the instructions and contain principles to be followed systematically as a basis for a language course.

According to Tomlinson (1998), "A textbook which provides the core materials for a course"(p. ix) and which covers many issues in a single volume by taking into consideration all the points that students are required to learn during a course period. Generally, such kind of book includes four-skill activities, grammatical information, vocabulary studies, and different language functions.

Williams (1983, p. 254), on the other hand, states that textbook is an instrument by which the teacher should link the teaching programme 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.

2.2. The Role of the Textbook in Classroom

Textbooks play a prominent role in the teaching /learning process as they are the primary agents of conveying knowledge to learners. Besides, one of the basic functions of textbooks is to make the existed knowledge available and apparent to the learners in a selected, easy and organized way. Hutchinson and Torres (1994) state that "The textbook is an almost universal element in ELT teaching"(p. 315). That is to say, textbook has a very important and positive part to play in the teaching and learning of English. They add that it helps teachers to be more organized and relaxed.

According to Cunningsworth (1995, p. 7), the textbook serves as follow: a) A source for presentation material (spoken and written). In other words, the textbook helps the teacher in making the process of teaching simple and effective since the textbook includes different forms of language. b) A source of activities for learner practice and

communicative interaction, this means that, the textbook contains different activities that help learners in making successful interaction in the classroom. c) A reference source for learners on grammar, vocabulary, pronunciation, etc. That is to say, the textbook provides input for learners taking all the aspects of language. d) A syllabus (where they reflect learning objectives which have already been determined); the textbook states the objectives in the syllabus. e) A source for self-directed learning or self-access work. Basically, the textbook provides a clear instruction by which the learner becomes self- oriented. f) A support for less experienced teachers who have yet to gain in confidence. To simplify, the textbook acts as a primary source given to less trained teachers and which helps them to gain experience and confidence at the same time. Moreover, Gunningsworth (1995, p. 7) states that, the role of the textbook is to serve and support teachers, not to be their master since the textbook can have a great effect on what teachers teach and how they do it. For that reason, Cunningsworth (1995, p. 7) stresses that there should be a relationship between teacher and textbook. This relation requires that, both teacher and textbook should work together like partner, hence, they share the same goals and objectives of the course and the programme; also, they seek to meet the learners' needs.

Another theorist who pays attention to the textbook in her works is Ur (1996, p. 184). He states the advantages of coursebooks as follows: (a) A textbook provides a clear framework for teacher and learners. They both know where they are going and what is coming next, so that there is a sense of structure and progress. (b) In many places the coursebook serves as a syllabus if it is followed systematically, a carefully planned and balanced selection of language content will be covered. (c) The coursebook provides texts and learning tasks which are likely to be of an appropriate level for most of the class. (d) For teachers who are inexperienced or occasionally unsure of their knowledge of the language, the coursebook can provide useful guidance and support. (e) The learner can use

the coursebook to learn new material, review and monitor progress with some degree of autonomy; the textbook may provide the major source of contact learners have with the language apart from input contributed by the teacher.

In Richards and Rodgers' words (2001), the role of instructional materials (textbooks) may change according to the methodology which the textbook is based on. For instance, in a functional /communicative methodology, the most important role of the textbook is to put students in real situation where they interact, negotiate and express their own views. Moreover, the grammatical issues are not taught separately but the superiority is given to the integration of these elements in all the language items of the book (p.30).

In all, textbooks have a very important role to play in the EFL classroom and teachers must equip themselves with knowledge in conducting textbook evaluation (Willaims, 1983, p. 254).

2.3. The Supplementing Materials

As it is mentioned before, the textbook is the primary means for both teacher and students which help them in the teaching and the learning processes, but at the same time Ur (1996) emphasizes that the teacher can add other instructional materials to the textbook which will enrich and support the curriculum and enhance student's learning (p. 189). Tomlinson (1998) defines supplementary materials as "Materials designed to be used in addition to the core material of a course. They are usually related to the development of skills of reading, writing, listening or speaking rather than to the learning of language items" (p. xiii). In other words, the teacher can use complementing materials to the central ones which is the textbook, and this supplementing tool is mostly implemented for improving the students' language skills because the textbook does not develop or deal with, in detail. Moreover, through using supplementary materials the teacher takes into consideration the students' needs, varied interest, abilities and learning styles.

Ur (1996, p. 191) suggests some types of additional teaching aids such as: books; video equipment which is a source of authentic spoken language, audio equipment such as spoken language texts in classroom; posters, pictures, and games which serve as a tools for different kinds of activities.

To sum up, information and knowledge are not restricted only to textbooks. Supplementary materials offer a wide range of ideas, concepts, perspectives and ways of creating and communicating information in the classroom.

2.4. The Purpose of Textbook Evaluation

Evaluation is widely acknowledged as a powerful means of improving the quality of education and to ensure that the textbook evaluated is suitable. Hutchinson and Waters (1987) put it in plain words that "Evaluation is a matter of judging the fitness of something for a particular purpose" (p. 96). That is to say, evaluation is considered to function as a kind of educational judgment for the textbook for the reason to promote learning and improve the educational programmes. They also state that textbook evaluation is basically an analytical matching process i.e., matching needs to available solution (p, 97).In other words, finding the suitable solution for the identified needs for both teachers and learners.

Cunningsworth (1995, p. 14) has offered several reasons for textbook evaluation. He suggests that through evaluation, the teachers signal the strengths and weaknesses in the textbook. Therefore, the strong points can be conducive to a favourable outcome while the weak points can be adapted or substituted by other supplementing materials. Besides, textbook evaluation helps teachers to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material.

Rea-Dickens and Germaine (1992) state that textbook evaluation has three general purposes: firstly for purpose of accountability which means whether a textbook has value for money, in other words, the evaluator based himself on the performance after adopting

the textbook to decide on whether the material is effective and efficient as whether to keep using it or not (p. 24). Secondly the purpose of curriculum development is conducted by the teacher, when he is managing the classroom. So, he diagnoses the weaknesses and strengths of all aspects of teaching and learning. This helps in making modifications in curriculum (Rea-Dickens and Germaine, 1992, P. 25). Finally, teacher self-development is the major kind of evaluation. It plays a crucial role in formalizing and expanding the teacher's awareness in the target situation. That is to say, conducting such kind of evaluation helps the teacher in developing her/his knowledge in the language teaching classrooms (Rea-Dickens and Germaine, 1992 p. 26).

Furthermore, Richards (2001, p. 256) maintains that teachers and others responsible, administrators, supervisors, play an important role in evaluating and assessing the teaching materials like textbook. So, a thorough evaluation, therefore, should include situation analysis, goal setting, syllabus design, materials development and adaptation, teaching and teacher support with the aim of creating an effective SLA classroom for both learners and teachers. In addition to the previously mentioned reasons, Baiche (2008) states:

> In its broad sense, evaluation is also extended to many other factors that are linked to administrations, schools and environment, etc. This why evaluation should represent an ongoing process through which all pedagogical staff and policy makers get continually informed about teaching practices, materials and learning concerns in order to bring modification if need be. (p. 130)

This perception shows that the evaluation process concerns all the teaching authority that will be provided by continuous information which serves as a tool in order to make useful changes for a successful design and

implementation of teaching programme and language teaching materials. Baich (2008, p. 131) also claims that, what characterizes evaluation is that process in which the current judgment is compared to a previous or different situation. Thus, from questions, such as: Is the new approach more effective? Has the learners' achievement improved? Hence, in getting answers, the analysis of the results will lead to make suitable changes and improvement.

In view of the previously mentioned purposes, textbook evaluation is a very important process that can effectively facilitate the attainment of the teaching objectives, and at the same time, be an available reference for both teachers and students.

2.5. Types of Evaluation

There are many different types of evaluation depending on the object being evaluated and the purpose of the evaluation.

2.5.1. Formative Evaluation

Formative evaluation is an approach that is based on evaluating a textbook at a planning stage .It is an ongoing process that is conducted during the implementation of the programme. It seeks to determine whether the programme 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, pp. 288-289). According to Richards (2001, p. 288), the following questions are raised in formative evaluation:

1. Has enough time being spent on particular objectives?

2. How well is the textbook being received?

3. Is the methodology teachers are using appropriate?

4. Are teachers or students having difficulties with any aspect of the course?

5. Are the students enjoying the programme, if not, what can be done to improve their motivation?

6. Are students getting sufficient practice work?

7. Is the pacing of material adequate?

These questions are set down to collect information by which the evaluator determines the problems. So modifications may take place.

According to Rea-Dickens and Germaine (1992), formative evaluation is a continuous process in which the evaluator diagnoses the strengths and the weaknesses of the programme during the learning and teaching process. This helps in making future planning (p. 26).

2.5.2. Summative Evaluation

Summative evaluation is an approach that is based on evaluating a textbook after it has been adopted. It is conducted by the teachers and programme administrators, at the end of implementing it, to seek whether it is effective, efficient, and acceptable. The focus here is on the instructional goals specified in terms of measurable behavioural objectives. This approach to evaluation seeks to measure the extent to which the goals have been achieved. This helps the evaluator to suggest certain future planning (Richards, 2001, p. 291-292). Some questions are asked by Richards (2001, pp. 291-292) in this frame work:

1. How effective was the course? Did it achieve its aims?

2. What did the students learn?

3. Did the materials work well?

4. Were the objectives adequate or do they need to be revised?

5. Was the amount of time spent on each unit sufficient?

6. How appropriate were the teaching methods?

According to Rea- Dickens and Germaine (1992), " Summative evaluations are carried out after an innovation has been running for sometime, or at the end of a project…It has focused on the overall outcomes, i.e., end product of an innovation…"(p. 24). In other words, summative evaluation is done to measure the performances in a new programme after it has been adopted for a period of time.

2.5.3. Illuminative Evaluation

Illuminative evaluation is much more concerned with the implementation of the programme in the classroom. The teacher is the monitor of this evaluation. It is based more on the process rather than on the product (Richards, 2001, p. 289). The teacher uses several techniques in illuminative evaluation such as, classroom observation, learner journals, and interviews. This helps in the development of the teacher himself (Richards, 2001, p. 291). Richards (2001, pp. 289-290) offers some questions when illuminative evaluation is carried:

1. How do students carry out group work tasks? Do all students participate equally in them?

2. What kind of decisions do teachers take while teaching?

3. How do teachers use lesson plans when teaching?

4. What type of teacher/students interaction patterns typically occur in classes?

Parlett and Hamilton (1987) state that illuminative evaluation seeks to make both the teacher and ELT practitioners more familiar with what is happening during the classes (as cited in Rea-Dickens and Germaine, 1992.p. 26). Rea-Dickens and Germaine (1992) refer to "illuminative evaluation as also developmental and formative" since it takes place while the teaching and the learning process (p. 26).

2.5.4. Predictive vs. Retrospective Evaluation

Ellis (1997) proposes that textbook evaluation can be of two types, namely predictive and retrospective evaluation.

Predictive evaluation refers to a kind of evaluation before using teaching materials in classroom in order to estimate the degree of the suitability of those particular teaching materials according to the needs of a particular group of learners. He also emphasizes two principles in conducting such kind of evaluation and that through relying on previous evaluation accomplished by expert reviewers like ELT Journal in which the criteria for evaluating coursebook are published. Next, teachers can innovate their own checklist to do predictive evaluation and there are many checklists that can guide them (Ellis, 1997, p. 36).

On the other hand, 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 (Ellis, 1997, p. 37).

2.6. The Participants in the evaluation

According to Weir and Robert (1994, 92), there are two types of participants entailed in evaluation: they are insiders and outsiders. For the former, it comprises teachers, students, and anyone concerns with the improvement and application of the programme, i.e., those who are part of the teaching context and can provide input for the target situation (as cited in Richards, 2001, p. 294). For instance, formative evaluation is often conducted by teachers, thus they observe the development of courses to examine the extent to which the materials are effective and successful or any difficulties they may encounter during the teaching process. On the other hand, summative evaluation is more related to students who

will give a feedback about what have been leant at the end of the programme, and what they need to be changed for attaining language proficiency (Richards, 2001, p. 296).

For the latter, Richards (2001,p. 294) states that the outsiders are those who are not involved in the programme such as consultants, inspectors, administrations because they are not concerned directly with the teaching learning situation, but their role is to help teachers in perceiving what happens in classroom as an eyewitness for the teaching procedures and give "an objective view about the aspects of the program" (Richards, 2001, p. 294), and this means that the supervisors or administrators' perception is more realistic and will influence the teachers' perception for programme development.

2.7. Approaches to Textbook Evaluation

When selecting a textbook, teachers meet three approaches to evaluation; impressionistic, in-depth and checklist.

2.7.1. Impressionistic Approach

The impressionistic evaluation is the first approach to textbook evaluation. Cunnings worth (1995, p. 2) maintains that the impressionistic approach is characterized by its receptive nature in that all what is worthy and interesting is the most important. Cunningsworth(1995) states that the impressionistic approach gives us a general overview or a general introduction to the coursebook. As its name implies, the impressionistic approach helps us to form a general impression of a course book fairly quickly. In addition, this approach tends to get an overview of the course book's possibilities, strengths and weaknesses without omissions in the course book (p. 3). The syllabus as a part of impressionistic evaluation is discussed subsequently.

2.7.2. In-depth Approach

In-depth approach is the second approach to textbook evaluation. By contrast to the impressionistic evaluation, in-depth approach enables the teachers to go through details and difficult areas.

Cunningsworth (1995) maintains that the in-depth approach is an active approach in its nature. It evaluates the textbook profoundly. It is focused specifically on the items that have to do with the students 'needs. All this is carried to find out how suitable the textbook is and whether to keep using it or not (p.2).

2.7.3. Checklist Approach

The third method is called the checklist method. Some researchers define it as an instrument that helps practitioners in ELT evaluate language teaching materials, like textbooks. Byrd (2001, p. 416) maintains that checklist method is systematic in the way that the criteria on the list are checked off in a certain order.

Williams (1983), Sheldon (1988), and Cunningsworth (1995) all agreed, for instance, that evaluation checklists should have some criteria related to the physical characteristics of textbooks such as layout, organizational, methodology, aims, and approaches and the degree to which a set of materials is not only teachable, but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum.

One major advantage of using the checklist approach is that it can provide a systematic way to ensure all relevant items which are clear and concise to be considered for evaluation (Cunningsworth, 1995, p. 2). It is also a convenient and flexible method as evaluators have freedom to add or drop different evaluation items according to individual and situational needs (Williams, p. 253). On the other hand, checklists, according to Byrd (2001, p. 416) are either too short or too long and some criteria in them are vague, so they may not meet the requirements of a good and applicable instrument for evaluation

purposes. Moreover, coming up with a final checklist for textbook evaluation is a challenge for the evaluator because s/he must take a look at all the previous checklists which are applied for particular textbooks. Furthermore, published checklists are good models to follow up, but no evaluative checklist can satisfy all evaluative situations.

The models of checklist set up by researchers to evaluate textbooks differ from one scholar to another such as the models of Cunningsworth (1995), Ur (1996), Sheldon (1988), Williams (1983), McDonough and Shaw (2003), Candlin and Breen (1979) since each evaluator looks at textbooks from an angle to view his opinion and bases his/her evaluation on a particular framework. Therefore, the preceding models of checklists and how to format an evaluation via the use of checklist are discussed subsequently.

2.7.3.1. Cunningsworth's checklist (1995)

The checklist proposed by Cunningsworth (1995), one of the most important theorists who works in EFL/ESL textbook evaluation, for the analysis of the target teaching and learning situation involves five features as follows:

• The   aims and objectives of the English programme.

• The syllabus (what does it consists of and how it is organized in terms of grammar, function, topics, skills, etc)

• The teaching and learning situation (the role of English in the country, the loss size, supplementary materials, etc…)

• The learners (their levels, expectations, preferred learning style and interest, motivation, previous learning experience etc…).

• The teachers (their roles, the teaching methods, their adaptation and supplementing of the coursebook, etc …) (as cited in Belouahem, 2008, p. 101).

Cunningsworth (1995) suggests another checklist which aims to detect the strengths and weaknesses of the textbook in use and whether it meets the objectives of the course

and the learners' needs (as cited in Belouahem, 2008, p. 111). The checklist in question comprises general criteria that advocate a very detailed examination of a coursebook's language content. They are 45 criteria in 8 categories: *Aims and approaches* include questions about the objectives of the textbook concerning teachers as well learners; *design and organization* refers to the planning and sequencing of the content; *language content* deals with the components of the book concerning grammar, vocabulary, pronunciation etc; *study skills* relating to the coverage of four skills in the textbook; *topic* divergence and importance; *methodology* regarding the appropriateness of approaches and techniques taken by the coursebook; *teacher's book* on the subject of directions and instruction in using book; and *practical considerations* about cost and availability(cunningsworth, 1995, p. 3) (see Appendix A).

In order to generate an evaluative statement from this framework, Cunnigswoth (1995, p. 9) puts forward some steps to be take into consideration by the evaluator. The first step involves seeking information about the coursebook under study. The second step is the interpretation of the collected information such as the importance and the significance of the aspects of the textbook. The third step is evaluation, in which a subjective judgment edges the opinion and the preferences of the evaluator concerning the textbook. The final step is selection which entails matching the specified features against the needs of the learning teaching situation. Thus, decisions about adaptation and supplementation are taken into account.

Cunningsworth (1984, pp. 15-20) urges for appropriate analysis of the aspects of language content which are important for learners, for instance, grammar, vocabulary, phonology, management of discourse, style and appropriacy and variety of the foreign language (Belouahem, 2008, p. 102). The evaluation of the textbooks in terms of grammar

will be selected for the study, Cunningsworth (1995, p.34) offers an example of grammar checklist:

•What grammar items are included?

•Do grammar items correspond to the student's language needs?

•Are they presented in small enough units for easy learning?

•Is there an emphasis on language form?

•Is there emphasis on language use (meaning)?

•How balanced is the treatment of form and use?

•Are newly introduced items related to and contrasted with items already familiar to the learners?

•Where one grammatical form has more than one meaning (e.g. the present continuous), are all relevant meanings taught (not necessarily together)?

2.7.3.2. Ur's checklist (1996)

Ur's checklist (1996, p. 185-6) consists of ratings criteria related to different items of textbook. For example, Ur includes features related to approaches such as to what extent the approach is educationally and socially acceptable to the target community. Moreover, to what extent topics and tasks are interesting for learners. Concerning pronunciation, vocabulary and grammar, it is about the extent to which the explanation, presentation and practice are good for learners. Further, the importance of fluency practice in all language skills, and to what extent fluency helps learners to develop their own learning strategies and to be independent should all be inserted in the checklist. Finally, the last addressed question in Ur proposed checklist is whether the textbook contains adequate guidance for teacher in preparing his/her lessons.

In order to generate an evaluative statement from this framework, Ur (1996, pp, 185-7) suggests two columns for the selected criteria. In the left-hand column, the evaluator

notes how important s/he thinks each criterion is: a double tick for 'very important'; a single tick for 'fairly important'; a question mark for 'not sure'; and a cross or double cross for 'not important'. Then, the evaluator can add more criteria in the spaces left at the end and signal their importance. In the extreme right- hand column of the table, the evaluator notes the ratings as; a single or double tick to indicate that the book scores 'high or very high' on this criterion; a cross or double cross for 'low or very low' scores; and a question mark for 'not sure'. Finally to come up with an overall evaluation of the textbook, the evaluator needs to compare the two columns, for instance, if the book has scored 'very high' on a criterion with a rate 'not important' this means that this criterion is 'fairly high' rating than 'very high' because the evaluator considers an essential item (see Appendix B).

2.7.3.3. Sheldon's checklist (1988)

Sheldon's checklist (1988, p. 242-45) is very large and includes seventeen different criteria: rationale, availability, user definition, layout and graphics, accessibility, linkage, selection and grading, physical characteristics, appropriacy, authenticity, cultural bias, educational validity, practice and revision, flexibility, guidance and overall value for money. He provides different key questions to be asked about each element. For example, in accessibility feature, is the material clearly organized? In guidance feature, is there advice about how to supplement the coursebook, or to present the lessons in different ways? In appropriacy feature, is the material substantial enough or interesting enough to hold the attention of learners? (see Appendix C).

In order to generate an evaluative statement from this framework, Sheldon (1988, p. 245) puts down the criteria under ratings (* Poor; ** Fair; *** Good; **** Excellent), however the questions under each criteria will be scored with pluses and minuses or stars, etc. Finally, the evaluator judges the textbook from the collection of the scores and could

infer that the ratings on 'sufficiency criterion' or 'Physical characteristics' is more important in the textbook than those for 'Rational criterion', and so on for all the subsequent criteria.

Sheldon (1988) says, "It is clear that course book assessment is fundamentally a subjective, role of thumb activity, that no neat formula, grid or system will ever provide a definitive yardstick" (p. 245). In other words, evaluators generate their own methods to coursebook evaluation, so there is not a standard measures to follow up.

2.7.3.4. William's checklist (1983)

Williams (1983) proposes an evaluative scheme which assesses the effectiveness of the material from pedagogical, linguistic, general and technical perspectives (p. 251). Therefore, he states that textbooks should be evaluated on their general criteria such as the presentation of language items and skills. Concerning pedagogical and linguistic criteria, Williams divides them into 5 items. firstly, speech such as the teaching of pronunciation: e.g., phonetic system, secondly, the grammar such as the situation and techniques for teaching structural units, thirdly, vocabulary such as the different purposes and skills involved in the teaching of vocabulary. Fourthly, reading practice such as the guidance on the initial presentation of passages for reading comprehension. Fifthly, writing skills such as the demonstration of the various devices for controlling and guiding content and expression in composition exercises. The technical criteria such as the appropriateness of pictures, diagrams, tables, etc (Williams, 1983, p. 253).

In order to generate an evaluative statement from this framework, Williams (1983, p. 253-4) sets the items of the checklist into two columns. The column for weighting on the left of the checklist indicates the level of the pupils and the objectives of the curriculum, so the evaluator puts a letters such as (A: *very useful*; B: *quite useful*; C: *fairly useful*; D: *not so useful*). The column on the right is for rating to indicate the extent to which a given

textbook satisfies each criteria on the checklist, so, Williams proposes for that a numbers such as (4: *to the great extent*; 3: *to a large extent*; 2: *to some extent*; 1: *just barely*; 0: *not at all*). The extracted rating can be used for a final or a comparative evaluation of the textbook. Thus, the evaluator or the teacher will be inferred from the rating and the weighting columns whether the organization of materials consistent with the objectives of a given English curriculum (see Appendix D). Williams (1983, p. 254) stresses that, the final analysis needs not to be based on individual judgment but for the sake of the validity of the checklist a collective discussion between colleagues in an English language Department should be conducted.

2.7.3.5. McDonough and Shaw's model

McDonough and Shaw (2003; as cited in Davri, Iranmehr, & Erfani 2013, p.816-7) suggest an external and internal evaluation of the textbook. The former or "macro-evaluation", the evaluator examines the information given about the textbook on the cover, and what is indicated in the introduction and table of contents. Further, the evaluator determines the real function of a specific textbook since it is essential to find out whether they are used as main course materials or as supplementary sources. Moreover, the textbook should include vocabulary lists, and investigates a clear layout, culturally appropriate materials, adequate representations of different countries and societies. Additionally, it is also important to investigate what kind of tests (diagnosis, progress, or achievement) is included in the teaching materials. After caring out the external evaluation, if the evaluator finds that the textbook is appropriate, s/he can continue with a more detailed evaluation (Internal Evaluation)

The latter is internal evaluation or "micro- evaluation". In this stage, the evaluator analyses certain criteria regarding the factors of the external evaluation stage which fits with the internal consistency and organization of the materials. These criteria are as follow:

the presentation of the skills , the grading and sequencing of the materials, the appropriacy of tests and exercises regarding learners' needs and a given lessons, the suitability of the material for different learning styles and self-study provision, the adequacy of the material when using it in classroom for both teachers and students.

2.7.3.6. Candlin and Breen's model

Candlin and Breen (1979; as cited in Davri, Iranmehr, and Erfani, 2013, p.815-6) divide materials evaluation into two stages or phases. The first phase pinpoints on the usefulness or utility of materials (textbooks). The second phase focuses on the selection and the use of materials in ways that are responsive to the language classroom.

The first phase bases on three points to evaluate the usefulness of the textbook. One, what learners need to know should be fitted with what they will be expected to do with the materials. Two, how language is best to be learnt should be matched with the learning styles (auditory, visual, kinesthetic) actually offered by the materials. Three, what the conditions surrounding the target situation such as the contribution of the teacher to classroom work; the resources provided by the learners, the contributions of the classroom are.

In the second phase, Breen and Candlin (1987; as cited in Davri, Iranmehr, & Erfani 2013) suggest the following questions to evaluate the materials from the learners' perception to be responsive to the language learning:

1. How the materials synchronize with the learners' perception of language needs?

2. Can learners perceive for themselves whether the materials can meet their language needs?

3. Do the materials relate to learners' values, attitudes and feelings?

4. Do the materials capture learners' attention?

5. Are the materials divided in a principled manner?

6. Are they continuous?

7. Can the learners impose their own sequencing and division on the materials according to their needs?

8. Are the materials flexible enough to accommodate teachers' and learners' preferences?

2.8. Materials Evaluation Vs Textbook Evaluation

Materials evaluation is a complex process since the materials take a form of printed materials such as, books, work books, etc. on the other hand, non printed materials such as, audio materials, videos, and authentic materials such as, magazines and newspaper…etc (Richards, 2001, p. 251). According to Dudley-Evans, and St John (1998, 173), the purpose behind materials evaluation is to know how well these materials help in achieving the learning objectives, whether they are sufficient, and to determine the extent to which these materials develop the learner's skills (as cited in Richards, 2001, p. 259). Cunningsworth (1995, p. 14) proposes three types of materials evaluation:

•*Pre-use evaluation:* is considered as the most difficult kind of evaluation. This process is carried before the material has been adopted or used. It means without any actual experience.

•*In-use evaluation:* is conducted whilst the material is in use. When the teacher uses the textbook, the in-use evaluation takes place. This generally happens when the textbook is newly introduced.

•*Post-use evaluation* is carried after the textbook has been adopted. It is much more concerned with assessing the coursebook's performance. Also, this evaluation helps in determining the strengths and the weaknesses in the textbook which in turn helps in making future modifications

On the other hand, since the textbook is a material in itself, the textbook evaluation takes many directions. This depends on the teacher's views. One teacher may focus on how well this textbook is useful. Another one may focus on its methodology while another may evaluate the textbook concerning tasks and activities.

Richards (2001, p. 259) suggests the main issues in the textbook evaluation:

1. The programme factors; questions concerning the programme. For example, how are the courses sequenced in the programme?

2. The teacher factors; questions relating to teacher concerns. For example, what is the teacher's role?

3. Learner factors; question relating to learner concerns. For example, will the book appeal to and motivate the students?

4. Content factors; questions related to the content and the organization of the material in the book. For example, what are the topics covered in the textbook?

5. Pedagogical factors; how language is covered in the book?

Conclusion

In this chapter, a brief summary of the issues related to textbook evaluation. First of all, some definitions of the textbook and its role in classroom followed by the importance of textbook evaluation in language teaching were reviewed in the chapter. Moreover, the different types and approaches of evaluation were plainly discussed. The chapter in hand stressed some evaluation checklists carried out by different researchers. The final element exposed is a comparison between materials and textbook evaluation. On the light of the reviewed literature on textbook evaluation and checklists, the current study would adapt a recurrently used checklist to evaluate the component of grammar teaching in an Algerian secondary school textbook.

Chapter Three: Research Methodology and Data Collection Analysis

Introduction

3.1. Section One: The Evaluation of '*At the Crossroads'* Textbook

       3.1.1. Overview about English Language Textbooks of Algerian Secondary Schools

       3.1.2. General Information of the Textbook '*At the Crossroads'*

       3.1.3. The Structure of the Textbook

       3.1.4. Textbook Evaluation Checklist

3.2. Section Two: Discussion and Interpretation of the Questionnaire

       3.2.1. The Sample

       3.2.2. Description of the Questionnaire

       3.2.3. Presentation and Analysis of Data

       3.2.4. Discussion and Interpretation of the Results

3.3. Pedagogical Recommendations

3.4. Limitations of the Study

3.5. Suggestions for Further Future

Conclusion

Introduction

In the preceding chapters, we have exposed the related literature about textbook evaluation and grammar. This chapter, which is the practical part of the dissertation in hand, is divided into two sections. The first section is about the evaluation of the textbook '*At the Crossroads*'. The elements included are the description of the educational system in Algeria, specifically the secondary school, then general information about the textbook '*At the Crossroads*', its structure, and the evaluation of the textbook via the use of Cunningsworth's checklist (1995) are also provided within the frame of this section. The second section is about the discussion and interpretation of data stemming from teachers' addressed questionnaire. Finally, some pedagogical recommendations and proposal for further future research are introduced at the end of this chapter.

3.1. Section One: The Evaluation of '*At the Crossroads*' Textbook

The aim of this research work is to evaluate grammar teaching in the textbook of the first year secondary school '*At the Crossroads*'. This chapter aims at estimating the extent to which the textbook 'At the Crossroads' gives importance to teach grammar with more emphasis on the methodology followed in teaching it. This evaluation is based on some criteria adopted from the theoretical framework, more specifically the grammar checklist of Cunningsworth (1995). The analysis of this book and the evaluation of its grammatical components are supposed to answer questions such as whether language forms dominate in the syllabus of the book.

3.1.1. Overview of English Language Textbooks of Algerian Secondary Schools

The Algerian educational system has submitted some essential changes in order to improve the programme and the syllabus to catch up with changes in technology, economy, and world trade that were rapidly taking part all over the world.

After the independence, teaching English was taught under the grammar translation method which is based on grammar rules, vocabulary, and applying these to translate both into and from the mother tongue (Biache 2009, p. 51). The textbook designed at that time is called 'Langlais par la literature' for secondary school, written by Richard and Hall in 1969, based on the principles of grammar translation method (Biache 2009, p. 55). Then communicative approach is tagged in 1981's for the purpose to increase the level of productive skills; i.e. speaking and writing. Thus, the first Algerian textbooks of the secondary school were '*New Lines*', '*Midline*' and '*Think It Over*' which submitted essential changes at the level of syllabus design to be in accordance with the communicative language teaching principles (Baiche 2009, p. 61).

Another change has then taken place. The globalization phenomenon leads to the adoption of the CBA as an official method in 2002 in the secondary school (Biache 2009, p. 74). Competency based approach emphasizes the developing of the learner's competencies for future professions in the society, and keep learning new things as 'lifelong learning' (Baiche 2009, p. 83). Therefore, a new series of ELT textbooks '*At Crossroads*', '*Getting Through*', and '*New Prospects*' were respectively designed for first, second and third years of Algerian secondary educational schools. The new thing adopted in these textbooks under the CBA is the inclusion of the project work as a final step in each unit or file. This innovation aims at encouraging learners to think, solve problems and get a

deep understanding of what has been learned during the classroom courses (Baiche, 2009, pp. 85-86).

3.1.2. General Information about the textbook *'At the Crossroads'*

-Name of the textbook: *At the Crossroads*

-Intended learners' level: SE1 (Secondary Education, Year One)

-General Editor: B. RICHE

-Editorial Adviser: S.A. ARAB

-Authors: H. AMEZIANE

      H. HAMI

      K. LOUADJ

-Publisher: The National Authority for School Publication

-Year/ Place of Publication: 2008-2009 Algiers. Algeria

-Number of pages: 175

3.1.3. The Structure of the Textbook

'At the Crossroads' is the textbook of English language that is designed for the Algerian learners, aged 15 to 16, in their first year of English study in the secondary school. It substantiates the new English language studies syllabus for Secondary Education year one (SE1) as set down by the Ministry of Education in January 2005. The overall aim of the textbook, as maintained by its authors in the syllabus, is to consolidate and extend the competencies acquired at the middle school level. These competencies are interaction, interpretation of oral and written text, and production (Riche et al., 2005, pp. 3-4).

'At the Crossroads' starts with an introduction and two pages entitled respectively: 'To the Teachers' and 'To the Learners'. Concerning the content, 'At the Crossroads' consists of five didactic units: '*Getting Trough'*, '*Once Upon a Time'*, '*Our Finding Show'*, '*Eureka'*, and '*Back to Nature'*. Each unit is subdivided into four sequences and three sections. The four sequences are entitled subsequently: '**Listening and Speaking'**, '**Reading and Writing'**, '**Developing Skills'**, and '**Consolidation and extension'**. The three sections are as follow: '**Stop and Consider'**, '**Project Workshop'**, and '**Check your Progress'**.

Unit	Titles of the units	Number of pages
1	Getting Through	32
2	Once Upon a Time	30
3	Our findings Show	30
4	Eureka	30
5	Back to Nature	30
Total		152

Table 1. *Units in 'At the Crossroads'.*

The four sequences and the three sections are defined subsequently.

Sequence One: Listening and Speaking

This sequence aims at developing the *listening and speaking skills*. It includes plenty of activities which in turn enable the learners to comprehend and produce using the English language. In this sequence, there are five rubrics.

Anticipate; in this rubric, the instructor aims at raising attention and adjusting the learners to expect and predict what will come next in the listening and speaking sequence.

Listen and check; the aim behind this task is to teach the learners to recognize and sequence the main ideas in spoken interaction, and to follow the line of what is being said by concentrating and recognizing the key words (Riche et al., 2005, p. 28).

Say it clear in which the learners will revise the intonation pattern. For example in requests and be aware of the comparative of superlative of adverbs (Riche et al., 2005, p. 32).

Your turn; as the name refers, it's the learner's turn to practise and consolidate the speaking skill with reference to functions.

Say it in writing in which the learners use the knowledge that is learned in the previous tasks in terms of notions and functions in order to produce, for instance, an argumentative paragraph.

Sequence Two: Reading and Writing

Anticipate: This rubric encourages the learners to make predictions and expectations of what will come later (Aimour, 2011, p. 45).

Read and Check: It seeks to determine the extent to which the learners comprehend the reading tasks (Aimour, 2011, p. 45.).

Discover the Language: This rubric consists of a set of activities in which the learners practise structures that they have come across in the texts (Aimour, 2011, p. 45).

Write it Out: This rubric includes writing tasks. It enables the learners to perform a written task by drawing upon what they have learned in the Discover the Language rubric (Aimour, 2011, p. 45).

Sequence Three: Developing Skills

As the title indicates, this sequence aims to develop the learner's four primary skills namely listening, speaking, reading and writing. It consists of a variety of activities in

which all the skills are present (Aimour, 2011, p. 45).

Stop and Consider Section: Aimour (2011) states that "It invites the learners to follow the rules in the Reminder and apply them when doing various activities (Aimour, 2011, p. 45). Thus, this section constitutes a grammar review, i.e., a language file/desk. Here the learners are required to stop momentarily the 'hectic' tempo of skill building of the sequences in order to consider aspects of language, with which they have come across earlier in the units. In *Stop and Consider* section, grammar is taught deductively. That is, the learners are invited to look at rules supplied in the *Reminders*, and apply those rules in various exercises (Riche et al., 2005, p. 8).

Sequence Four: Consolidation and Extension

Write it Out: It contains a body of activities to make the learners consolidate the four primary skills with more emphasis on writing (teacher's book, p. 45).

Work it Out: It comprises activities in which the learners face difficulties related to learning English (e.g. pronunciation) and everyday life (e.g. telephoning problems).

Project Workshop: As its name indicates, it's the learner's project in which they are expected to apply all what is acquired throughout the unit (teacher's book, p. 46).

Check your Progress: In this section, the learners will check where they stand in terms of the acquisition of functions and related language forms and strategies covered in the unit (teacher's book, p. 67).

3.1.4. Textbook Evaluation Checklist

Researchers can collect information with the aid of different types of data collection procedures, therefore, for the sake of collecting further information about the English language grammar teaching in the Algerian Secondary School textbook, we have adopted

the research techniques checklist as it has been previously defined in chapter two 'Textbook Evaluation'. This data collection procedure comprises a number of questions aimed at evaluating different components of a material. As Mc Grath (2002) says "the checklists function is to compare and contrast the data in a systematic way by checking off a list of items" (as cited in Belouahem, 2008, p. 98).

In 'At the Crossroads', the grammar is put in the section titled *Stop and Consider*. In This section, the learners consolidate grammar notions they have met in the sequences and consider these notions in context both deductively and inductively. This section contains various activities supplied by a *Reminder*.

For evaluating textbooks in terms of grammar content, we have adapted a ready-made checklist of Cunningsworth(see Appendix E) drawn from the theoretical framework which contains eight (08) major evaluation questions in which we divided it into sub-questions according to the teachers' questionnaire (see appendix F). The analyses of the results obtained in order to evaluate the checklist are based on the teachers' questionnaire. This analytical framework aims to focus on how the textbook deals with grammar, how it is presented and how it matches the criteria which are considered important and which are set up in Gunningworth's checklist (see Appendix G).

1. The grammar items included in the textbook are as follow:

The results reached from the checklist show that the first criteria is applicable because all the categories of grammar activities are covered in the textbook. But, they differ in the average. The most common types are mechanical and meaningful activities according to the results of the questionnaire. The former is a controlled practice in which the pupils produce examples of the structure following their teachers or textbook examples.

Unit	Number of activity	Instruction
1	activity 2, page 29	Read the Reminder I, then fill in the blanks in messages (A-D) below with 'to' 'in order to', 'so as to' or their negative forms. There may be several choices
4	activity 4, page 123	Read the Reminder III, then cross out the *definite article* 'the' where it does not fit in the text.
5	activity 1, page 154	Add *the suffixes* in the Reminder III above to the words in bold in sentences A-H below. Then rewrite the sentences using the adjectives.

Table 2. *Examples of Mechanical Activities in 'At the Crossroads'.*

The later is a meaningful activity which is still a controlled one, but the students have to make meaningful choice when doing these activities such as meaningful drills

Unit	Number of activity	Instruction
1	activity 1, page 29	Read sentences A-D in the box below (it contains four sentences with the expressions of purpose). Then the students answer questions A-C, and they Check their answers with the Reminder I that follows.
2	activity 5, page 63	Use **who**, **which** and **whom** to join the pairs of sentences (1-8) in the table below into complex sentences. Make the necessary changes. Check your answers with the Reminder IV on the next page.
3	Activity 2, page 93	Use indirect speech to report what the speakers in dialogues a-v above say.
4	Activity 8,page 125	Read Reminder VII and rewrite the italicized science fiction passage that follows using the future perfect.

Table3. *Examples of Meaningful Activities in 'At the Crossroads'.*

Third, communicative activity is related to real-life situation, and the language used by the pupils is composed by him/her. In *Stop and Consider* section, there are few types of communicative activities in which the learners have the opportunity to be creative and express their own attitudes, feelings, emotions and opinions independently. Thus, cooperative activities (pair work and group work) stimulate learners to communicate and increase the effectiveness of accuracy as well..

Unit	Number of activity	Instruction
1	activity 1, page 31	In groups, write some rules for the class and the school under three headings. You can include these subjects: punctuality, politeness, eating, studying etc. (discourse composition type).
2	activity 4, page 62-63	Read the Reminder III and do the exercise on the next page. Give names to the people in the pairs of pictures and write complex sentences with '**while**' (it is a free sentence composition type).

Table 4. *Examples of Communicative Activities in 'At the Crossroads'.*

2. Do they correspond to the student's language needs?

As it is shown in the results of the questionnaire, the grammar items included in the textbook correspond to the learner language needs. So this criterion reveals applicability. In each unit, there are 'Reminders' which give the grammar rules and examples in a deductive way followed by activities as it is mentioned in the tables beforehand. But concerning communicative grammar activities, other sequences than *Stop and Consider* section integrate them. For example, in *Unit One* , in the '*listening and speaking'* sequence, exactly in '*It's Your Turn'* rubric, activity 03 page 19, the practice of using *modals* where pupils are supposed to work in pairs to create an e-mail account using the instruction given(must, need to , and have to) so interaction takes place. The sequence of

the content fit the learners' needs since it requires learning easier things and then difficult

ones. As the table below shows:

Unit 1	Unit2	Unit3	Unit4	Unit5
-The imperative	-Past simple tense	-Adjectives ending in	-Have you got	-If
-Sequencers: first,	-Keen on…fond of	'ly'	any idea	conditional(1)
next, …	-Adjectives	-Degree adverbs:	who..?/can	-Link words:
-Comparatives	-Preposition; with,	quite/absolutely	you tell me	as a result,
superiority/inferiority	in…	-Direct/reported	who…?	consequently
with adverbs: less	-What was he/she	speech: S/he asked	-Link words:	Sequences:
quickly than…	like?	if/where/when/what…	however,	firstly,
-In order to/ so as to	-Preposition of	-Quotation marks	though, etc.	secondly…
-Frequency adverbs:	place: in, on,	-Reporting verbs:	-What is its	-I think…
rarely/ seldom..	beside, next to…	Suggested/ordered…	height/width..?	I agree/ I
-Reflexive pronouns:	-Past	-Direct/reported	How	disagree…
myself…	simple/continuous+	speech:	wide/deep is..?	-You are
-Modals: have to/ had	while/ when/ as	orders/requests..	-Prepositions:	right…
to	-Who/ whom/	-Direct/reported	in, with..	-In my
-Preposition of time	which	speech	-Articles: the,	opinion,
and place: in /the	-Beside/ besides	transformations	a, an, etc.	-Could/can
north../ on/ at	-Time markers: at	-Adverbs of manner	-So+	I…?
-Link words: to/ in	first/ later….	-Suffixes 'ful'/ 'less	adjective+ that	-Conditional:
order to….	-Lexical and	-Punctuation and	-Future perfect	types 0, 1 and
-	grammatical	capitalization	-Relative	2
Neither…not/either…	cohesive ties	-Adverbs of manner	pronoun: who,	-Suffixes:
or	-Punctuation/			
-Definite and	capitalization			

indefinite articles -Have to/ had to -From….to/ until…			whom and which -The imperative -Modal auxiliaries: should, shouldn't, etc	able/al… -Quantifiers: all, some, a few, etc. -Prefixes: il, ir, dis, etc.

Table 5. *The content of Language Forms included in 'At the Crossroads'.*

For instance, in unit 2, the past simple tense is taught first, then the past continuous after. Thus, there is a cyclical progression in the order of content.

3. Are they presented in small enough units for easy learning?

According to the findings of the questionnaire, this criterion is not *applicable* because there is an extensive syllabus as shown in (Table 5). And even if there are many grammar activities; there is no variation among them. For example, in unit1, and 2 the majority of activities are mechanical and meaningful ones. Consequently, the teachers found that the time allocated to teach grammar is not sufficient to complete all the tasks and activities in the textbook. It also contains activities and exercises which can be evaluated as clear and simple for learners to understand and complete them, even if some teachers said that some instructions need to be clarified for students to accomplish those activities.

4. Is there an emphasis on language form?

From the outcomes of the questionnaire, this criterion appeared practical. The grammar activities in the textbook are concerned with the structures as an essential element that the learners need to acquire in order to be able to produce accurate sentences. For

instance, the findings showed that the mechanical activities which are based on form are practiced out of context. Very often the learners had to fill in the blanks with the correct words following the reminder (*unit1* activity 2, page 29); a deductive presentation of grammar structure is required in such activities.

5. Is there emphasis on language use (meaning)?

As the findings of the questionnaire showed, this criterion is *applicable*. Meaningful activities represented (64%) in the textbook focused on the meaning and the use of the forms so grammar is presented in a context. For example, unit1(activity1, page 29) the students were supposed to read sentences in the box and then underline the grammar structures intended, and come up with a rule, and they check their answers in a small grammar table called 'Reminder'. Such activity was presented inductively in away the students themselves induce the rules.

6. How balanced is the treatment of form and use?

The results of the sample teachers' questionnaire reflected that this criterion was *slightly applicable*. The written activities represent (76%). So accuracy was emphasized. The other percentage (16%) represents oral activities. Here, the focus was on fluency. The rest percentage (8%) represented the activities which pay attention to both (accuracy and fluency). As an illustration, unit 1, section *Stop and Consider*, in activity 4, page 31. Both inductive and deductive instructions are included. It is inductive in the sense that learners are required to study and observe a set of sentences containing language forms linked with the expression of obligation. Then, through oral interaction with each other and with the teachers, they draw conclusions on how to use these language forms. On the other hand, deductive instruction is raised in question E in activity 4, where the learners will apply the inferred rules about that forms to express obligation in the past. And then they will check their answers in the reminder.

7. Are newly introduced items related to and contrasted with items already familiar to the learners?

According to what was shown in the questionnaire, this criterion is *applicable*. There were new items introduced in the textbook to extend the knowledge of the students and develop their competencies such as punctuation and capitalization, linking words, conditional 1and 2. The other ones were previously dealt with in the Middle School such as modals, tenses; present simple and past simple, relative pronoun, and prepositions. For example, unit1, activity 4, page 33, the aim of this task is to consolidate the use of prepositional and phrasal verbs where the learners are already familiar with the prepositions that go with the verbs in the sentences. So, it is supposed to be very easy for them to complete the blanks.

8. One grammatical form has more than one meaning (e.g. the present continuous), are all relevant meanings taught (not necessarily together)?

According to the teachers' book (2005, p. 58) some grammatical forms included in the textbook had more than one meaning. For instance, *Unit 1*, activity 2, page34, the aim behind this task is to consolidate the use of the double conjunction 'either... or ...' the learners are to interact using the double conjunction 'either... or...' in playing out the dialogue in the textbook. They will use cues to act out dialogues of their own before drawing rules for the use of the double conjunction. Either and neither have other functions than those of conjunction, but they have not been included in the textbook because they are not in the SE1 syllabus.

3.2. Section Two: Discussion and Interpretation of the Questionnaire

In any research work, there are lots of means used to gather data such as interviews, observations, questionnaires and tests. These procedures depend on the nature of the research work, the aim of the study, the sample of inquiry, and the time devoted for

conducting this piece of study. Because of the time constraints, we opted for the use of a questionnaire. It is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. It is the commonly used means of collecting data. Here, the questionnaire is administered for the sake of finding answers to the research questions. This section, then deals with the description of the questionnaire, its administration, analysis and interpretation.

3.2.1. The Sample

The designed questionnaire was distributed in the period between 5 and 17 of May 2015, it was handed out to (40) teachers of English from eight (08) secondary schools in Jijel district. We designed the questionnaire to gather data necessary for the study in hand. The teachers are chosen randomly. Unfortunately, Only (25) teachers did complete it and hand it back; however, the rest of the teachers did not. Furthermore, it is worthy to be mentioned that we were present while the respondents involved in this piece of study; and when they were filling the questionnaire in order to explain any ambiguities that may be encountered.

The questionnaire attempts to measure the importance of grammar in teaching, and the implementation of that aspect in the Algerian secondary school. '*At the Crossroads'* is the textbook of the first year secondary school after completing the four years of the middle school. The aim behind choosing this textbook is to know the extent to which this book consolidates and extends the learners' grammatical knowledge of the middle school.

3.2.2. Description of the Questionnaire

The questionnaire starts with a small introduction that presents the aims of the study. It contains twenty three questions between close-ended and open-ended items (see Appendix H). These questions are divided into two sections. The first one is concerned

with the general background information of the respondents in question; however, the second one highlights the teaching of grammar in '*At the Crossroads'*. The teachers are asked to give answers to some questions by 'Yes', 'No' or 'Sometimes' (close ended), in other questions to tick one choice from a list and to give full statements whenever it is necessary (open-ended).

The first section of the questionnaire is composed of three main questions. The two first questions are about teachers' experience whereas the third one enquires the role of the textbook.

Moreover, the second section concentrates on the teaching of grammar in the textbook '*At the Crossroads'*. It is based on twenty questions. Some of these questions are concerned with the method and the way adopted to teach grammar. The rest of the questions scrutinize the content and its suitability to the level of students, the activities, and the importance of grammar in the textbook. The last question was addressed to ask teachers for any relevant and worthy addition or suggestions to the issue raised in that dissertation.

3.2.3. Presentation and Analysis of Data

In this section, the obtained results from the addressed questions are presented in pie charts with further illustration by using some figures to present a clear idea about these results. Hence, every question, with its answers and analysis, is treated subsequently.

Section One: General Background Information

1. **Question One:** How long have you been teaching English?
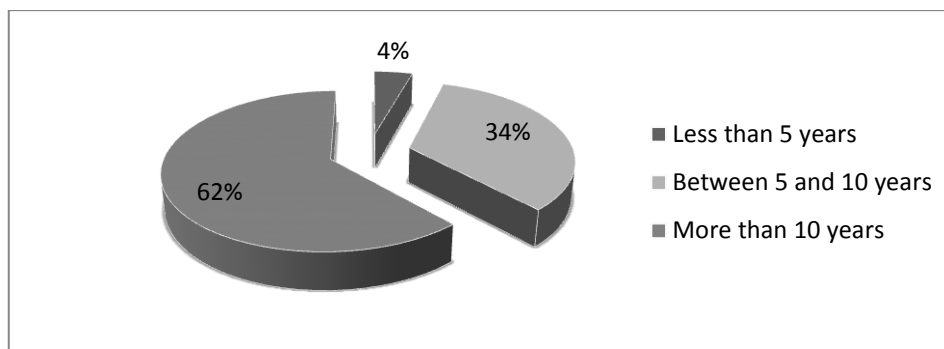
Figure 1. Teachers' Years of Experience in Teaching English Language

The first addressed question is meant to know the period which teachers have spent teaching the English language, that is to say, this question's aim is to know about the teachers' experience. The majority of the targeted teachers were experienced they since had been teaching for more than ten years, with the percentage (44%). In the next position, a percentage of (24%) teachers reported that had been teaching between five and ten years. Finally, only (3%) of them claimed that they had been teaching for less than five years. This implies that the vast majority of teachers which was (44%) are supposed to be experienced enough to evaluate the Competency Based Approach comparing it to the previously taught approaches in Algerian EFL classroom.

2. **Question Two:** How long have you been teaching first year classes?
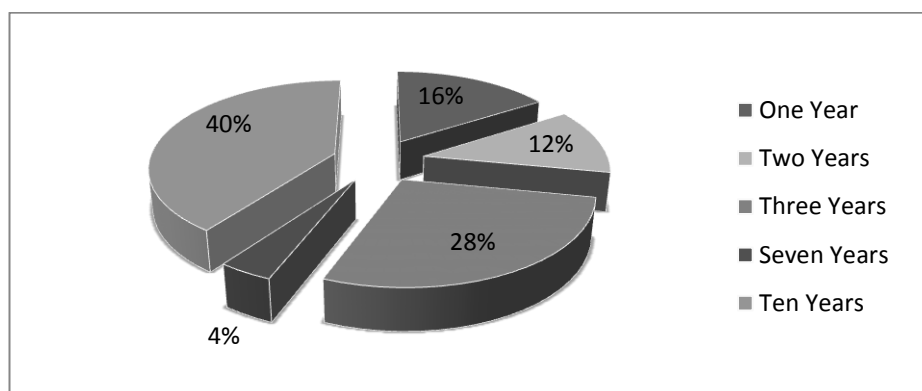
Figure 2. Teachers' Years of Experience in Teaching First Year Classes

The second question is about how long teachers had been teaching first year classes. The aim of this question is to know the extent to which the teachers are familiar with the

first year textbook, and whether it is satisfying them. From the answers of the teachers, we

infer the following statistics. Four teachers representing (16%) had been teaching for one

year. Three teachers which represent (12%) had been teaching two years. Seven of the

sample teachers representing (28%) had been teaching for three years. One teacher which

represents (4%) had been teaching seven years. The rest of the sample teachers

representing (40%) had been teaching ten years. This shows that most of the teachers are

aware of the usefulness of the first year textbook and they can determine the deficiencies

of it.

3. **Question Three:** Tick the role(s) of the textbook "At the Crossroads".
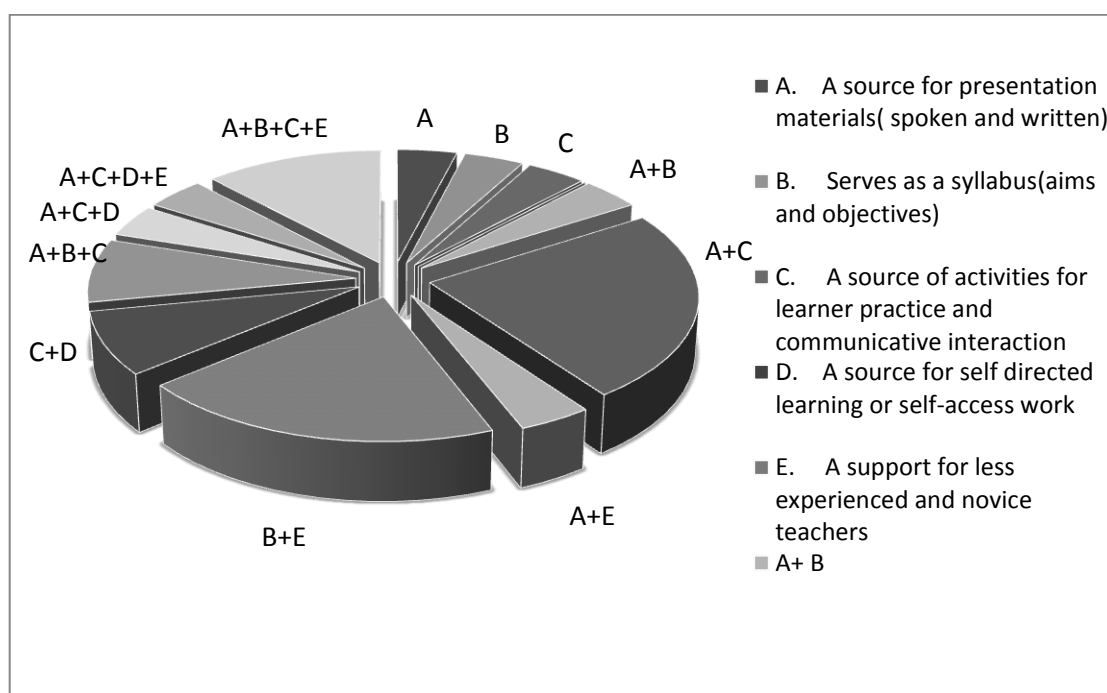
Figure 3. The Teachers' view about the Role(s) of the Textbook 'At the Crossroads'

The third question was about the role of the textbook. It aims to determine whether

the teachers are aware of the roles of the textbook or not. Each of the three following roles

of the textbook were selected by (4%) of the sample teachers. That is, the textbook is a

source for presentation materials (*A*), serves as a syllabus (*B*), and a source of activities for

learner practice and communicative interaction(*C*). The sample of teachers who selected '*A*

and C' represented (24%). That is, the textbook serves as a syllabus and a source of activities for learner practice. (20%) of teachers selected '*B and E'*; it serves as a syllabus and a support for less experienced teachers. Other teachers representing (12%) had responded '*A, B, C and E'*. That is, the teachers agreed that the textbook plays the four roles mentioned before. Statistically,(4%) of teachers responded *'A and B'*. (4%) of the sample teachers answered *'A and E'*. (8%) responded *'C and D'*. Another percentage of (8%) answered 'A, B, and C'. For (4%) of teachers, 'A, B, and D' ware selected. The rest of teachers (4%) replied *'A, C, D, and E'*. This signifies that, the textbook '*At the Crossroad'* stands for the elements that Cunningsworth set down in his book (Choosing your Coursebook) that it was mentioned before in the literature review of the dissertation in hand. As for the teachers, they are aware of these roles for which the textbook is designed for.

Section Two: Grammar Teaching in the Textbook "At the Crossroads"

4. Question Four: Do you practically use CBA in teaching grammar?
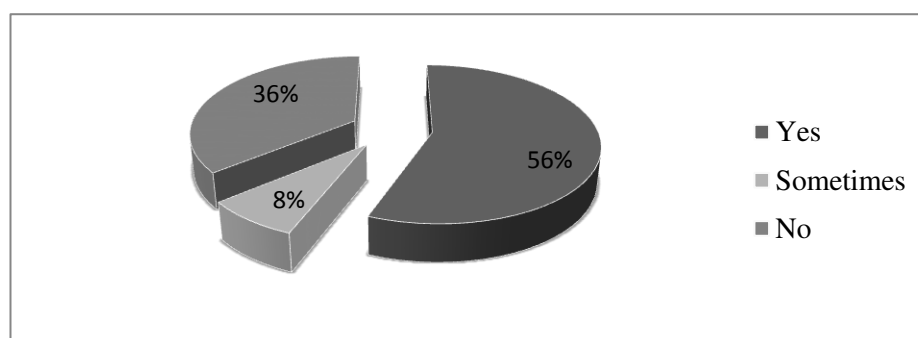
Figure 4. The Teachers' Use of the Competency-Based Approach

The fourth question was addressed to know whether the involved teachers in this piece of research practically used the CBA in teaching grammar. This question sought to know the extent to which the CBA is realized in the classroom.(56%) representing 14 of teachers reported that they used the CBA in teaching grammar.(36%) representing 09 of

teachers reckoned that they did not adopt the CBA when teaching grammar. The last

proportion; which is (08%) representing 02 teachers answered that they sometimes used

CBA because they used other methods such as grammar translation method, direct method,

and the audio lingual method. Hence, the majority of teachers adopted the CBA in teaching

grammar because of the following reasons; some of them considered it effective, some

others practised it just to avoid any surprised consultancy by the inspectors. The other

teachers said that they did not use it because it was not efficient with large classes. And

finally those used it sometimes because not all the lessons can be taught under the CBA.

All in all, the CBA, along with the answers of teachers, seems to have both positive and

negative sides as it has been mentioned before in the literature review.

5. **Question Five:** How often do you teach grammar inductively/implicitly?
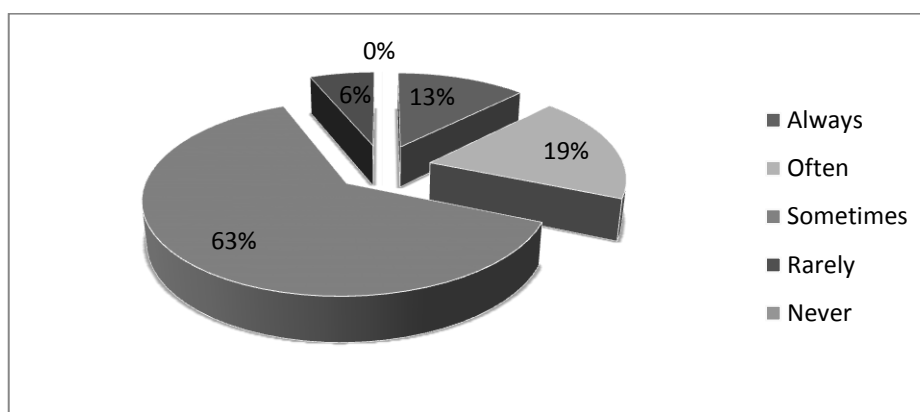
Figure 5. The Teachers' use of Inductive/ Implicit Grammar Method

The fifth question was addressed to know the frequency of teaching grammar

inductively. (40%) of teachers answered that they sometimes taught grammar implicitly

and (4%) responded with 'rarely' option. This means that teaching explicit grammar is

more appropriate with their pupils, especially with beginners and low level ones. While

(8%) of teachers answered 'always', and (12%) ticked 'often'. Hence, from the generated

data, it is very obvious that the majority of teachers (40%) preferred teaching grammar

implicitly. The rest of the sample teachers representing (36%) did not answer this question. Yet, the teachers have a wide range of views on whether the inductive or deductive approach is most effective. It has been suggested that some structures are amenable to a deductive one while others can be learned very well by an inductive approach. So, both inductively and deductively oriented teaching methods can be effective.

6. **Question Six:** In your opinion, does teaching grammar using indirect ways really improve the pupil's proficiency level?
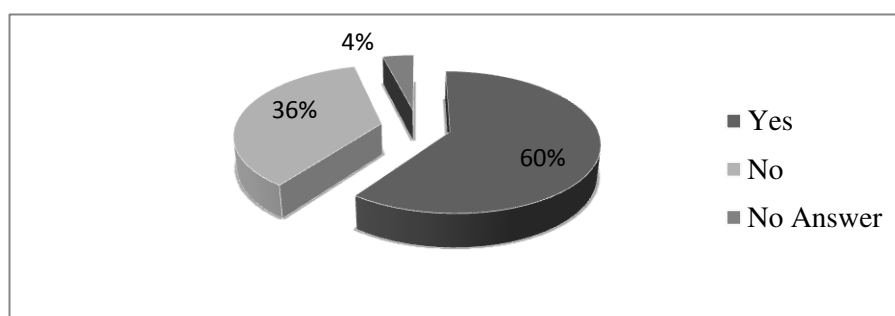
Figure 6. Teachers' Opinion about the Improvement of the Pupils' Grammar Level Using Indirect Ways

The sixth question was about whether teaching grammar using indirect ways improve the learner's proficiency level or not. It aims at knowing the effectiveness of teaching grammar using indirect ways. Statistically, (60%) of teachers said that using indirect ways improved the learners' grammar level. From the justifications of the teachers, it is inferred that indirect method helps their learners in acquiring language in context and use it naturally. In addition, it motivates learners in learning grammar rules in the classroom, and makes them involved in the learning process. The other percentage of teachers (36%) responded that it did not enhance the learners' level because the first year secondary level pupils, according to their answers, were unable to infer the rules applied implicitly. The rest of the sample teachers representing (4%) did not answer this question.

7. **Question Seven:** Which types of grammar activities are covered in the textbook '*At the Crossroads*'?
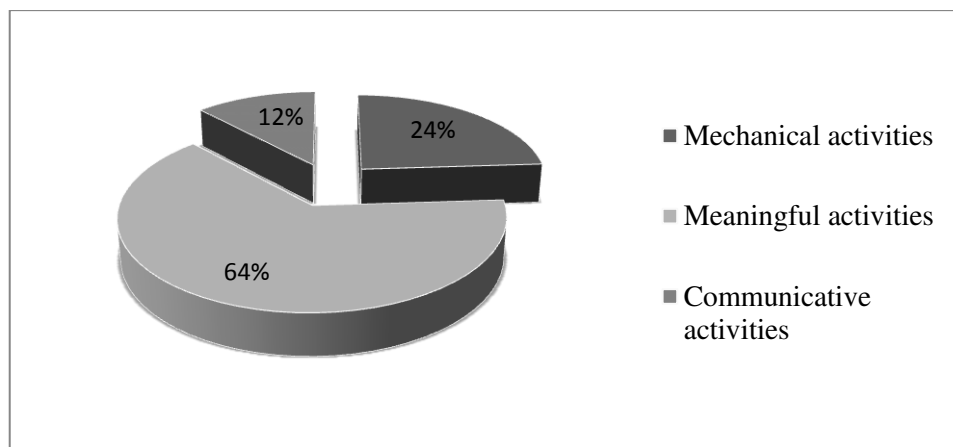
Figure 7. The Categories of Grammar Activities Covered in the Textbook 'At the Crossroads'

This question was about the categories of grammar activities included in the textbook. The target behind asking this question was to determine whether there is a variation of grammar activities in the textbook. From the above figure, it is implied that all the categories of grammar activities are covered but the percentage differs. (24%) of the teachers answered that the textbook contained mechanical activities. (64%) of them responded by reporting the existence of meaningful ones. The rest percentage (12%) said that communicative activities are covered. This signifies that the textbook does not stress communicative activities by which the students develop their competencies as the CBA approach claims.

8. **Question Eight:** Would you please, tick the type of grammar activities that the textbook focuses on?
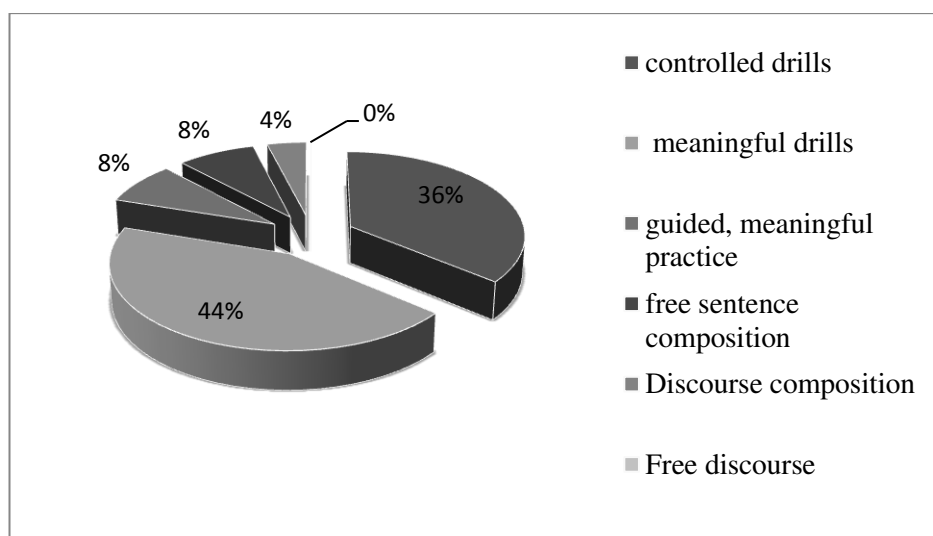
Figure 8. The Main Types of Grammar Activities Introduced in the Textbook

This question was about the type of grammar activities the textbook focused on. It aims to know the nature of tasks in the textbook and whether these tasks had a relation with the method used. The majority of the sample teachers (44%) answered that the textbook focused on meaningful drills activities, and (8%) responded in saying it focused on guided and meaningful tasks. Some others with percentage of (36%) said that controlled drills also took a significant proportion in the textbook. While (8%) of teachers replied that free sentence composition also took place in the textbook. Discourse composition embodied (4%) of the provided answers and finally, free discourse was not at all selected as an answer by teachers (0%). The results then lead us to infer that there is a relevant variation of the activities in the textbook with more emphasis on those which focus on form.

9. Question Nine: Is there an emphasis on language form in the activities?
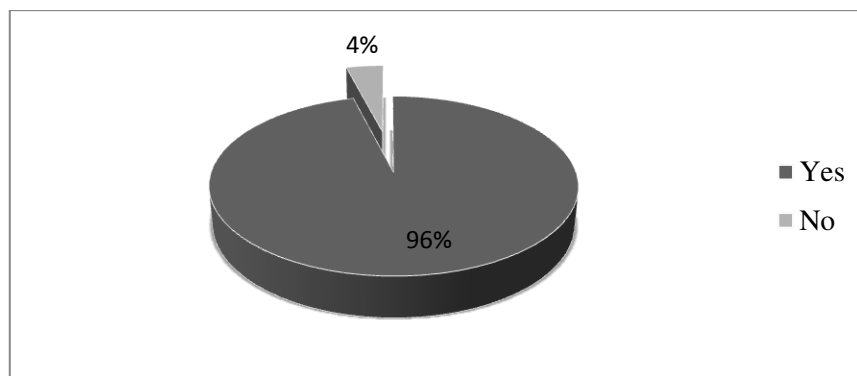
Figure 9. The Emphasis on Language Form in the Activities of "At the Crossroads

The ninth question was about whether there was an emphasis on language form in the activities or not. That is to say, it aims to determine whether the language forms are taken into consideration in the activities. The majority of teachers (96%) answered 'yes'. That is, the activities of the textbook focused on form which is an important dimension of grammar framework mentioned before in the literature review of this dissertation.

10. Question Ten: Is there an emphasis on language use (meaning) in the activities?
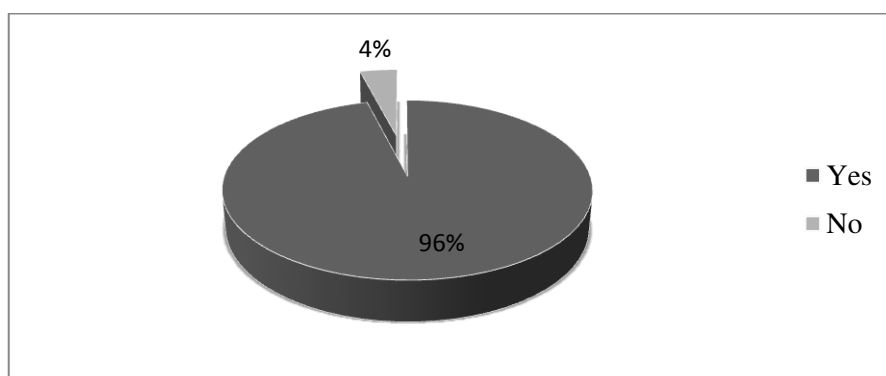
Figure 10. The Emphasis on Language Use (Meaning) in the Activities of "At the Crossroads"

This question was about whether there was an emphasis on language use (meaning) in the activities. Putting it differently, the focal aim behind asking this question was to know if the language use is taken into account in the activities or not. The majority of teachers (96%) answered 'yes'. That is, the activities of the textbook focused on meaning

which is an important element in teaching grammar as it was reviewed in the literature

overview of the dissertation in hand.

11. Question Eleven: From the following list, which one the textbook emphasizes

on more?
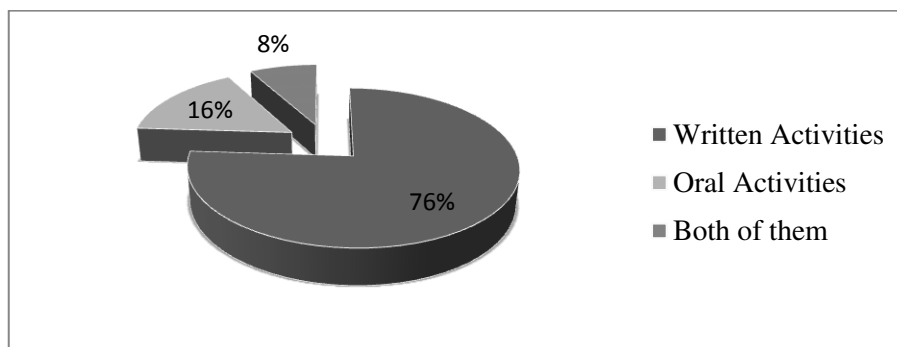
Figure 11. The activities that the Textbook "At the Crossroads" Emphasizes

In question twelve, the teachers were requested to tick from the list which activities

(written, oral, both) the textbook emphasized more on. We wanted to know whether there

is a balance between language form and language use in the textbook under investigation.

(76%) of teachers reported that the textbook emphasized the written activities while (16%)

reckoned that' At the Crossroads' textbook stressed the use of oral activities. The rest of

them answered 'both' with a percentage of (8%). Hence, there is no balance between

accuracy and fluency. In other words, the integration of the form and meaning in the

activities of the textbook is not equivalent for it is quite evident from teachers' responses

that the textbook, in a way or another overlooked verbal communication.

12. Question Twelve: Do grammar exercises develop the learner's skills?
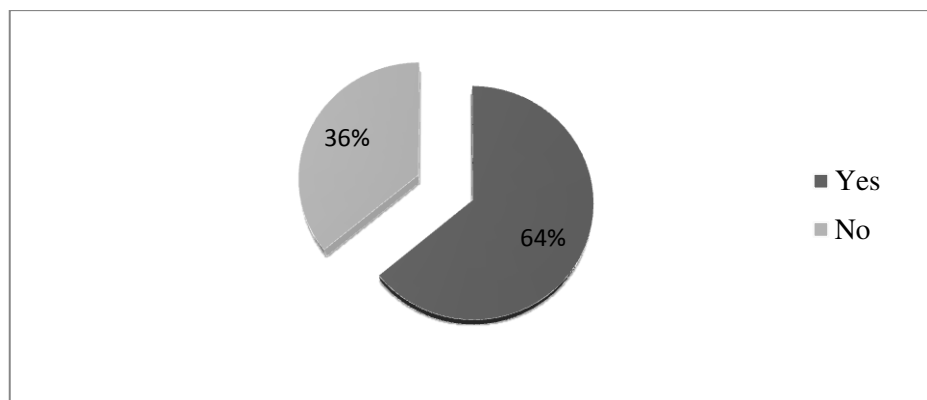
Figure 12. The Development of the Learners' Skills through Grammar Exercises of "At the Crossroads"

This question was addressed to know whether grammar exercises have a positive impact in enhancing the pupil's primary four skills. As it is shown in the above figure (64%) of the teachers replied that grammar activities covered in the textbook developed the pupil's skills since it was integrated in the sequences; listening and speaking, reading and writing. Therefore, mastering grammar would help pupils in understanding what they were listening to, speaking, using correct expressions while writing and understanding texts while reading them. But (36%) claimed that the grammar exercises in the textbook were presented with little integration of skills since the teachers and learners still use grammar in isolation without drawing the learners' attention to use grammar while speaking and writing. Hence, the previous studies show that grammar plays an important role in enhancing the four primary skills of the learners, and surprisingly having a percentage of 64% of teachers reporting that the grammar activities in the textbook integrate its teaching with the other basic four skills is very positive.

13. Question Thirteen: Does the textbook "At the Crossroads" stress communication in grammar activities?
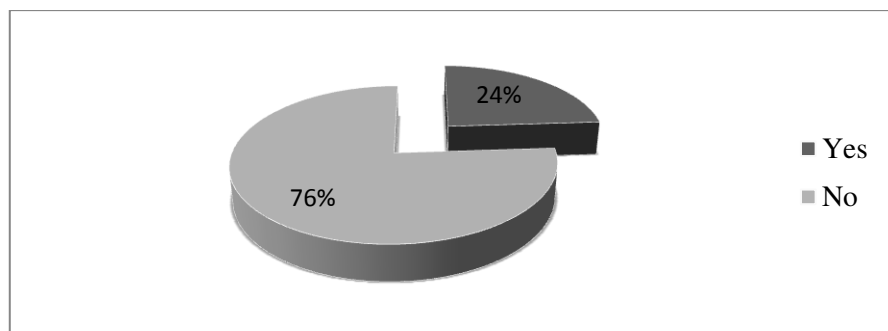
Figure 13. The Teachers' perception about the Communication in Grammar Activities in "At the Crossroads"

Question thirteen aim is to know whether communication is emphasized in grammar activities and whether these activities have a relation with the method used. Most of the answers (76%) revealed that communication was not stressed through grammar activities because the textbook focused more on mechanical and meaningful activities, and grammar was viewed in written than in oral activities. Others around (24 %) viewed that communication took place when they added other activities supporting the aims. This implies that grammar should be integrated in teaching and it is preferable to relate grammar activities to real life situation, with more focus on the productive aspects of the new structure.

14. Question Fourteen: Do grammar activities introduce new items and at the same time reflect on the previous knowledge of the students (of the middle school)?
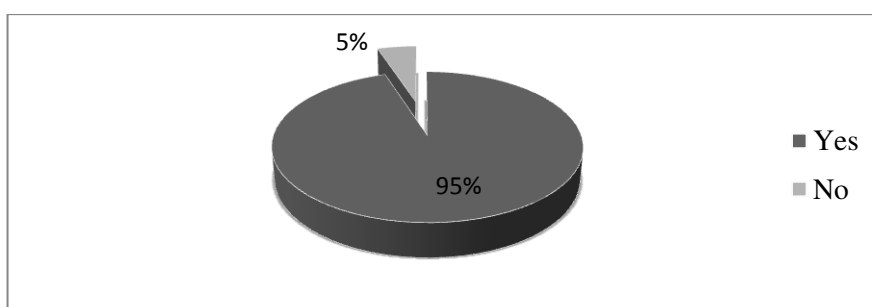
Figure 14. The Introducing of New Items in Grammar Activities and the Reflection on the Previous Knowledge of the Students

This question aims at noticing if the textbook consolidated and extended the competencies acquired at the Middle School (MS) level. The majority (76%) of the respondents said that the textbook introduced new items and reflected previous knowledge of the students because some grammatical forms were taught in the MS and new ones were introduced. Whereas, the minority (4 %) claimed that there was a repetition of the grammar aspects wherein the pupils did not notice any development. The rest of the percentage teachers (20%) did not reply this question. It infers that this book is designed in relation to some elements taught in the previous years with new items to develop the learners' knowledge.

15. Question Fifteen: Do you find that the activities of the textbook match the learners' actual level?
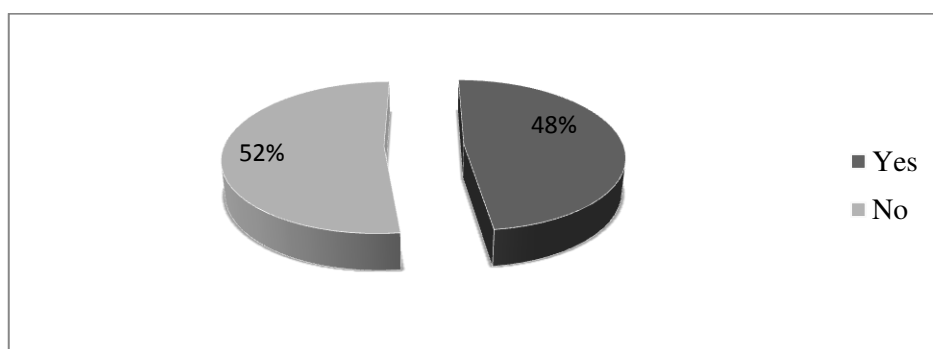
Figure 15. The Teachers' Perception about the Matching of Grammar Activities with the Learners' Actual Level

The question sixteen was addressed to investigate the suitability of the activities in the textbook, (48%) of the respondents answered affirmatively. They thought that most of the activities were designed from outstanding objectives and they seemed to be useful for pupils. Others argue that there was a kind of redundancy in some tasks. While (52 %) of teachers' answers were negative. With respect of their point of view, the book should be adapted to the real students' level because of the non conformity between pupils' actual level and the assigned activities that are far beyond the level of their learners. This implies

that teaching grammar under the competency based approach in the textbook 'At the Crossroads' faces some difficulties that should be adjusted and reviewed to fit with the real level of learners.

16. **Question Sixteen:** Do you think that textbook emphasizes grammar over the other aspects of the language?
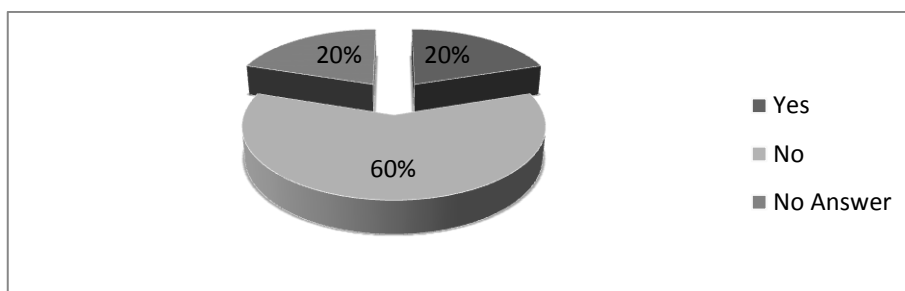
Figure 16. The Emphasis of Grammar over other Aspects of the Language in the Textbook

The sixtieth question was about whether the textbook emphasized grammar over the other aspects of the language. The majority of the respondents (60%) answered negatively. Some of them argued that the textbook gave more emphasis on the four skills particularly oral tasks, and they taught vocabulary and phonetics more than grammar, thus students at the end of the year were not still able to write a full composition. Whereas only (20%) thought that grammar has its part in the book through numbers of activities that are presented in it. The rest of the teachers with a percentage of (20%) did not answer. From the teachers' opinion, the textbook consolidates the other aspects more largely than grammar in order to cope with the principles of the adopted method. Thus, the role of grammar under the competency based approach is to allow learners to know how to use the grammar structures of the target language to achieve communicative goals, and knowing how to do this in a socially appropriate way.

17. **Question Seventeen:** Is the grammar content graded appropriately in the textbook?
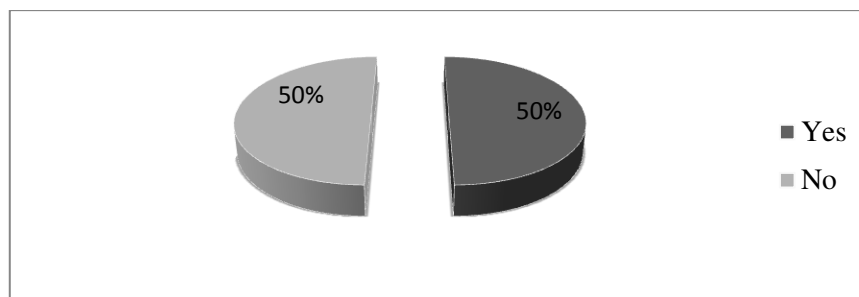
Figure 17. The Teachers' Perception about the Grading of Grammar Content in the Textbook

Question seventeen tries to seek the convenience and the sequencing of the grammar content for students, Hence, (36%) of teachers replied that the grammar content is graded from simple to complex, and from easy to difficult because the instructions in the activities are simple and repeated so the students become familiar with. While (36%) of the respondents found that the grammar content in the textbook was not graded and the teacher found themselves obliged to intervene, change and modify to clarify things because relying only on the textbook, the grammar points would not be clearly understood. The rest of the teachers 7 representing (28%) did not answer this question. The results signify that the textbook is somehow satisfactory concerning the graded of grammar content.

18. Question Eighteen: Do you think the time devoted to teach grammar is sufficient for your students to improve their competences?
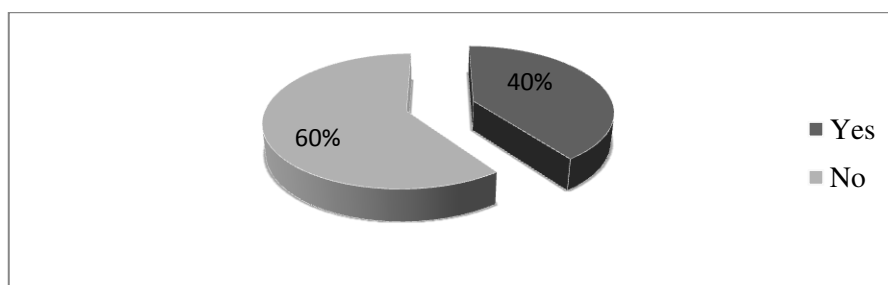
Figure 18. The Teachers' Opinion about the Sufficiency of Time Devoted to Teach Grammar

This question was about whether the devoted time to teach grammar is sufficient. Statistically, (60%) of the teachers said that the time devoted to teach grammar is not sufficient to heighten students' grammar level. They thought that there were good learners and slow ones who needed a lot of time for resolving all the activities, interacting and exchanging ideas, in addition, the length of the syllabus and the high number of activities in the textbook was an obstacle for the progress of the grammar lessons. Whereas the rest of teachers; around (40 %) argued that there was enough time for teaching grammar because they relied only on the textbook to prepare their lessons. Hence, having more than half of the respondents claiming about the non sufficient time devoted to teach grammar is a very imperative issue that needs to be highly taken into considerations by textbook designers to effectively teach the sought aims behind teaching grammar components for first year high school learners.

19. **Question Nineteen:** Do you think that the grammar items that are included in this book meet the students' needs?
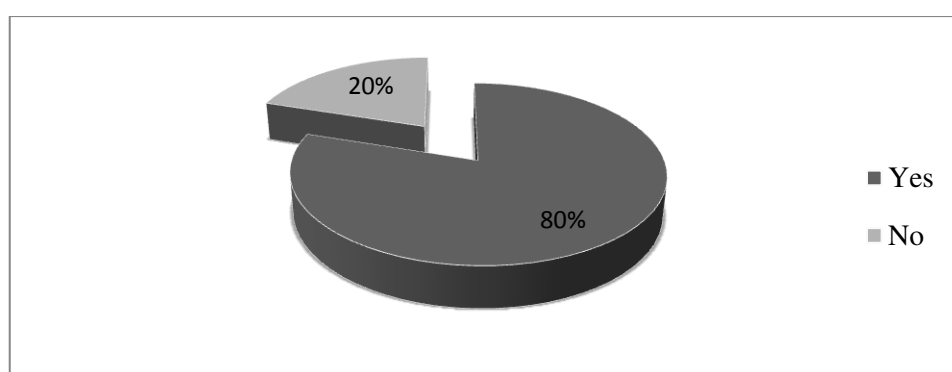
Figure 19. The correspondence of the Grammar Items Included in "At the Crossroads" to the learners' needs

This question was set for the aim of investigating the link between '*At the Crossroads'* textbook and learners' needs. The majority of the respondents i.e., (64%) said

that the textbook met the students' needs in terms of grammar items. That it is, the textbook was considered to be a helpful and supporting material to improve the students' grammar proficiency. Moreover, others insisted the importance of the textbook since it contained a set of activities that helped the learner in understanding and practising grammar rules. In addition, some of them reported that it represented a source for sequenced lessons which helped both the teacher and students. Others considered it important in developing grammar proficiency because there were a lot of activities included. However, (16%) replied that the textbook did not represent what the learners need since learners had a lack in interpreting, interacting and producing correct grammatical structures. (20%) of teachers did not respond this question. This infers that the textbook satisfy the needs of the students.

20. **Question Twenty:** What is the role that you play when you teach grammar under the CBA?
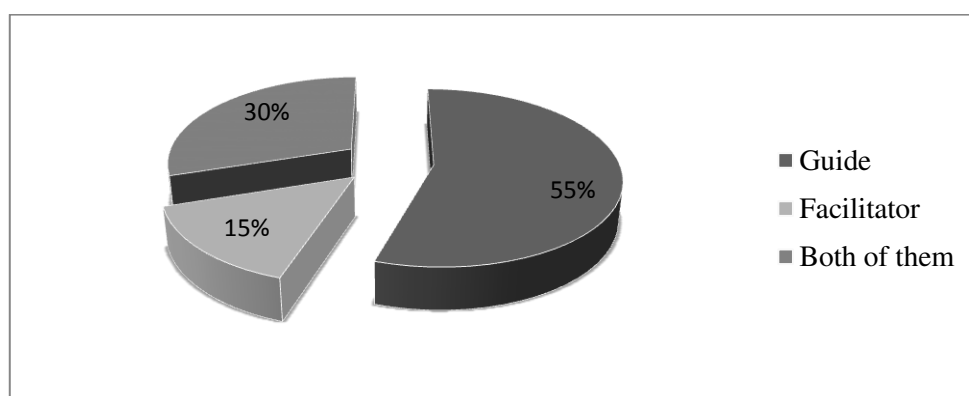
Figure 20. The Teachers' Role in Teaching Grammar under the CBA

This question was about the role of the teacher when adopting the CBA. It highlights the extent to which the CBA is a learner- centered approach. The majority of our respondents, about (44 %) said that their principle role was as a guide, that is, they put their pupils on specific way to understand the instruction as giving them example or a sentence,

asking questions, and the students themselves discovered the objective of the lesson. Thus,

teachers were not spoon feeders. While (12 %) said that their role was facilitators because

they tried to explain and help learners be involved in the learning process in order to make

them active partners. Five (5) teachers which represented (20%) did not respond. Whereas,

the rest around (24 %) of teachers argued that their role was both guide and facilitator and

they added the role as monitor because CBA approach is a learner-centered approach.

Thus, it is crystal clear that the targeted population of this piece of research; namely

teachers, are well-informed about the roles that should be played in classroom under the

CBA.

21. Question Twenty One: Do you rely on other materials while teaching grammar

than "At the Crossroads" textbook?
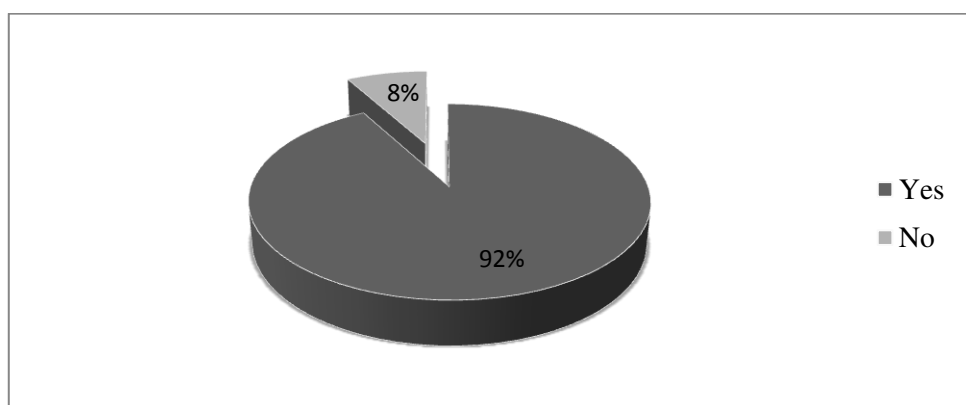
Figure 21. The teachers' Use of Extra Materials

This question nineteen was set to see if the teacher limited the input presented in

classroom to the textbook or he relied on other materials while teaching grammar. Its aim

is to know whether the teacher uses the textbook blindly or supplement other materials in

order to motivate their students. The majority,(92%) of teachers supported the use of other

material because in doing so, this motivated their students and broke the routine of

teaching grammar, for instance, grammar books, internet, handout, data-show, videogames.

Furthermore, they put them in real life situation to become competent. The remaining ones

around (8 %) said that they limited their input and relied on the textbook mainly because it contained what learners needed. Hence, supplementing the textbook with extra materials served as positive point to enrich and support the curriculum and enhance students' learning.

22. Question Twenty Two: .Do you find the textbook pedagogically satisfactory since it is the most available material to use?
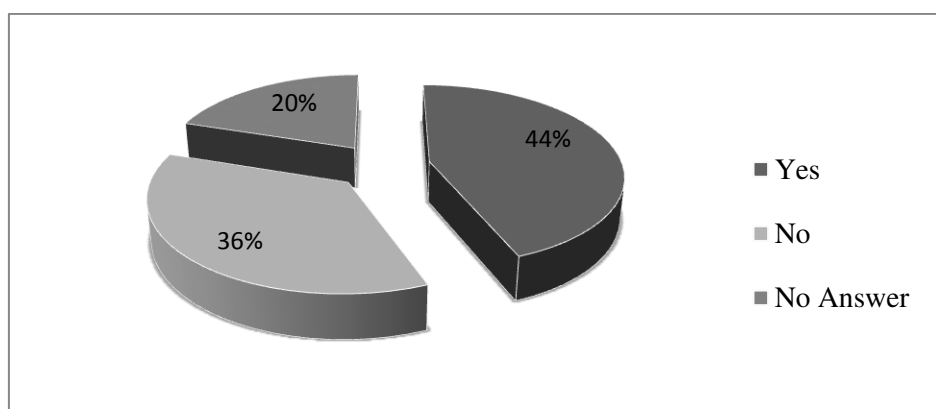
Figure 22. The Teachers' Perception about the Satisfaction of the Textbook

Question twenty two aims to diagnose the strengths and the weaknesses of the textbook. Around (44 %) of the teachers thought that the textbook was satisfactory because it was the primary tool for both teachers and students and they found it useful in the teaching/learning processes. Yet, (36%) of the respondents agreed that the textbook had some shortcomings as teaching grammar under the CBA which was not that effective due to some factors such as the overcrowded classes, the lack of materials, in addition to the overloaded syllabus which needed to be taught within a limited time. The rest percentage (20%) did not answer.

23. Question Twenty Three:

The last question is an open-ended one. It requested teachers to add any further suggestions to enhance the teaching of grammar in the textbook. Firstly, the majority of

teachers said that teaching grammar under the CBA approach using indirect ways (inductive and implicit method) is not effective with secondary school students. From their prescriptive, teaching grammar implicitly most of the time leads to a lack in mastering the structures of the language which in turn affected negatively the progress of learning the English language. Therefore, the explicit ways should bear with implicit ones because some lessons needed to be taught explicitly; the pupils' limited knowledge. The minority of teachers argued that using the CBA method gave the learners the opportunity to express themselves, cooperate with each others, and motivate them to construct their knowledge. In addition, the biggest proportion in the sample suggested that the syllabus should be shortened in terms of lessons and activities which they should be varied and reduced so that teachers gain more teaching time. Then, grammar activities should be adopted according to the real level of the students. Furthermore, the need for authentic materials such as audio-visual aids should be implemented. Moreover, reducing the number of the pupils in classroom, according to the answers of some teachers, allows teachers to monitor and instruct their pupils.

3.2.4. Discussion and Interpretation of the Results

According to the ministry of education, the CBA is normally the only method used in teaching English. The teachers are obliged to teach English using this approach since the textbooks are designed under its principles and features.

Even though the CBA is the exclusive method in teaching English in the Algerian secondary school, and implicit grammar teaching is required, most of the sample teachers in this study reported that they tended to use explicit presentation of grammar. That is, giving patterns, examples to the students and telling them to follow the instructions to do tasks and activities. The responses of the sample teachers were somehow contradicted. On the one hand, most of the teachers involved in this piece of research believed that using

indirect ways was effective in the sense that it motivated the students and let them induced

and constructed their knowledge so that to reflect performance. From what is reported by

the teachers in the questionnaire, on the other hand, even though using indirect ways was

efficient to some extent, they did not use it all the time because some lessons needed to be

explained directly.

Concerning the activities included in the textbook, controlled and meaningful

activities dominated a wide part in the textbook of first year secondary school. The focus

was on the form rather than the meaning because the textbook included more written

activities than oral ones. So, Grammar is based on accuracy rather than fluency in these

activities. Even though grammar was integrated in the four skills in the textbook, the

students had a lack in producing accurate sentences and fluent utterances according to

most teachers' responses of the handled questionnaire.

From the findings of the questionnaire, the textbook *'At the crossroads'* seems to

play an important role in English language teaching. Most of the teachers supported that

the textbook is a source for presentation materials, a syllabus by which the aims and

objectives were determined, a source of activities for learner practice and communicative

interaction, and a support for novice teacher. It contained grammar items that were taught

at the middle school superficially just to make the learners get an overall view or

impression about these aspects. So when s/he advanced a new level (secondary school),

they would have at least an idea about them. On the other hand, new items were

introduced in the activities to enhance the pupils' knowledge. Some of them were related

to the learners' needs, whereas, some others did not correspond to the real level.

As far as the importance of grammar in the textbook is concerned, the textbook

emphasizes the other aspects of the language rather than grammar. From what is reported

in the teachers responses, communicative activities were not highly stressed in the

textbook, so grammar was taught in isolation. In terms of the graded of content from easy to difficult and from simple to complex, the textbook was somehow graded because not all the teachers followed the same order as suggested in it. Besides, the syllabus was overloaded compared to the weekly allocated time for teaching English.

Most of the teachers involved in this piece of study affirmed that they should act as a guide, facilitator and a monitor in teaching grammar under the CBA. Because the students' knowledge was limited, and they could not be autonomous, thus they depended on their teachers and in a way or another. The teachers found themselves making more efforts than what should be done in a learner-centered classroom. Concerning teachers' satisfaction about the textbook as a pedagogical material, teachers reported that 'At the Crossroads' textbook contained shortcomings in terms of the implementation of the competency based approach in teaching grammar because of the overloaded syllabus, redundancy of grammar activities, lack of materials, limited time allotted to teach grammar next to the fact that the overcrowded classes prevent teachers from teaching grammar components efficiently under the CBA.

3.3. Pedagogical Recommendations

In the light of the findings, the present study suggests some recommendations to improve teaching and learning grammar in the textbook, they are subsequently mentioned:

Firstly, the textbook is based on the CBA which puts more emphasis on the outcomes of the learners and neglects the methodology of learning, and because it is time consuming, the teachers and learners find themselves in rotation. On the one hand, the teachers need more allocated time in order to help learners achieving accuracy in grammar and improving their competencies. Besides, using various methods and approaches in teaching grammar to cater for the individual styles of learning is a necessity in the field of a given target grammar teaching. On the other hand, students need be taught via an effective method in teaching English grammar for understanding more grammar rules and structures to develop their communicative skills. That is to say, teaching grammar rules for first year secondary school learners is important because they are supposed to be pre-intermediate learners. Teachers then are supposed to support their learners' knowledge using various teaching aids, activities and tasks that enhance their language learning and make English grammar teaching and learning more successful and enjoyable.

Secondly, the syllabus is overloaded, i.e., there are too many grammar components that are included in the syllabus. Thus, teachers feel under pressure to cover the entire syllabus. So, the reduction of the lengthy grammar components instruction is needed to be covered appropriately during the school year.

Thirdly, the textbook should be provided with a variety of grammar activities in order to develop the level of the learners and give them the opportunity to practise more grammar items they are being taught. We as well suggest the Algerian textbook designers to supply the textbook with more communicative activities in order to allow learners to be more communicative since it is the aim of the CBA.

Fourthly, the teachers need to be provided with materials (reference book, up- to date dictionaries, internet) in order to cope with the students' needs. Furthermore, practical training on the CBA is essential for ameliorating the teachers' repertoire of skills and strategies, and to be more aware about the principles of the implemented approach to apply them successfully in teaching. Further, the teachers can get more insight about the principles of textbook evaluation in order to analyze the consistency of the content with its objectives.

Finally, most of the teachers suggest the reduction of the students' number in classrooms because on the one hand, it is one major problem which enables the teacher to apply efficiently the competency-based approach and on the other hand, the pupils cannot grasp all the grammar aspects of the language they are being taught.

3.4. Limitations of the Study

In actual fact, we found many difficulties and limitations all along the process of conducting this piece of research.

1. When carrying a study, the researcher should collect the references and group them depending on the theme. So, concerning our theme 'Evaluation of Teaching Grammar in the First Year secondary School Textbook', there was a lack of references as far as textbook evaluation is concerned. Thus, we lost much time seeking for the resources.

2. Another encountered problem took place when delivering the questionnaire. Some teachers were not collaborative at all; they did not accept to fill in it. Some others even if they accepted, they did not give it back, or they did not answer all the required questions.

3. Time constraint was another impeding obstacle that we really faced. Since the majority of secondary schools went on a strike that lasted for more than one month and a half, we did not have the chance to observe. In doing so, we could have more insights about the strategies adopted by teachers in assigning grammar tasks that are retrieved from

'At the Crossroads' textbook. Conducting classroom observation would have backed up the analysis of the data so as to confirm the applicability of the items of the checklist even in classroom and to examine whether grammar components are taught implicitly or explicitly. Observing classroom grammar teaching would have also confirmed whether the textbook was blindly followed or teachers made use of other materials to facilitate the task of learning grammar.

3.5. Suggestions for Further Future Research

The literature review that we have read about textbook evaluation and grammar teaching paved the way for us to have some suggestions for further future research. The following are some basic issues that we have put forward to be undertaken by other researchers who will work on issues in connection with the field of language education:

• Teaching grammar implicitly, as advocated by a lot of researchers has a very significant role for developing learners' competencies, motivation and communication. Hence, research is needed to investigate the value and impact of teaching grammar inductively and its connection with learners' language development.

• Programme evaluation, as an issue, is not widely investigated in the Algerian educational institutions. Hence, we propose supplementary research to evaluate the grammar aspect of English language to be conducted via the use of other tools of research as the use of another checklist to consider its findings with those of the dissertation in hand. We also suggest that next to the use of a checklist, the future researchers may make use of interviews with practitioners as teachers all along with the use of classroom observation.

Conclusion

This practical chapter was concerned with the evaluation of the textbook 'At the Crossroads' and the teachers' questionnaire. Firstly, we analyzed the textbook '*At the Crossroads'* from different angles and dimensions, starting by analyzing its structure and content. The analysis was practically achieved through the use of Cunningsworth's checklist (1995) of textbook evaluation. Secondly, we analyzed the questionnaire which was designed to the teachers of the secondary schools in Jijel. All in all, this study came up with some results that can help in making some modifications in order to promote the suitability and the effectiveness of the use of the textbook 'At the Crossroads' and meet the objectives of the programme in developing the learners' communicative competences. At last but not least, the final chapter suggested some pedagogical recommendations and further future research issues.

GENERAL CONCLUSION

Teaching grammar is a subject of interest of many researchers. Grammar then is a very important aspect of language that learners should master to in order to be accurate and fluent users of a target language. Since form and function are both taken into consideration when designing coursebooks, grammar should be taught in relation to communication. In other words, it is not enough to teach the structures of the language separately, there is a need to consider the function and the use of these forms. That is, Grammar is also considered to be of a paramount value to make learners acquire the structures and use them appropriately while communicating. Hence, the textbook designers should revise and evaluate the textbook each time an innovation at the level of the adopted method is brought up to the classroom context, especially the way grammar is dealt with. That is to say, textbook designers are supposed to evaluate textbooks in an ongoing process. Putting it more concretely, they are supposed to conduct pre use, in use and even post use textbook evaluation.

The pivotal focus of this study is to evaluate grammar and the way it is dealt with in 'At the Crossroads' first year secondary school textbook of English. This dissertation is composed of three basic chapters; the two first chapters constituted the literature review of the research study, and the final one depicted the research methodology and data collection and their interpretation relevant to the piece of work in hand.

Chapter one provided an overview about what grammar is, the role that it plays in language teaching, referring to the types and the way it is presented; deductive, inductive methods; explicit and implicit knowledge of grammar. In addition, the underlying approaches to teaching grammar with more focus on the CBA and its principles, the role of the teachers and learners, and specially the nature of activities under this approach.

Chapter two represented a relevant literature review of textbook evaluation, the definition of the term textbook and its role in ELT, the purpose of textbook evaluation and the different types. Additionally, various examples of checklists, which might be followed when evaluating grammar in the textbook, are exposed, and then a comparison between textbook evaluation and materials evaluation is plainly explained. Chapter three provided the analysis of the teachers' questionnaire and the appraising of the textbook 'At the Crossroads' under Cunningsworth's checklist with interpretation of the obtained results.

On the basis of data collected and analyzed throughout this research, we concluded that despite the fact that the CBA approach is based on developing the learners' competencies to be efficient in terms of communication, the teachers involved in this piece of research reported that their learners were still far beyond being proficient in terms of practising accurately and appropriately the grammar components that they are supposed to master in their first year high school level. Furthermore, along the analysis of the data generated from teachers' questionnaire and the examination of grammar components via the use of Cunningsworth's checklist, we concluded that grammar was not taught in relation to communication as the CBA claims. Additionally, we deduced that grammar is instructed explicitly in the textbook contrariwise to how grammar items should be taught within the CBA. In other words, there is no real adoption of the CBA approach as far as grammar is concerned. Despite the fact that the textbook has some strength notably in improving the learners' accuracy, it is not completely effective to promote the communicative skills using correct grammatical sentences. Moreover, 'At the Crossroads' offered a great importance to the form; accordingly, the overall emphasis was clearly on writing. This fact limited, to some extent, the enhancement of the learners' verbal communication. What is more is that, even if the grammar content in the textbook is rich, it does not contain communicative activities that the learners need to be exposed to. In accordance with data analysis and interpretation, it is

worthy to be mentioned that when teachers presented grammar implicitly in the classroom

context, and the textbook comprised more communicative activities, the learners improved

their proficiency level as reported by teachers. However, though teachers claimed about the

value of teaching grammar implicitly and adopting more communicative grammar activities,

the vast majority of them made use of explicit strategies to teach grammar and relied more on

mechanical tasks that are inserted in the textbook. So, this raised a kind of contradiction from

the part of teachers who stated that it was most of the time difficult to teach grammar

implicitly due to the overcrowded classroom and syllabus contents next to the fact that

instructing grammar inductively did not work with less skilled learners.

The most notable recommendations this study can suggest are that the teachers should

be aware of the CBA approach they are dealing with through practical training on how it

should be implemented in the classroom. Moreover, the reduction of lengthy pedagogical

syllabus is needed because it cannot be covered with the time devoted to teach English

grammar in general. In addition, we recommend that the textbook has to be supplied more

with communicative activities in order to allow learners to communicate efficiently since it is

the aim of the CBA approach, which remains unattainable with learners so far. The teachers

are also required to provide their learners with other materials instead of sticking to the use of

the textbook as the only material adopted. On the one hand, the teachers are required to take

into consideration their students' needs and level. On the other hand, we propose that

implementing new materials such as, classroom grammar games enhances the students'

language learning so as to make the learning process more successful and enjoyable. At last

but not least, it is highly necessary to reduce the number of the learners in the Algerian

foreign language classrooms, and extend the time allocated to teach grammar so as to achieve

the sought objectives of the CBA.

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Appendices

Appendix A

Cunningsworth's Checklist (1995)

▓ Quick-reference checklist for evaluation and selection

Aims and approaches

☐ Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners?

☐ Is the coursebook suited to the learning/teaching situation?

☐ How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers?

☐ Is the coursebook flexible? Does it allow different teaching and learning styles?

Design and organization

☐ What components make up the total course package (eg students' books, teachers' books, workbooks, cassettes, etc)?

☐ How is the content organized (eg according to structures, functions, topics, skills, etc)? Is the organization right for learners and teachers?

☐ How is the content sequenced (eg on the basis of complexity, 'learnability', usefulness, etc)?

☐ Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?

☐ Is there adequate recycling and revision?

☐ Are there reference sections for grammar, etc? Is some of the material suitable for individual study?

☐ Is it easy to find your way around the coursebook? Is the layout clear?

Language content

☐ Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account?

☐ Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?

☐ Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?

☐ Does the coursebook deal with the structuring and conventions of language use above sentence level, eg how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels.)

☐ Are style and appropriacy dealt with? If so, is language style matched to social situation?

Skills

☐ Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?

☐ Is there material for integrated skills work?

☐ Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?

Chapter 1   Selecting coursebooks – the essentials

☐ Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
☐ Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?
☐ Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?

Topic

☐ Is there sufficient material of genuine interest to learners?
☐ Is there enough variety and range of topic?
☐ Will the topics help expand students' awareness and enrich their experience?
☐ Are the topics sophisticated enough in content, yet within the learners' language level?
☐ Will your students be able to relate to the social and cultural contexts presented in the coursebook?
☐ Are women portrayed and represented equally with men?
☐ Are other groups represented, with reference to ethnic origin, occupation, disability, etc?

Methodology

☐ What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the learning/teaching situation?
☐ What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
☐ What techniques are used for presenting/practising new language items? Are they suitable for your learners?
☐ How are the different skills taught?
☐ How are communicative abilities developed?
☐ Does the material include any advice/help to students on study skills and learning strategies?
☐ Are students expected to take a degree of responsibility for their own learning (eg by setting their own individual learning targets)?

Teachers' books

☐ Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?
☐ Are the teachers' books comprehensive and supportive?
☐ Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
☐ Do the writers set out and justify the basic premises and principles underlying the material?
☐ Are keys to exercises given?

Practical considerations

☐ What does the whole package cost? Does this represent good value for money?
☐ Are the books strong and long-lasting? Are they attractive in appearance?
☐ Are they easy to obtain? Can further supplies be obtained at short notice?
☐ Do any parts of the package require particular equipment, such as a language laboratory, listening centre or video player? If so, do you have the equipment available for use and is it reliable?

Cunningsworth, A. (1995). Chossing your coursbook.

Appendix B

Ur's checklist (1996)

BOX 13.2: CRITERIA FOR COURSEBOOK ASSESSMENT

Importance	Criterion	
	Objectives explicitly laid out in an introduction, and implemented in the material	
	Approach educationally and socially acceptable to target community	
	Clear attractive layout; print easy to read	
	Appropriate visual materials available	
	Interesting topics and tasks	
	Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.	
	Clear instructions	
	Systematic coverage of syllabus	
	Content clearly organized and graded (sequenced by difficulty)	
	Periodic review and test sections	
	Plenty of authentic language	
	Good pronunciation explanation and practice	
	Good vocabulary explanation and practice	
	Good grammar presentation and practice	
	Fluency practice in all four skills	
	Encourages learners to develop own learning strategies and to become independent in their learning	
	Adequate guidance for the teacher; not too heavy preparation load	
	Audio cassettes	
	Readily available locally	

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Ur, P. (1996). A course in language teaching: Practice and theory.

Appendix C

Sheldon's checklist (1988)

FACTUAL DETAILS

Title: . . . .
Author(s): . . . .
Publisher: . . . .   Price: . . . .
ISBN: . . . .   No. of Pages: . . . .
Components: SB/TB/WB/Tests/Cassettes/Video/CALL/Other . . . .
Level: . . . .   Physical size: . . . .
Length: . . . .   Units . . . .   Lessons/sections . . . .   Hours . . . .
Target skills: . . . .
Target learners: . . . .
Target teachers: . . . .
ASSESSMENT (* Poor   ** Fair   *** Good   **** Excellent)

Factor	*Rating and comments*
Rationale	
Availability	
User definition	
Layout/graphics	
Accessibility	
Linkage	
Selection/grading	
Physical characteristics	
Appropriacy	
Authenticity	
Sufficiency	
Cultural bias	
Educational validity	
Stimulus/practice/revision	
Flexibility	
Guidance	
Overall value for money	

Figure 1: Textbook evaluation sheet

Leslie Sheldon

Sheldon, L. E. (1988). Evaluating ELT textbooks and materials.

Appendix D

Williams' checklist (1983)

Appendix
Sample checklist for evaluation

Title of textbook: ....

	This textbook:	Rating				
Weight	GENERAL	4	3	2	1	0
	takes into account currently accepted methods of ESL/EFL teaching					
	gives guidance in the presentation of language items					
	caters for individual differences in home language background					
	relates content to the learners' culture and environment					
	SPEECH					
	is based on a contrastive analysis of English and L1 sound systems					
	suggests ways of demonstrating and practising speech items					
	includes speech situations relevant to the pupils' background					
	allows for variation in the accents of non-native speakers of English					
	GRAMMAR					
	stresses communicative competence in teaching structural items					
	provides adequate models featuring the structures to be taught					
	shows clearly the kinds of responses required in drills (e.g. substitution)					
	selects structures with regard to differences between L1 and L2 cultures					
	VOCABULARY					
	selects vocabulary on the basis of frequency, functional load, etc.					
	distinguishes between receptive and productive skills in vocabulary teaching					
	presents vocabulary in appropriate contexts and situations					
	focuses on problems of usage related to social background					
	READING					
	offers exercises for understanding of plain sense and implied meaning					
	relates reading passages to the learners' background					
	selects passages within the vocabulary range of the pupils					
	selects passages reflecting a variety of styles of contemporary English					
	WRITING					
	relates written work to structures and vocabulary practised orally					
	gives practice in controlled and guided composition in the early stages					
	relates written work to the pupils' age, interests, and environment					
	demonstrates techniques for handling aspects of composition teaching					
	TECHNICAL					
	is up-to-date in the technical aspects of textbook production and design					
	shows quality in editing and publishing (cover, typeface, illustrations, etc.)					
	is durable, and not too expensive					
	has authenticity in language and style of writing					

Criteria for textbook evaluation 255

Williams, D. (1983). Developing criteria for textbook evaluation.

APPENDIX E

Cunningsworth's Grammar Checklist

1. What grammar items are included?

2. Do they correspond to the student's language needs?

3. Are they presented in small enough units for easy learning?

4. Is there an emphasis on language form?

5. Is there emphasis on language use (meaning)?

6. How balanced is the treatment of form and use?

7. Are newly introduced items related to and contrasted with items already familiar to the learners?

8. Where one grammatical form has more than one meaning (eg. the present continuous), are all relevant meanings taught (not necessarily together)?

Cunningsworth, A. (1995). Chossing your coursbook.

APPENDIX F

Grammar Textbook evaluation checklist

1. What grammar items are included?

   a. Which types of grammar activities are covered in the textbook "At the Crossroads?

   b. Does the textbook "At the Crossroads" stress communication in grammar activities?

2. Do grammar items correspond to the student's language needs?

   a. Does the textbook emphasize grammar over the other aspects of the language?

   b. Is the grammar content graded appropriately in the textbook?

3. Are they presented in small enough units for easy learning?

   a. Do you think that the time devoted to teach grammar is sufficient for your pupils to improve their competencies?

4. Is there an emphasis on language form?

5. Is there emphasis on language use (meaning)?

6. How balanced is the treatment of form and use?

7. Are newly introduced items related to and contrasted with items already familiar to the learners?

8. Where one grammatical form has more than one meaning (e.g. the present continuous), are all relevant meanings taught (not necessarily together)?

APPENDIX G

Applicability of the criteria

Criterion	Applicable	Slightly Applicable	Not applicable
1. What grammar items are included?			
Which types of grammar activities are covered in the textbook "At the Crossroads"?	✓		
Does the textbook "At the Crossroads" stress communication in grammar activities?		✓	
2. Do grammar items correspond to the student's language needs?	✓		
Does the textbook emphasize grammar over the other aspects of the language		✓	
Is the grammar content graded appropriately in the textbook?		✓	
3. Are they presented in small enough units for easy learning?			
Is the time devoted to teach grammar sufficient for the pupils to improve their competences?			✓
4. Is there an emphasis on language form?	✓		
5. Is there emphasis on language use (meaning)?	✓		
6. How balanced is the treatment of form and use?		✓	
7. Are newly introduced items related to and contrasted with items already familiar to the learners?	✓		
8. Where one grammatical form has more than one meaning (e.g. the present continuous), are all relevant meanings taught (not necessarily together)?	✓		

APPENDIX H

Teacher's Questionnaire

Dear Teachers,

This questionnaire is an important part of our research study. It aims at evaluating grammar teaching in the first year secondary school textbook "At the Crossroads". Therefore, your answers will remain anonymous. We also tend to inform you that there are neither 'right' nor 'wrong' answers. The reliability of the results is strongly related to your answers; therefore, your answers and suggestions will be very helpful and useful in our research project.

Please tick the appropriate answer or write full statements when necessary?

Section One : General Background Information

1. How long have you been teaching English?

a. Less than 5 years ☐

b. Between 5 and 10 years ☐

c. More than 10 years ☐

2. How long have you being teaching first year classes?

……………………………………………………………….…………..

3. Would you, please, tick the role (s) of the textbook "At the Crossroads".

a. A resource for presentation materials (spoken and written). ☐

b. Serves as a syllabus (aims and objectives). ☐

c. A source of activities for learner practice and communicative interaction. ☐

d. A source for self directed learning or self- access work. ☐

e. A support for less experienced and novice teachers who need to develop their self-confidence. ☐

<u>Section Two:</u> Grammar Teaching in the Textbook "At the Crossroads"

4. Do you practically use CBA in teaching grammar?

Yes   ☐   No   ☐   Sometimes   ☐

Whatever your answer is, please Justify.

…………………………………………………………………………………………………
……..………………………………………………………………………………………………
……………..…………………………………………………………………………………

5. How often do you teach grammar inductively/implicitly?

Always   ☐

Often   ☐

Sometimes   ☐

Rarely   ☐

Never   ☐

6. In your opinion, does teaching grammar using indirect ways really improve the pupil's proficiency level?

Yes   ☐   No   ☐

Whatever your answer, please justify.

…………………………………………………………………………………………………
…….………………………………………………………………………………………………
…………………………………………………………………………………………………

7. Which types of grammar activities are covered in the textbook "At the Crossroads"?

a. Mechanical activities (pupils produce examples of the structure on the basis of teacher's examples).   ☐

 b. Meaningful activities (pupils follow the instruction and complete the activity with his/her own words).   ☐

c. Communicative activities (pupils are provided with real- life activities, so that communication is stressed).   ☐

8. Would you please, tick the type of grammar activities that the textbook focuses on?

1. controlled drills	
2. meaningful drills	
3. guided, meaningful practice	
4. free sentence composition	
5. Discourse composition	
6. Free discourse	

Would you please, give examples from the textbook?

…………………..………………………………………………………………………………….
………..…………………………………………………………………………………..……..
………………..………………………………………………………………………………

9. Is there an emphasis on language form in the activities?

Yes ☐   No ☐

10. Is there an emphasis on language use (meaning) in the activities?

Yes ☐   No ☐

11. From the following list, which one the textbook emphasizes more?

Written activities ☐

Oral activities ☐

Both ☐

12. Do grammar exercises develop the learner's skills?

Yes ☐   No ☐

Would you please, Justify how

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………..

13. Does the textbook "At the Crossroads" stress communication in grammar activities?

Yes ☐   No ☐

Please, justify how

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…..………………………………………………………………………………………………

14. Do grammar activities introduce new items and at the same time reflect on the previous

knowledge of the students (of the middle school)?

Yes ☐   No ☐

Would you please, give examples?

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

15. Do you find that the activities of the textbook match the learners' actual level?

Yes ☐   No ☐

Justify please

………………………………………………...…………………………………………………
…………………………………………………………………………………………………
…...………………………………………………………………………………………………

16. Do you think that textbook emphasizes grammar over the other aspects of the language?

Yes ☐   No ☐

Please, explain how.

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…………………………………………………………………………………………………
…………………………………………………………………………………………………

17. Is the grammar content graded appropriately in the textbook?

Yes ☐   No ☐

Would you please, Justify how

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18. Do you think the time devoted to teach grammar is sufficient for your students to improve their competences?

Yes ☐   No ☐

Justify…………………………………………………………………………………………..
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19. Do you think that the grammar items that are included in this book meet the students' needs?

Yes ☐   No ☐

Justify…………………………………………………………………………………………
……………………………………………………………………………………………………
………………………..……………………………………………………………………………

20. What is the role that you play when you teach grammar under the CBA?

 A facilitator   ☐

A guide   ☐

Others……………………………………………………………………………………………

Explain your choice, please.

……………………………………………………………………………………………………
……..………………………………………………………………………………………………
………..

21. Do you rely on other materials while teaching grammar than "At the Crossroads" textbook?

Yes ☐   No ☐

Would you, please, Justify

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

22. Do you find the textbook pedagogically satisfactory since it is the most available material to use?

Yes ☐   No ☐

23. What kind of suggestion would you like to add as far as the teaching of grammar is concerned?

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Thank you so much for your collaboration.

Résumé

Le présent travail vise à évaluer l'enseignement de la grammaire anglaise dans le livre d'anglais de la première année secondaire, intitulé ' *At the Crossroads* '. L'objectif principal de cette étude est de mesurer à quel point les aspects grammaticaux sont pris en charge et de savoir quelle est la méthode utilisée pour enseigner la grammaire. C'est pourquoi, la présente recherche se base sur l'hypothèse suivante : si la grammaire est présentée adéquatement et pratiquée convenablement, les élèves vont améliorer mieux leur compétence linguistique. Par conséquent, les littératures théoriques liées à l'enseignement de l'anglais et à l'évaluation des manuels scolaires ont étaient traitées dans les deux premiers chapitres de ce mémoire. En référence à la partie pratique, et en vue d'obtenir un aperçu clair sur l'objet de l'enquête, nous avons distribué un questionnaire aux professeurs d'anglais de l'enseignement secondaire. Nous avons également adapté une liste de contrôle pour évaluer l'enseignement de la grammaire et les activités grammaticales incluses au manuel. Les résultats ont montré que la grammaire n'était pas tout le temps enseigné implicitement comme suggéré par l'approche par compétences (APC), et même les activités incluses dans le livre 'At the Crossroads' ne stimulent pas énormément les élèves à la déduction et à la communication. L'analyse des données via l'utilisation de la liste de contrôle et du questionnaire distribué aux enseignants ont révélé que les enseignants ne sont pas très satisfaits de l'enseignement de la grammaire dans le manuel. Sur la base de ces résultats, des recommandations pédagogiques sont proposées pour ajuster l'enseignement de la grammaire dans ce manuel pour la rendre plus efficace et en conformité avec les espérances des enseignants, la compétence des apprenants et leurs besoins de communication.

مـلـخص

يهدف هذا العمل إلى تقييم تدريس قواعد اللغة الإنجليزية في الكتاب المدرسي« At the Crossroads » المخصص للسنة الأولى من التعليم الثانوي. و بعبارة أخرى، تهدف هذه الدراسة في المقام الأول إلى قياس مدى إدماج قواعد اللغة والطريقة المستخدمة لتعليمها في الكتاب المدرسي. لذلك تستند هذه الأطروحة التي بين أيدينا على فرضية أنه بقدر ما تكون قواعد اللغة مقدمة تقديما ملائما و بقدر ما تكون مناسبة في هذا الكتاب، بقدر ما يحسن الطلاب مستوى كفاءاتهم اللغوية. وبالتالي، فقد عرضنا القضايا النظرية المرتبطة بتعليم قواعد اللغة وتقييم الكتاب المدرسي في الفصلين الأولين. وانطلاقا مما جاء في القسم التطبيقي ولأجل الحصول على رؤية واضحة في هذا الشأن، وزعنا استبيانا على أساتذة اللغة الإنجليزية في التعليم الثانوي واستخدمنا قائمة مرجعية لتقييم تدريس قواعد اللغة. بينت النتائج أن تدريس قواعد اللغة لا يجري دائما بشكل ضمني على النحو الذي جاء في "المقاربة بالكفاءات"؛ وحتى الأنشطة المدرجة في كتاب « At the Crossroads » لا تحفز كثيرا الطلبة على الاستدلال والتواصل. كما بين تحليل البيانات باستعمال القائمة المرجعية والاستبيان الموزع على الأساتذة أنهم غير راضين تماما عن تعليم النحو بالطريقة الموجودة في الكتاب المدرسي لأن العديد من العوامل تعيق تدريس قواعد اللغة وفق منهجية المقاربة بالكفاءات الجديدة وبناء على هذه النتائج، اقترحنا مجموعة من ا لتوصيات بخصوص تدريس قواعد اللغة في الكتاب المدرسي ليكون أكثر فعالية ويتماشى مع تطلعات الأساتذة وكفاءات المتعلمين وحاجاتهم التواصلية.