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**An Evaluation of the Reading Component in the
Algerian First Year Secondary School Textbook
of English “At the Crossroads”**

**Dissertation Submitted in Partial Fulfillment of the Requirements for a
Master Degree in Didactics of English**

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Abstract

The present study aims at evaluating the reading component of the Algerian first year secondary school textbook 'At the Crossroads'. It also attempts to find whether the reading content of the textbook is in accordance with the principles of the competency-based approach, and whether it is designed with relevance to learners' needs and interests. This study is directed by the hypothesis that teachers should apply the CBA principles and the reading components should correspond to the learners' interests and needs for effective teaching and learning of reading using the textbook. Put into practice, both qualitative and quantitative research tools have been utilized. An adapted version of a reading textbook evaluation checklist has been adopted to evaluate the strengths and weaknesses of the textbook in terms of the reading component. In addition to that, a questionnaire was submitted to a sample of 21 out of 114 secondary school teachers of English in Jijel, in hope to know about their views on the suitability of the reading component in the first year secondary school textbook and on the correspondence of teachers' practices to the principles of the CBA. The research findings revealed that teaching reading was not all the time done as suggested by the CBA, and that the reading component presented in the textbook doesn't meet the learners' needs and interests, the teachers' expectations, and most of the criteria the checklist suggested. Thus, the findings confirm the previously made hypothesis and revealed that teachers were not very satisfied with the teaching of reading using the textbook. On the basis of these results, some pedagogical recommendations are suggested for more efficient and effective teaching of reading to take place.

Key words: textbook evaluation, reading component, checklist.

Dedication

This work is dedicated to:

Our parents, sisters, and brothers

Our friends and beautiful souls we have met along the way

Our teachers and colleagues

Acknowledgments

All praise goes to Allah, the Almighty for giving us strength and courage to fulfill this work.

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List of Abbreviations

CBA: The Competency Based Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

GTM: Grammar-Translation Method

P: page

SL: Second Language

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General Introduction

1. Background of the Study
2. The Statement of the Problem
3. Aim of the Study
4. Research Questions
5. Hypothesis
6. Research Methods and Tools
7. Structure of the Study

1. Background of the Study

Reading, like listening, is a receptive skill. It is considered as an organized source of input that incorporates vision and in which learners get engaged in a process of connecting letters and sounds that makes up meaningful conceivable words. In fact, reading occupies a good rank and plays a pivotal role in the teaching and learning process. It helps in enriching the linguistic luggage of the learner and in developing his/her overall proficiency in the language. Thus, it has become a necessary aspect which learners need to master for good mastery of the language.

As a matter of fact, the reading skill should be taken care of through deliberate course design and through consecutive revision and refinement. Evaluation, which is defined as the act of considering something to decide how useful or valuable it is, has become common practice in educational research nowadays. Given its importance, the textbook has come to exert very important and positive influence on the teaching and learning of the English in general, and the reading skill in particular. More importantly, evaluation helps reflect on the four skills, how they are implemented and whether they reflect the needs of students and the goals and expectations of the educational authorities. Evaluation also measures the suitability and effectiveness of a given method or approach.

As far the approaches and methods of teaching are concerned, the Algerian School underwent some changes starting with the grammar translation method (GTM), which focuses on teaching grammar rules and structures, to the Competency-Based Approach CBA. The latter is a "how to do approach" that teaches competencies allowing the learners to become effective users and communicators of a language.

In this regard, our research is conducted to add some knowledge to this area of research through evaluating the teaching of reading and the way the reading component is presented in the textbook "At the Crossroads" within the scope of the CBA.

2.Statement of the Problem

The adoption and implementation of the CBA by the Algerian educational system has been controversial over the course of years. With regard to teaching practices, the teaching of reading to first year secondary school students using "At the Crossroads" textbook has been heavily criticized by secondary school teachers. Teachers have reported their pupils' dissatisfaction with the different reading texts and activity types as they don't meet their needs and interests. Additionally, learners are seen to struggle with the simplest aspects of reading and find it difficult to do most of the activities assigned to them because they fail in constructing meaning and they find the reading activity boring and not enjoyable. Hence, since reading is supposed to be taught according to the CBA principles, with its ambitious aims that emphasize the role of learners, they are expected to be good enough to read accurately and to benefit from the reading act when they perform in the productive skills, especially after having spent four years of studying English under the CBA in middle school education.

The issue raises some open ended questions on why students fail to be skilled readers or why students benefit less from the reading courses suggested. To answer such questions, the dissertation in hand attempts to evaluate the reading component in "At the crossroads", based on the criteria of an adapted checklist and on the teachers' questionnaire findings, in hope to contribute with some suggestions to be taken into consideration in the process of syllabus and material evaluation.

3. Aim of the Study

This research aims to evaluate the reading component of the first year secondary schools' textbook 'At the Crossroads'. It also aims at shedding light on the status of the teaching reading under the CBA approach, and reviews teachers' perspectives towards the reading parts contained in "At the Crossroads" which are worthy for developing the textbook in question. It also aims to check the appropriateness of the reading component with regard to a given checklist.

4. Research Questions

To fulfill the aims of the study in hand, different questions should be answered. The most prominent questions that should be asked are as follows:

1. Do teachers apply the CBA principles when they teach reading?
2. Do the reading activities and materials suit, as their content suggests, the needs, interests, and abilities of the pupils?
3. Does the textbook meet the teachers' expectations when teaching reading to first year secondary school level in Algeria?
4. Do the textbook meet the criteria suggested by the adapted checklist?

5. Hypothesis

Based on the research questions mentioned above, the present research is directed by the hypothesis that in order for effective learning and teaching of reading in first year secondary school English classes to take place, the teaching practices and the textbook's

reading component need to be in harmony with the CBA principles and relevant to learners' needs and interests.

6. Research Methods and Tools

In conducting the present study concerned with the evaluation of the first year secondary school textbook's reading component, a descriptive method which is based mainly on both qualitative and quantitative approaches is used. To achieve the aim of the study, the data gathering tools are an adapted textbook evaluation checklist and a questionnaire. First, the checklist is adapted from Sirajul Munir's checklist (2013) for evaluating reading textbooks; it contains different criteria including "aims and approaches", "design and organization", "content", "vocabulary", "exercises and activities", "methodology", and "Attractiveness of the Text and Physical Make-Up". Second, a questionnaire was used to collect data about the teachers' viewpoints on the teaching of reading under the CBA and on the reading component in "At the Crossroads" textbook.

7. Structure of the Study

This research work is divided into three chapters. The first chapter is a theoretical one which deals with a review literature on reading in the foreign language classroom, starting with a definition of reading, types of reading, approaches to teaching reading, and reading strategies. It then sheds light on some aspects of reading texts such as vocabulary, grammar...etc. It also makes clear the reading-writing connections and identifies the reading stages and the reading models as well as the reading materials and tasks. Last, it points to the teaching of reading under the major approaches and tackles reading from a CBA perspective. The second chapter is also a theoretical one; it deals with the literature

review of textbook, textbook evaluation, the definition of textbook, and its role in foreign language teaching and the characteristics of good textbooks and the comparison between textbook evaluation and material evaluation is clarified. Moreover, the purpose and importance types of textbook evaluation and examples of checklists are dealt with. Concerning the third chapter, it is the practical one. It provides a detailed description of the used methodology in this work. It contains two sections; the first one outlines the population and sampling, the description, and analysis and discussions of the questionnaire. Section two includes the description of the educational system in Algeria, specifically the secondary school, then general information about the textbook '*At the Crossroads*', its structure, the presentation of "read and check" reading components and the evaluation of the textbook via the adapted checklist from SirajulMunir's checklist (2013). The chapter ends with a discussion of the main findings and an interpretation of the results followed by some limitations and pedagogical recommendations.

Introduction

This chapter in hand is devoted to explore the reading skill aspects. It includes definition of reading, types of reading, approaches to teaching reading, and reading strategies. It then highlights some aspects of reading texts such as vocabulary, grammar...etc. It then makes clear the reading-writing connections. It also includes the reading stages and the reading models as well as the reading materials and tasks. Last, it moves to the teaching of reading under the major approaches with much emphasize on the CBA.

1.1. Definition of Reading

As it is first read, the word reading does not convey much of its deepest meaning. As Dublin (1982) put it “reading is a complex task “(p.125). Reading involves the interaction of multiple cognitive, metacognitive, linguistic, and socio-linguistic aspects. It can be broadly defined as the activity in which the reader works at constructing meaning from a linguistic written text. Hence, it has been defined by different scholars in slightly different ways as follow.

Alderson (2000) considered reading as “an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed” (p.14). Thus, for him, reading is a fun task where one gets involved.

Ur (2012, p. 133) emphasized that reading should involve understanding, he concluded that “Reading means ‘reading and understanding’ a student who say, ‘I can read the words but I don’t know what they mean’ is not, therefore, reading, in this sense, but merely decoding: translating the written symbols into the corresponding sounds”

Moving attention to interaction, Burnes and Page (1985) defined reading as interactive process in which the reader engages in an exchange of ideas with the author via text .In other words, it is the process of expressing the meaning by the author and receiving it by the reader, the focus is on the exchange.

From a sight prospective, Harmer (1991) maintained that reading is an exercise dominated by the eyes and the brain .The eyes first perceive the written message, then the brain tries to recognize the message by visually assimilating it to already existing image, or a similar one .Or else, auditory by trying to fit in the sound.

As audition is concerned, Carroll (1964) emphasized the auditory side of the message entailed in a written passage. She defines reading as the activity of reconstructing reasonable spoken message from a print text and making response to the reconstructed message could be made to the spoken message”

Last but not least, Urquhart and weir, (1998, p.1) held that reading “is the process of receiving and interpreting information encoded in a language form via medium of print”;Thus, word recognition; intellect and emotion activate the background knowledge for the message to be easily communicated.

1.2. Types of Reading

There are different types of reading that appear in the literature in relation to foreign language reading. Four major types which are extensive reading, intensive reading, silent reading and loud reading.

First, extensive reading refers to reading that takes place outside the classroom such as: reading books, newspapers, magazines....etc. It is described a rapid reading of long texts

Davis (1995) comment that through extensive reading pupils are encouraged to learn pleasurable at their own level as much book as they can without pressure. This makes the learners compete themselves only. This in turn, makes them even more productive as a result of getting indulged in the reading act.

Second, intensive Reading is the kind of reading that usually takes place inside the classroom; it involves reading short texts to extract details. Its purpose is to develop the strategies of the learners such as skimming, scanning...etc. Nuttall (1982) maintained that "intensive reading lesson is intended primarily to train students in reading strategies" (p.23). Nuttall (1996) added that it's not only about the texts' meaning but of how the meaning is produced "the intensive lesson is intended primarily to train strategies which the student can go on to use with other texts" (p.38).

Third, Silent Reading is a fast and quiet way of reading. Elizabeth (2010, p.287) said that it is "reading something without producing sounds audible to others". It is a type of reading that is fast enjoyable, and informative; this is what makes it a best fit for advanced learners.

Last, Loud Reading is reading with the speaking voice in a way that can be clearly heard. Aslam (2006, p.75) claimed that loud reading is beneficial when teachers want to correct pupils pronunciation and for beginners it "helps them to discover how writing is associated with spoken words". He, on the other side, claims that loud reading is a complex activity since it directs attention to both reading and speaking". (p.75)

1.3.Approaches to Teaching Reading

There are different approaches to teaching reading in EFL/ESL. Here, we mention some of the major ones

1.3.1.The Phonic-Linguistic Approach

According to Brooks, Fisher, & Lewis (2003, p.87), the phonic-linguistic approach is an approach to beginning reading. It “stressed systematic, sequential and synthetic phonics instruction” and attempts to break written language down into small and simple components. It is taught by having children use letter sounds and letter symbols. So, they identify letters with certain sounds and piece them back together – a process is called decoding (Brooks, Fisher, & Lewis, 2003).

1.3.2.The Linguistic Approach

This approach was advocated by Bloomfield (1942). According to him, the English system is merely alphabetic. In other words, learning to read was learning about the principles for the mapping and has nothing to do with comprehension. Lowry and King (1974) noted that oral reading was the mean to chunking to achieve the mastery of sound-symbol relationships. The oral language word alone do not give the full intended meaning since the pitch, stress and juncture can completely change the meaning of an utterance. That's why linguistic program emphasizes intonation patterns in oral reading (Lowry and King, 1974).

1.3.3.The Language Experience Approach

This method is based on the student's own words holding that learners are linguistically different. The student tells a story or experience and a more knowledgeable

person writes it down for them .Then, what has been written serves as a reading material (Fisher, Brooks & Fisher, 2002, p 88).

1.3.4. The Multi-Sensory Approach

The multisensory teaching approach to reading is based upon the idea that some students learn best when the material that they are given is presented to them in a variety of modalities. According to Kamala (2014),the “Multi-sensory approach utilizes more than one sense in the teaching process to enhance the learning process of the students”(p.33). Basically, it uses movement, touching, seeing, and hearing to help students learn to read, write, and spell.

1.4. Reading Strategies

Brown (2007, P.119) defined strategies as the “specific methods of approaching a problem or task, modes of operation” for the purpose of controlling and manipulating certain information, whereas, McNamara (2007) considered it as a cognitive or behavioral action that is enacted under particular contextual conditions for the goal of improving comprehension”

There are different types of reading strategies which learners use to solve problems and make the learning task easier, enjoyable, effective and self-oriented. Some of these reading strategies are skimming, scanning, predicting, inferencing, and summarizing.

First, Skimming was defined by Nuttall (1996) as “the process of rapid glancing through a text either to search for a specific piece of information (a name, a date) or to get an initial impression of whether the text is suitable for a given purpose’ (p. 49).In other words,

skimming is the method of rapidly moving the eyes over a text with the purpose of getting the general ideas intended.

Second, Scanning is a useful reading strategy in which the reader looks for specific information without dealing with the whole text. Pugh (1978, p.53) stated that scanning is to find a match between what the reader seeks and what the text supplies. Simply put, scanning is moving the eyes over the text quickly to get the required information necessary for the completion of a certain task.

Third, Predicting is “the faculty of predicting or guessing what is to come next, making use of grammatical, lexical and cultural clue” (Grellet, 1996, p.17). Thus, prediction is the readers’ anticipation of what is to come next with revising their predictions as they read.

Prediction entails activities that come with different labels, such as activating prior knowledge, previewing, and overviewing. Nuttall (1996, p. 13) explained that “Prediction is a kind of sharing of presuppositions of the writer, and a reader who shares these Presuppositions most will be able ‘to think along with the writer and use his own experience to resolve difficulties’”

Fourth, inferencing means the ability to understand the meaning of a passage of a text without all information being spelled out. Grellet (1996) defines inferencing as “making use of syntactic, logical, and cultural clues to discover the meaning of unknown elements” (p.14). The author wants the reader to make the jump to the same conclusion that the author has made, in other words, it is the process of reconstructing the writer’s unstated presupposition.

Last, Summarizing was admitted by Brown, Day & Jones (1983, p.1) as “the ability to recursively work on information to render it as succinct as possible”. Thus; it is the reduction of a large text into a small one, with keeping all the essential information.

Summarizing is a strategy in which readers sort through the information presented in a text in order to pull out and paraphrase the essential ideas. It requires readers to determine what is important, to condense this information, and to state it in their own words (Harvey & Goudvis, 2007).

1.5. Some Aspects of Reading Texts

There are different aspects that stand to be closely tied to reading texts. Some of them are as follow:

1.5.1. Vocabulary

The term “vocabulary” is used interchangeably with the term “lexis”. The Oxford dictionary (2002) defined vocabulary as ‘the body of words used in a particular language or in a particular sphere’ (p. 1604). In other words, it’s all the words that make up a given language. That is why it has a decisive role in the English foreign language (EFL) reading comprehension. In fact, without the recognition of the meaning of words, it would be impossible to either produce or even perceive the language. Many researchers advocated that vocabulary is the most crucial factor in reading comprehension. Cooper (1984) maintained that vocabulary is the key ingredient to successful reading. Many others have a similar point of view such as Laufer (1989) who claimed that a reader whose vocabulary is insufficient to cover at least 95% of the words in a passage will not be guaranteed comprehension. It is vital then for students to access the required vocabulary that

guarantees their comprehension through different representations such as the case with glosses that accompany the reading texts. Glosses were defined by van Sterkenburg (2003, p.400) as “an explanatory lexicon clarifying the meaning of unfamiliar words or a note in the margin of a text or between lines, explaining or translating a difficult lexical unit in a manuscript or other text”. The use of glosses is seen as effective do to the fact that text with glosses helps students on recalling much better than with texts without glosses(De Ridder, 2003).

1.5.2. Grammar

Although the fact that it has received little attention in FL reading, grammar still contributes directly or indirectly to reading comprehension. As one reads in a second language (SL)/foreign language (FL), the role of grammar becomes complex. It differs from L1 in that an L2 reader “starts to read in the second language before achieving the kind of grammatical maturity and the level of oral vocabulary that L1 readers attain before they begin to read” (Shiotsu, 2009, p.16). Thus, SL/FL learners should be aware of how phrases are constructed (Coda, 2007).The abilities to identify the syntactic roles of words, dissect sentences into meaningful chunks, and recognize the syntactic structure of a sentence seem to contribute to the construction of meaning from the text.

Syntactic knowledge about the words meaning and order of nouns, verb and phrases may not give enough information about who did what to whom in sentences such as the following: “the mouse that scared the elephant was chased by the cat” .Thus, it is feasible that measures of syntactic awareness correlates with measures of reading ability (Sleigel&Rayan, 1989; as cited in Bowey, 1986). In the same concern, it is worth to note that sentences structures have a hand in comprehension. That is, “The complexity of

sentence structure by writers can also often be so multi-layered that children need the opportunity to make sense of the conversation of the text" (Shanahan, Fisher, Frey, 2012).

1.5.3. Literary Genres

Benzoukh (2017) claimed that "each literary genre is characterized by its own language patterns, its specific stylistic choices and its patterns of cultural orientation"(p.247). Thus, the variety in the literary genres is vital to enriching the students' FL. She noted that there are three main literary genres which are prose, poetry, and drama.

Prose is the form of written language that is not organized according to formal patterns of verse". In other words, it applies a natural flow of speech, and ordinary grammatical structure, rather than rhythmic structure, such as in the case of traditional poetry. Due to its nature, Prose is a powerful medium of expressing ideas, facts, laws and principles.

Using poems can aid to learn and teach the target language skills (Burton, 1984 as cited in Benzoukh, 2017). Poetry provides readers with different viewpoint towards language use through encountering the unknown rules of grammar and syntax as it hence makes them familiar with figures of speech due to their being a part of daily language use. It also triggers unmotivated readers because it makes them open to diverse interpretations as it evokes feelings and thoughts (Hall, 2003; as cited in Benzoukh, 2017).

For drama, it makes EFL learners aware of the target language culture. Therefore, it is beneficial to fuse it into the learning process with high interest and enjoyment. Drama helps EFL learners on promoting their understanding of life experiences and makes sense of their extra-linguistic world (Saricoban, 2004; as cited in Benzoukh, 2017). It helps in stimulating learners' imagination, developing their critical thinking skills and promoting

language development (Lenore, 2007; as cited in Benzoukh, 2017). Drama also brings authenticity into the classroom; it exposes students to the target culture, enhances their understanding of literature, and enables them to develop new literary readings (Wessels, 1987).

1.5.4. Background Knowledge

Background knowledge plays a major role in reading comprehension. Vukanovic and Vodopija-Krstanović, (2011) confirmed that “prior knowledge text-related information and cultural knowledge both affect comprehension (p.50). Because of that, the activation of students’ background knowledge has become an essential step that students should go through in each lesson. It is even adopted by some approaches as a necessity and as an integral part in which different activities are devoted to the activation of students’ background knowledge.

1.6. Reading- Writing Connections

From a cognitive prospective, reading and writing are considered similar processes since the same cognitive strategies are used when constructing meaning. Both reading and writing are interactive, recursive processes, and both activate language background knowledge. This means that both readers and writers have a meaning in their minds and constantly revise those drafts (Reid, 1993, p.4). According to Noyce and Christie (1989, pp.9-10 as cited in Eldouma and Elamin, 2018, p.41), reading and writing has four main characteristics.

First, reading and writing agree on planning. Both readers and writers set goals and activate their background knowledge that exists in their schemata. “Based on their schema

writers make decisions about what they want to say and to approach their topic. Similarly, based on their purposes and their experiences with the text topic, readers decide the way they want to approach a text and what they want to get out of it" (Eldouma and Elamin,2018). Second, both of them make use of aligning. Readers and writers make assumptions. For instance, the reader assumes that the author is friendly, neutral or antagonist. Accordingly, he interprets the text based on those assumptions. Another, on the other side, makes assumptions which decide the writers writing style (Eldouma and Elamin,2018). . Third, both readers and writers use drafting in the sense that both of them refine their meaning". Writers do this by including, excluding and arranging information; whereas, readers refine meaning by inferring and acting information based on their prior knowledge (Eldouma and Elamin,2018). Last, both readers and writers make use of monitoring. Noyce (1989) claimed that, "proficient writers and readers constantly evaluate or monitor their effort to see if they are achieving their goals". Thus, they are aware of the meaning and worth of the things that they read (Eldouma and Elamin,2018)

1.7. Reading Stages

There are three stages that define the process of reading. These are: the pre-reading stage, the while reading stage, and the post reading stage (Yazar, 2013)

1.7.1. The Pre-Reading Stage

At this first stage, readers work on activating their background knowledge about a specific topic and making predictions about its content. This stage is mainly concerned with analyzing words and terms related to the text at hand with introducing some new vocabularies (McCune and Alexander, 2015).

Yazar (2013) saw that the teacher has to make students interested in the reading act by providing introductions and hints about the content, so that students become familiarized with the texts' language. This motivates them and helps on activating background knowledge

1.7.2. The While-Reading Stage

At this stage, learners use their background knowledge to decode the texts at hand using different strategies. The teacher has to decide on the amount of scaffolding that is needed based on the learners reading level to help them assess their weaknesses and strengths. He is also required to provide them with notes that regulate their process of reading (McCune and Alexander, 2015).

Yazar (2013) noted that this stage aims at understanding the writer's purpose, the text structure, and at clarifying content. To do so, the teacher design comprehension activities like completing diagrams or maps, making lists, etc.

1.7.3. The Post Reading Stage

At this final stage, learners express their views and experiences about the reading activity. They have the right to ask questions about the text and exchange points and ideas both with the teacher and colleagues; then students can retell the story and even link some of its events with real life situations which can be indicators of their understanding of the topic (Cohen and Cowen 2008). Yazar (2013) sees that this stage is where students react and give views about the text. It mainly aims at consolidating or reflecting about what has been read and also relating to the learners own knowledge, interest, or views.

1.8. Reading Models

There are three main reading models that readers use when they read. They are as follows:

1.8.1. The Bottom-Up Reading Model

Liu (2010), noted that the bottom-up model emphasizes the written or printed text. This model stresses the ability to decode or put into sound what is seen in the text in which the learners construct their understanding of the text starting from smaller linguistic units (i.e. the parts of language) to larger linguistic units (i.e. understand the whole text) (Davis, 1995). That is, the sequence of processing is from letters, to sounds, to words, to sentences, and finally to meaning.

1.8.2 The Top-Down Reading Model

This reading model is a meaning driven process which focuses on the readers' background knowledge in the reading act and in which meaning takes precedence over structure (Manzo, 1990). Hence, it tends to neglect that grammar is important for the use of higher levels. In this context, Liu, (2010) maintained that the reader brings information, ideas and attitudes from the text, in which this knowledge is accompanied with the capability to make linguistic predictions. Then they test their correctness using whatever relevant information that the text supplied i.e. text cues.

1.8.3 The Interactive Reading Model

The interactive reading model is where the interaction of bottom-up and top-down processes occur simultaneously throughout the reading process. Hence, it relies on both graphic and textual information, which means that there is a combination of both

surface structure systems (bottom-up model of reading) with deep structuresystems (top-down aspects of reading) to build meaning .Thus, this model views reading as an interaction between the reader and the text.According to Manzo, (1990) the interactive model views reading as an active, strategic process of questioning, predicting, confirming, and self-correcting” (p.23).Stanovich (1980, p. 15) stated that “interactive model of reading appear to provide amore accurate conceptualization of reading performance than do strictly top-down andbottom-up models. They provide a better account of the existing data on the use oforthographic structure and sentence context by poor and good readers”.

1.9.The Importance of Reading in Foreign Language Learning

Reading is so important in foreign language learning. It contributes to the learning of different aspects of the language such as vocabulary, different registers, culture...etc.

It is evident that as we read we encounter different vocabularies that learners get to translate, then they become familiar to him/her especially if it is recycled different times during reading process, as it evident that reading in different types and genres develops different registers. Day and Bamford (1998) suggested some principles of extensive reading which indicate the learning of the target language. He suggested that extensive reading gives freedom to students to pick the topic themselves, as they are free to choose whatever topic they like. In other words, learners get to choose different, easy, interesting topics that will eventually and subconsciously enrich their vocabulary and develops different registers.

Reading in a foreign language implicitly or explicitly introduces the target culture for the reader since that language and culture are intrinsically bounded up. Hough (2008) said “language and culture are separate entities which are intrinsically related, one cannot exist

without the other” (p.4). He further emphasized the relationship as he claimed “whether perceived through structuralism, cognition, relativism or universalism many studies have portrayed that the linguistic characteristics, grammar and vocabulary of a spoken language reflect to a great extent the culture and the world views of its’ native speakers” (p.4). Thus, reading is an effective and sure way to learning the target culture.

1.10. Reading Difficulties

There are a wide number of difficulties that learners might face as they read, most noticeably “vocabulary”. Vocabulary sets different obstacles, mainly the unawareness of lexical meaning such as Homonyms, which means same word with different meanings, For example (e. g.), *suit you, work suit*, Homophones, which are words that sound alike e.g., *I want to go; I like it too*, and Homographs and Heteronyms, which are words with the same spelling, different pronunciation, different meanings, e. g., *desert, desert*. The first one means abandon, and the second means area of land. Proverb and idiomatic expressions rooted in the native language hinder understanding. FL reader may only get the literal meaning but not the meaning intended such as in the expression: “It rains cats and dogs”.

Grabe and Stoller (2011) maintained that reading difficulties are attributed to the inefficient operation of lower-level and high-level processes. This happens when the text is too difficult as a result of many reasons such as topic genre, lack of background knowledge, linguistic knowledge, or lack of practice of the part of the reader which hinders him from developing reading efficiency.

1.11. Reading Materials

The Free dictionary defined reading materials as written materials intended to be read. It is so important that it should be chosen and developed carefully for successful teaching to occur. Reading material are divided into two groups; authentic and simplified materials.

First, Davies (1984) defines simplification as a process in which the teacher for his agent consciously adjusts the language presented to the learner. Simplified texts are written originally for the second language learners to make comprehension and communication easier and they are labeled pedagogical (Davies, 1984). Students find interest in simplified material because the burden of too many complicated words is eliminated which, in turn, boosts extensive reading. Reading becomes more effective and pleasurable.

Second, Martinez (2002), defines authentic materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes. Wallace (1992) put that it is "real-life texts, not written for pedagogic purposes" (p.145). Authentic materials help on developing native like speakers, and for this to occur, teachers should look at the language inside the classroom. Authentic texts 'exhibit the characteristics of true discourse: having something to say, being coherent and clearly organized' (Nuttall, 1996, p.177). It develops world-background knowledge, language, and conventions which directly contribute to the learning of reading and writing.

1.12. Assessing Reading in EFL

Fenton (1996) defined assessment as the collection of relevant information that supposedly to be relied on for making decision. Thus, assessment is concerned with the process of identifying and describing the learner's knowledge, abilities, and skills. It is

considered as a useful way to measure the level of students and define their needs based on their weaknesses and strengths and even deemed essential. On reading assessments, in particular, Grabe (2009) articulated that “reading assessments are meant to provide feedback on the skills, processes and knowledge resources that present reading abilities” (p.253). Thus, an effective assessment must be supported by information and feedback given by the teacher to make sure students improve their reading skill and also to make them aware of their progress so they can evaluate themselves. Moreover, according to Afflerbach(2011) in order to assess the reading skill, the assessment should integrate both of the formative and summative assessment. Mostly, formative assessment gives an overall view on the development of the student and his progress in reading during several lessons, where summative assessment mainly reflects the effectiveness of the program and curriculum in relation to the reading skill.

Reading assessment should focus on three main areas: the first area is the accuracy and the ability of the learner to decode the items of a text. The second area is automaticity of the student that should be assessed to see how quick he is deriving and recognizing the words mentioned in the text. The last area is the assessment of prosody of the ability of the student to correctly interpret the expression and sentences of the text (APAC, 2009) .The assessment process of learners' needs, wants and weaknesses then includes the use of various tools, techniques, and different reading comprehension tasks based on the goal and purpose of the assessment (Nation, 2008, p.76).

1.13. Types of Reading Comprehension Tasks

There are several forms of reading comprehension tasks that can be used in testing learners' comprehension and stimulating their understanding of a text. These techniques

may take formal or informal forms. Sally and Katie (2008, p.27) identified some of these tasks

1.13.1. Yes-No Questions

These are questions that should be answered with either yes or no .However; sometimes the answer can be correct by chance .In this case the teacher has to ask another type of questions to validate the answer(Sally and Katie, 2008).

1.13.2. True or False Questions

This is another type of a reading test that is familiar to most learners .It consists of a text accompanied by a series of statements. Learners need to decide and mention whether the given statements are true or false according to the text they are required to read, instead of giving answers in a complex written response .They are good activities for memory of literal details in the text, but they are limited in assessing specific comprehension skills such as making inferences and meanings(Sally and Katie (2008).

1.13.3 Matching

This type is likely to be less familiar to learners, but increasingly common.They are used by many assessors. For doing a matching task, learners need to choose from a list of prompts which may be statements, headings, or question completion .For instance, learners can be asked to match a description to the appropriate paragraph, or to match words and phrases to their meanings (Sally and Katie, 2008).

1.13.4. WH Questions

Whquestions are questions that begin with interrogative pronouns such as “where”, “why”, “who”, when, and “how” .These questions are useful in providing learners with literal understanding of a text. Such questions help them recognize information in the text and make evaluations and personal predictions (Sally and Katie, 2008).

1.13.5. Open -Ended Questions

These questions are used in standardized assessments.They are useful in assessing the component skills of comprehension such as the ability of learners to make inferences from the text .However, it is important to mention that this form of assessment may have some weaknesses because learners have to formulate verbal or written responses which may underestimate their comprehension because of their language deficits (Sally and Katie, 2008).

1.13.6. Multiple-Choice Questions

This type of the reading task is the most familiar to learners.It is composed of a text which can be of any type accompanied by one or more multiple choice itemsmay be in the form of statements, a question with answers, or incomplete statements with a choice of phrases or words.Generally, there are three or four options and only one of them is the right one. These questions are based on other forms of questions(Sally and Katie, 2008).

1.13.7. Cloze Tasks

These are tasks which include sentences where a single word is concealed and replaced by another selected word .This assessment activity is used to target learner' word

reading skill and to assess both sentence and passage comprehension (Sally and Katie, 2008).

1.13.8. Gapped Tasks

This kind of reading test includes texts or diagrams from which single words, phrases, sentences, or paragraphs are deleted. These filling the gap tasks can also be used in testing grammar and vocabulary. In some tasks, learners have to decide what should fill in the gap, while in some others, they are given a series of alternatives for choice. Where words, sentences, or paragraphs are removed, or there is an item among the given alternatives that is odd to the text (Sally and Katie, 2008).

1.13.9. Proofreading

This kind of tasks includes deliberate errors or mistakes of different types in the text provided. Despite the fact the proofreading activities make part of grammar and vocabulary tests, they can also be used in reading comprehension assessments. The texts can be of any type and, often, is formed of numbered lines. Some lines may involve an extra, or a misspelt word, or an error of punctuation, while the other lines are correct. At this level, learners need to read the text, mark the correct lines, remove the extra words, and correct the spelling and punctuation errors (Sally and Katie, 2008).

1.14. Teaching the Reading Skill under the Major Approaches

The place of reading has shifted with the shift in the method and approaches through history. The grammar translation method is considered as the oldest teaching method that emerged in the early sixteenth century. As its name implies, the GTM is a combination of grammar and translation. In this regard, Richards and Rodgers (2001) explained

that “Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by the task of translating sentences and texts into and out of the target language” (p.5). In other words, it is based on translation, grammar rules, memorization of endless lists of bilingual vocabulary in order to enable foreign language learners to read foreign language literature.

Still, when the teaching of the reading skill is concerned, learners have to understand the grammar rules included in the reading passages as they are provided with vocabulary lists. In this context, Lems (2009) stated that “the focus of grammar- translation method is on reading and translating a text back into one’s first language” (p.10).

Following, was the direct method which emerged as a reaction to the GTM. Dash and Dash (2007, p.55) wrote, “The direct method is a method of teaching a foreign language through conversation, discussion and reading in the language itself”. In other words, it is based on teaching FL directly, without the interference of the first language, and without translating from and into the target language. After that, the audio-lingual method emerged as a reaction to the shortcomings of the previous method. Richards and Rodgers (1986, pp. 48-49) claimed 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 phonemic, morphological and syntactic elements for the sake of conveying meaning and messages. From the psychological point of view of skinner’s behaviorism, language is a set of habits, and language learning is the learning of these habits. Learning itself is achieved via the principles of stimulus- response. The audio-lingual method is based on repeating on the part of the teacher and student dialogues wherein rules are presented sequentially; thus, structures are practiced through drilling

.Henceforth, reading is not focused on in the Audio-lingual method in which “precedence is given to oral proficiency over reading and writing” (p.11)(Lems, 2009).Then, the Communicative language teachingemerged (CLT) referring to an approach to foreignlanguage teaching which focuses on developing the student’s communicative skills and competencies. In other words, attention is given to language use, fluency, and authentic language (Brown, 2001; as cited in lems.et.al, 2009).Reading and writing are seen as a means to greater communicative competence. Students use authentic reading texts and activities whereas grammar is contextualized when taught (Lems, 2009).

1.14.1. Teaching Reading under the Competency Based Approach

The CBA is an approach to language teaching that emerged in the United States in the 1970. For the CBA approach to be clearly defined, the term competency should be defined first.

The closely related terms of competence, competency, and competencies are usually confused.The *New Oxford Advanced Learner’s Dictionary* (2005) defined competence as “the ability to do something well” (p. 294). It further considers competence and competency as synonymous and so competences and competencies. However, there is a slight difference between the two in that competency has a superior level of mastery and accuracy then that of competence; also a competency can be realized in specific condition. In this context, Shermon (2004) defined a competency “as a written description of measurable work habits and personal skills used to achieve a work objective” (p.130). In short, a competency is the ability to integrate knowledge, skills, and attitudes to perform a task (Sperry, 2011).

In this regard, the CBA is outcome-based; it defines “educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors that students should process at the end of the course of study (Williams and Rodgers, 2001, p.141). CBA teaches students the resources (i.e., knowledge, skills, and attitudes) that they are going to reuse and mobilize later through didactic situations (i.e., activities). This approach has been adopted by the Ministry of National Education as a new approach in order to teach English as a foreign language in the Algerian schools. Chelli and Khouni (2010) maintained that it is mainly characterized by being:

-An action oriented approach: The CBA teaches the students basic skills that they might encounter in the work place environment and in real life situations. Therefore, CBA teaches knowledge, skills, and attitudes, and then the students are required to integrate them to solve problems and perform real world tasks (Chelli & Khouni, 2010).

-A problem solving approach: It puts learners into situations where they check/test their capacities to overcome obstacles and problems. Problem solving helps learners to learn the language effectively and lastingly through hypothesis testing. Thus, Problems make learners think and learn by doing (Riche, B et al., 2005).

-It is a social constructivist: The CBA approach allows for learning to occur through social interaction not only within the pages of the copybook or the confines of the classroom. In other words, learning doesn't occur through the transmission of pre-determined knowledge but is created through a newly constructed knowledge that occurs through social interaction (Riche et al., 2005).

-It is a cognitive approach: Bloom claimed that all educational objectives have to be classified as cognitive (has to do with information) in which Competency-based learning

requires high levels of critical thinking and reflection(O'sullivan, Burce, 2014), effective (has to do with attitudes, values and emotions), or psychomotor (it has to do with body movement). He said that the learner must achieve lower order objectives before he can achieve higher ones, since cognitive objectives form a hierarchy(Chelli&Khouni, 2010)

Besides, the CBA exhibits different features: it complies with the learners' needs and styles and provides the time required for students to perform and demonstrate the expected competencies (knowledge, skills, and attitudes), providing a meaningful context in which learners experience the competency in a natural context. The CBA is a holistic, multidisciplinary, integrative approach since competencies are holistic. The knowledge is constructed through interaction with the environment, peers, or a more knowledgeable other. This makes it an open approach in which learners build their own competence, and they make use of the competence of the others based on their needs and wants. The CBA is based on the discovery of knowledge in which the content is available and accessible and students get to discover the knowledge and develop the skills and strategies themselves, as opposed to being a process of providing information. The CBA also places emphasis on the learning process of the learner. Learners reflect on their needs, motivation, approach, progress, result, which helps them on developing their learning competencies. Last, the CBA fosters personal learning in which students develop and construct their own knowledge by themselves and in which information, knowledge, and strategies are made meaningful when they are operationalized through competences. In other words, students need to be able to identify with contexts, persons, and situations of the domain involved (O'sullivan,&Burse, 2014).

The CBA is a learner-centered approach rather than a teacher-centered one. The teacher only plays the role of a guide, facilitator, independent participant, and a need analyst while the learner has a central role in the learning process. Richards and Rodgers (2001, p. 146) stated 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 are required to learn are clearly defined and present. Henceforth, 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 short, 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, and to be able to face problems in their daily life.

It is worth mentioning that the CBA has many attributes. The CBA allows for understanding how one learns best. In other words, it makes clear the learners' learning styles, as it also allows understanding exactly what the expected outcome of learning is. It makes the learners responsible for his learning and helps him to assess their own learning and their own performance. The CBA is goal oriented and motivating; it boosts the learner to be an ethical person, a practitioner, and a critical thinker, as it also makes them committed to ongoing learning (O'sullivan, & Burce, 2014).

Teaching the reading skill under the CBA follows the same formula, i.e., it teaches the knowledge, skills, and attitudes that students are going to integrate and make use of. Thus, it requires efforts on both teacher and learner parts due to the fact that teaching reading means to train the learners to read effectively to get information or meaning from

written material with full understanding. Eskey(1983; as cited inBenramdane, 2016) noted that “The point of the reading course should be reading, not reinforcement of oral skills, not grammatical or discourse analysis and not the acquisition of new vocabulary” (p.130). As for being it a learner-centered approach, learners are made aware of their active participation as they are not only taught to read in order to learn but they are also taught how to read. Widdowson (1983; as cited inBenramdane, 2016) put the following: “A pedagogy that does not involve learner participation is not likely to be as effective as one that does”. (p. 76). Thus, the teacher within the CBA has the role of a guide, a co-ordinator, an observer and an assessor. In sum, the teaching of the reading skill within the CBA might have a positive influence on learners’ performance inside and outside the classroom (Benramdane,2016).

Conclusion

To recapitulate, the first chapter scans over different reading components. It included the definition of reading, types of reading, approaches to teaching reading, and reading strategies. It then sheds light on some aspects of reading texts such as vocabulary and grammar. It then makes clear the reading-writing connections. The chapter also included the reading stages and the reading models as well as the reading materials and tasks. Last, it moves to the teaching of reading under the major approaches, with particular reference to the teaching of reading from a CBA perspective.

Introduction

Textbooks are a key component in learning a language. They are necessary materials for the learning/ teaching process. They serve as a means of instruction in the sense that they provide the learner with the necessary language practice and give the teacher the needed source of information. Hence, it's highly important that they suit the learners' needs and interests and meet the demands of the teaching learning situation. Thus, to obtain good educational results; textbook evaluation is needed to guarantee the success of teaching and learning.

The chapter in hand introduces textbooks as being one kind of materials and then sheds light on textbook evaluation as being the main concern of the present study. The role of textbook in foreign language teaching and learning is also discussed. The purpose behind textbook evaluation, its importance, types of textbook evaluation and its different approaches are also dealt with.

2.1. Definition of Textbook

The term 'Textbook' is defined by the Oxford Wordpower's Dictionary (2006) as "a book that teaches a particular subject and that is used especially in schools" (p.798). In addition to that, the Cambridge Advanced Learner's dictionary (2003) provided a similar definition for textbook; it is 'a book that contains detailed information about a subject for people who are studying that subject (p.1319). This reflected the real need for textbook in learning. For their part, Richards and Schmidt (2002) defined textbook as 'A book on a specific subject used as a teaching/learning guide, especially in school or college' (p.595). Accordingly, textbooks serve as an instrument in conducting instruction and occupy an outstanding rank in education.

According to Hutchinson and Torres (1994), "the textbook is an almost universal element of ELT" (p.315). In accordance to the given statement, the core of language teaching and instruction is based on textbook. For Richards (2001), "textbooks are a key component in most programs in some situations, they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom" (p1). As Sheldon (1988, p.239) put "coursebooks are perceived by many to be the route map of any ELT program". This implies the essential role and need for textbooks in teaching.

Seguin (1989, p.24) regarded textbooks as follows:

The school textbook is more a tool for the pupil, the organization and structure of which prepares the ground for learning content of a subject, as well as a written text, a presentation and often illustrations designed to facilitate reading and comprehension of the text. The pupil is offered practical exercises, activities and an evaluation of his results.

In the light of the previous statement, the textbook represents a backbone in learning and teaching and is regarded as an instructional aid and instrument for the learner.

2.2. The Role of Textbook in Foreign Language Teaching (ELT)

Nunan (1998) argued that textbooks provide the basis of much of the language input and classroom practices learners receive and engage in. They also provide teachers with the source of instruction, content and structure of lessons, and balance of the skills to teach (as cited in Azarnoosh, Zeraatpishe, Faravani & Kargozari, 2018, p.96).

According to Richards (2001,p.1)

Textbook are a key component in most language programs.in some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.

Gak(2011, p.1)stated that, “The textbook plays an important role in teaching and learning. It represents a useful resource for both teachers as course designers and learners as persons who are acquiring the English language”.In other words, the textbook is an essential material and tool for both teachers and learners.

In Cunningsworth’s view (1995, p. 7), textbooks are important and play many roles:

- A source for presentation material (spoken and written)
- A source of activities for learner practice and communicative interaction
- A reference source for learners on grammar,vocabulary,pronunciation, etc.
- A source of stimulation and ideas for classroom language activities
- A syllabus (where they reflect learning objectives which have already been determined)
- A resource for self-directed learning or self-access work
- A support for less experienced teachers who have yet to gain in confidence

All in all, textbooks are significant instructional tools that contribute a lot in the teaching learning process .They are a rich source to well practice the language.

2.3.Characteristics of Good Textbooks

For a textbook to be called a good textbook, it needs to meet certain criteria and characteristics to fit the teaching learning situation.

Raub(1882,p.51-52-53) pointed out to the main characteristics of good textbooks, he assumed that they should be logically arranged, clear, interesting and brief. They need to be a model and adapt to the capacity of the student and be attractive in appearance.

Grant(1987)maintained that three main features should be available to have best coursebook like the suitability to the needs, interests, and abilities, the suitability to the teacher and the target classroom.Besides,it needs to meet the needs of official public syllabi or examinations(as cited in Belouahem,2008,p.92).

2.4. Textbook Evaluation

Evaluation as defined by the Oxford Learner'Pocket Dictionary is“a decision on the value or quality of something’ (p.146).In the same vein, Hutchinson and Waters (1987, p.96) asserted that “evaluation is a matter of judging the fitness of something for a particular purposeand Learning”.In other words, evaluation aims at examining the suitability of a thing for the objective it is set for.

Richards andSchmidt (2002, p.188) defined evaluation as follows:

The systematic gathering of information for purposes of decision making. Evaluation may use quantitative methods (e.g. texts), qualitative methods (e.g.observation,ratings),and judgments. In language planning, evaluation frequently involves gathering information on patterns of language use, language

ability and attitudes towards language. The evaluation of individuals involves decisions about entrance to programmes, placement, progress, and achievements.

Worthen (1990) defined evaluation as “the determination of the worth of a thing” (42). In other words, it’s judging the merit and real quality of the thing that is examined. Rea-Dickins and Germaine (1994) regarded evaluation as “the means by which we can gain a better understanding of what’s effective, what’s less effective and what appears to be no use at all” (p.28). Accordingly, evaluation is an important instrument to evaluate what is suitable or not.

All in all, evaluation seeks at determining the value and the efficiency of the means used in educational fields to get results.

2.4.1. Definition of Textbook Evaluation

Textbook evaluation is a process the purpose of which is to judge the worth and quality of the course book. Tomlinson (2003) defined textbook evaluation as “a procedure that involves measuring the value (or potential value) of a set of learning materials” (p.21). Besides, Genese (2001) stated that ‘textbook evaluation is a process of collecting, analyzing, and interpreting information. As a result of this process students will improve their language competence and educational programs will be more prosperous’ (as cited in Rezaeian and Zamanian, 2015, p.106). To put it differently, textbook evaluation is an essential step that fosters and enhances the quality of learning and teaching.

2.4.2. Purpose of Textbook Evaluation

Researchers come up with different reasons and purposes for textbook evaluation.

According to Sheldon (1988), we need to evaluate textbook for two reasons. First, the evaluation will help the teacher or program developer in making decision on selecting the appropriate textbook. In addition to that evaluation of the merit and demerit of a textbook will familiarize the teacher with its content and consequently assist educators in identifying the particular strengths and weaknesses in textbooks already in use. Cunningsworth (1995,p. 7) suggested that the materials selected should reflect [the needs of the learners and the aims, methods and values of the teaching program. One other reason for textbook evaluation is that it can be very useful in teachers' development and professional growth. In the same vein, Baiche (2008) explained that in its broad sense, evaluation involves many other factor that are linked to administrations, schools and environment,etc. In this sense evaluation represent an ongoing process that informs all pedagogical staff and policy makers about teaching practices, materials and learning concerns in order to make it open for further modification. Thus, evaluation provides information about learning and teaching to bring about changes when necessary.

We evaluate texts to "reach our own conclusions regarding the suitability of the materials for specified groups or individuals" (McDonough & Shaw 2003,p.71).

To sum up, textbook evaluation aims at improving the teaching materials for the sake of selecting the most suitable ones.

2.4.3. Importance of Textbook Evaluation in Language Teaching

Rea Dickins and Germaine (1992, p.3) maintained that “Evaluation is an intrinsic part of teaching and learning”. Accordingly, Evaluation is a key component in teaching and learning.

Sawin (1990,p.258) further explained that “evaluation studies can shed the light on the points of strengths and weaknesses of the syllabus in order to enhance what is good and deal with the areas that may need to be improved”. Thus, evaluation studies delineate the merits and the demerits of the syllabus to further improve it.

2.5Types of Textbook Evaluation

There are different types of evaluation; some of them relate to the following types:

2.5.1.Formative Evaluation

Formative evaluation is an evaluation that informs about the effectiveness and fitness of learning instruments. The purpose of formative evaluation is to evaluate what is effective and to change what isn't so that the course effectively matches the students' needs, to give students a voice in their learning, to provide information for the design of the course (Graves, 2000, p.215). In the same stream of thoughts, Graves (1996, p. 200) acknowledged that “formative evaluation is the process of evaluating any aspect of a course as it is being developed and implemented for the purposes of improving it”. In other words, Formative evaluation occurs as the course takes place.

According to Richards (2001, p288), formative evaluation addresses the following questions:

1. Has enough time been 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?

All in all, formative evaluation seeks to improve the instructional tools for better educational outcomes.

2.5.2. Summative Evaluation

According to Richards (2001), summative evaluation aims at making decisions about the value of different aspects of the curriculum. Summative evaluation is an approach that is based on evaluating a textbook after it has been adopted, to measure to the extent to which it has been achieved, helping the evaluator to suggest certain future planning (Richards, 2001, pp. 291-292). 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 depends on the teaching goals specified in terms of measurable behavioral objective. Richards (2001, pp. 291-292) assumed that in this type of evaluation, the following questions are raised:

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-Dickins and Germanie(1992),”summative evaluations are carried out after an innovation has been running for sometimes,or at the end of a project...it has focused on the overall outcomes,i.e.end product of an innovation...”(p.24). This implies that summative evaluation is conducted to examine the results after a period of time .It determines if the programs and learning activities, worked in terms of the needs addressed.

2.5.3.Illuminative Evaluation

Illuminative evaluation is much more concerned with the implementation of the programme in the classroom in which the teacher is the monitor of this evaluation. Richards(2001, p.289) said that “The purpose of this type of evaluation is not to change the course necessarily but to find out the work of different aspects of the programme and how they are implemented”. It is concerned with establishing a deeper understanding of the processes of teaching and learning that occur in the programme. Richards(2001,pp.289-290) also stated that such frame work covers the following questions:

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 teachers/students infractionpatterns typically occur in classes?

For Mathison(2005), “overall,illuminative evaluation concentrates on the information gathering rather than the decision-making component of evaluation” (p.193).The task is to provide a comprehensive understanding of the complex reality (or realities) surrounding a program:in short,to "illuminate". Accordingly, this evaluation seeks to provide a global understanding to what exist in the program to get a clear image.

2.5.4.Predictive Versus 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.(Ellis,1997,p.36).In other words,this evaluation measures the effectiveness of the teaching aids before their use.

Ellis (1997,p.37)held that a retrospective evaluation“...provides the teacher with information which can be used to determine whether it is worthwhile using the materials again,which activities ‘work’ and which do not,and how to modify the materials to make them more effective of ‘testing’ the validity of a predictive evaluation, and may point to ways in which the predictive instrument can be improved for future use”.Accordingly, retrospective evaluation tends to give a clear picture on the teaching tools that were used in term of their worth, work and the possibility of re-using and changing them.

2.6. Approaches to Textbook Evaluation

There are different approaches to textbook evaluation,three approaches are considered in what follows:

2.6.1.The Impressionist Approach

The impressionistic evaluation is the first approach to textbook evaluation. Cunningsworth (1995) maintained that the impressionist approach provides an overall introduction to the material in terms of its features such as the quality of visuals, the layout, the course package and the sequence of items. For Cunningsworth (1995) the most noticeable characteristic of that approach is that it "is more receptive in that we look for anything that is noteworthy and interesting (p.2)

2.6.2.The In Depth Approach

As its name suggests, the in depth approach looks deep into the coursebook details. Cunningsworth (1995) explained that the in depth approach is an active approach in its nature. It evaluates the textbook profoundly. It focuses specifically on the items that have to do with the students' needs. All this is carried out to find out how suitable the textbook is and whether to keep using it or not (Cunningsworth, 1995).

2.6.3. The Checklist Approach

Sheldon (1988) maintained that textbook evaluation 'is fundamentally a subjective rule-of-thumb activity, and that no neat formula, grid or system will ever produce a definite yardstick...' (p.245). To put differently, no set of criteria can suit all situations. As a result, many researchers used checklists as evaluation tools for textbook evaluation like Sheldon (1988), Cunningsworth (1995), Ur (1996), Miekley (2005) and Munir (2013) and many others.

Stufflebeam (2000) defined checklist as "valuable evaluation devices when carefully developed, valued, and applied". According to the given statement, a checklist is an

important way and step that yields a worthy evaluation. In the same line of thought, Demir and Ertas(2014,p.245) stated that a checklist is an instrument that helps practitioners evaluate coursebooks in an effective and practical way.

McGrath (2013) maintained that checklists are a means of making evaluation criteria explicit, thereby providing a 'common framework for decision-making'; they ensure that systematic attention is paid to all aspects considered to be important; and information is recorded in a manner that is cost effective and in a format that is convenient for purposes of comparison. (p. 55)

Many researchers have come up with different checklists as a means to assess the value and worth of textbooks. Some checklists will be considered in what follow

2.6.3.1.Cunningworth's Checklist

Cunningworth (1995), as one of the most prominent researchers in the field of textbook evaluation, provided a checklist that includes forty five criteria divided into eight main categories: aims and approaches, design/skills, topic, methodology, and teacher's book. Each category contains some checking items. Concerning the system of rating, Cunningworth developed a 4 point scale. His checklist assumed to tackle some important general criteria for evaluation and selection purposes. The underlying aim behind developing this evaluative tool is mainly to check the suitability and appropriateness of textbooks used by teachers and learners(See appendix A).

2.6.3.2.Sheldon's Checklist

Sheldon (1988) provided a checklist that contains two categories: factual details and factors. The factual details tackle the title of the textbook, author, publisher, price, level, physical size, length, target skills, target learners, target teachers meanwhile the factors deal with the rational , availability ,user definition, layout/graphics, accessibility ,linkage ,selection and grading , physical characteristics , appropriacy ,authenticity ,sufficiency, Cultural bias, educational validity, flexibility guidance and overall value for money (See appendix B).

2.6.3.3.Ur's checklist

Ur (1996), like other researchers, proposed a checklist for textbook evaluation. The checklist he suggested contained nineteen criteria that revolved around features and varied items of the textbook. Every criterion needed to be examined in relation to its prominence. The importance of every criterion is judged upon the appearance of that criterion in the textbook(See Appendix C).

2.6.3.4. Miekley's Checklist

Miekley (2005) is one of the reading specialists who worked on providing a framework to determine the textbook quality.He introduced a checklist for evaluating ESL/EFL reading comprehensiontextbooks. Miekley's Checklist contained forty criteria divided into three sections: textbook, teacher'smanual, andcontext. For the textbook,he considers four elements: content,vocabulary and grammar,exercises and activities,attractiveness of the text and physical makeup. Concerning teachers manual, he highlights four aspects: general features, background information, methodological guidance and supplementary exercises and materials .For context,he comes up with

three components:the appropriateness for the curriculum, appropriateness for the students and the appropriateness for the teacher. As far as the rating scale,Miekeley proposes a 5-points scale (See Appendix D).

2. 6. 3.5.William's Checklist Model (1983).

For the language teaching process to be effective, the teaching aids and materials need to be evaluated profoundly especially textbooks. Recently, textbook evaluation represents an essential part of ELT/ESL programme. William (1983) came up with one of the most important framework. The primary goal of his checklist is the examination of the textbook implemented in in ESL instruction.William's evaluative checklist model is based on four principles:

- 1- Up-to-date methodology that should conform to both psychological and linguistic principles of modern-accepted methods of ESL teaching.
- 2- Non-native and untrained novice teachers need to receive guidance .This can be done through providing them the necessary support. As an example of such support, teachers will be exposed and taught the meaning of minimal pairs.
- 3- Second language learners' needs should be taken into consideration in case students in the same class speak different mother tongues or in case English is not a second language.
- 4- Relevance to sociocultural environment should be taken into account due to the fact that problems related to vocabulary and syntax raise as a result of the differences between the target language culture and the mother tongue.

The four assumptions proposed by William enabled him to introduce a checklist made up of twenty eight criteria. The latter is organized under seven categories: general, speech, grammar, vocabulary, reading, writing, and technical. Each category composed of four checking items extracted from William's four principles (general, linguistic, pedagogical, and technical) that were related to the above mentioned assumptions (see Appendix E).

2.6.3.6. McDonough and Shaw's model

McDounough and Shaw (1993; as cited in Tomlinson, 2003, p.43) came up with a two stage evaluation: an external evaluation and an internal evaluation of two or more units with regard to skills' presentation, grading, tasks' sequencing, types of texts implemented and the relation between exercises and tests.

McDounough and Shaw (1993; as cited in Tomlinson, 1998, p. 220) suggested that teachers begin with an 'external evaluation, consisting of an examination of the claims made on the cover of the student's and teacher's book, the introduction and the table of content. The internal evaluation which is more detailed covers the skills to be developed and their presentation in the material, supporting audio and or video recording, authenticity of materials, suitability of materials for different learning styles and individuals, pair and group learning activities. McDonough and Shaw (2003 as cited in Azarnoosh, Zeraatpishe, Faravani & Kargozari, 2018, p.104).

2.6.3.7. Sirajulmunir's Checklist

For the sake of evaluating and examining the value of reading textbooks, Sirajulmunir (2013) suggested a checklist the use of which renders evaluation more

accurate (see appendix F). Sirajulmunir, in his article entitled 'Developing A Checklist For Evaluating Reading Comprehension Textbooks' reviewed other checklists developed by other researchers like Cunningsworth (1995), Alamri (2008), Harmer (1998), peacock (1997), Litz (2005), Miekley (2005) and Jahagard (2007), presenting different features of their checklists. However, he highlighted the practicality of Cunningsworth (1995) and Miekley (2005) checklists, pointing out to their organization in the sphere of reading comprehension, easiness to be followed and their objectivity. He highly recommended researchers to use such lists. He then modified them as criteria to evaluate the quality of textbooks used in teaching reading comprehension. His checklist included 10 main criteria: aims and approaches, design and organization, content, skills, vocabulary and grammar, exercises and activities, methodology, attractiveness of the text and physical make-up, teacher manual and practical consideration. Sirajulmunir developed four rating scale to interpret the evaluation tool. They are excellent (4), good (3), fair (2) and poor (1) (See appendix F).

2.7. Material Evaluation Versus Textbook Evaluation

Richards and Schmidt (2002) regarded materials evaluation as, "the process of measuring the value and effectiveness of learning materials" (p.354). In other words, to examine and judge the quality of the tools used in learning, it's necessary to conduct an evaluation that determines the good and bad aspects of the tools.

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).

Cunningworth(1995,p.14) suggested three types of material evaluation:

- Pre-use evaluation:is considered as the most difficult kind ofevaluation. 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. Whether 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'sperformance. Also,this evaluation helps in determining the strengths and the weakness in the textbook which in turn helps in making future modifications.

As far as textbook evaluation is concerned,Richards(2001,p.259) pointed out to the main issues in 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. Forexample, what's 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

Textbook evaluation plays a primordial role in education. It yields many benefits for both teachers and learners. It represents a basic step in determining the value of textbooks used by teachers and students. Hence, it's quite important to undertake this step by education practitioners in order to have good textbooks. This chapter tried to deal with definition of textbook and their role. It spotted the light on characteristics of good textbooks. Then, the definition of evaluation and textbook evaluation were provided. The importance of textbooks evaluation in language teaching and learning was reviewed as well. This chapter also highlighted some types of evaluation and approaches to textbook evaluation. Finally, some models of checklists were considered and comparison between material evaluation and textbook evaluation was set.

Introduction

The preceding chapters exposed the related literature about textbook evaluation and the reading skill. This chapter, which is the practical part of the dissertation in hand, is divided into two sections. The first section is about the discussion and interpretation of data stemming from teachers' addressed questionnaire. The second section is about the evaluation of the textbook '*At the Crossroads*'. The elements included are a description of the educational system in Algeria, specifically secondary education, general information about the textbook '*At the Crossroads*', its structure, the presentation of "read and check" reading components in the textbook, and the evaluation of the reading component of the textbook using the adapted checklist from SirajulMunir's checklist (2013) (see appendix G). Finally, some pedagogical recommendations and proposal for further future research are introduced at the end of this chapter.

3.1. Research Methodology

Given the aim of the study, which relates to evaluating the reading component in the Algerian first year secondary school textbook of English '*At the Crossroads*', it is deemed necessary to resort to both qualitative and quantitative data collection and analysis. For that, two research tools stood to be of particular relevance. The first tool is a questionnaire, which consists of a series of questions and other prompts for the purpose of gathering the information needed from respondents while the second tool of research is an adapted checklist from SirajulMunir's checklist (2013) to evaluate reading textbooks. The focal reason behind opting for SirajulMunir's checklist (2013) is that the latter is a thorough elaboration including appropriate criteria with reference to the reading component, noting

that such checklist was adapted for the sake of fitting the aim of the evaluation and with consideration of the literature discussed in this study.

3.1.1. Discussion and Interpretation of the Teacher's Questionnaire

There are several means used to gather data in any work of research such as interviews, observations, questionnaires and tests. The choice of a particular means depends on the nature of the research work, the aim of the study, the sample of inquiry, and the time devoted for conducting the piece of study. For the sake of recording teachers' opinions and views on the use of the first year secondary school textbook of English to teach reading, the questionnaire stood to be of particular relevance in that it "...enables the researcher to collect data in field settings, and the data themselves are more amenable to quantification than discursive data such as free-form fieldnotes, ..." (Nunan, 2010, p. 143). A questionnaire is the commonly used means of collecting data. It consists of a series of questions and other prompts for the purpose of gathering the information needed from respondents. This section, then deals with the description of the questionnaire, its administration, analysis and interpretation.

3.1.1.1. Population and Sampling

The present questionnaire was handed to (30) randomly selected secondary school teachers of English, from a whole population of (114) secondary school teachers of English; however, only (21) teachers have answered the questionnaire. It was delivered and gathered in one week time span. It was administered to teachers in the period between 12 of June, 2019 till 19 of June, 2019.

3.1.1.2. Description of the Teacher's Questionnaire

The questionnaire starts with a brief introduction to the questionnaire with the statement of the aim of the study and some research ethical considerations of concern to respondents. It consists of a mixture of close-ended and open-ended questions (see Appendix H). The teachers are asked to give answers to some questions by writing full statements or by ticking the right answer. The questionnaire contains 16 questions which are organized into four sections. The first section is concerned with general information; it consists of two questions about the teachers' experience. The second section contains 12 questions about multiple reading skill aspects, the teachers' aims and objectives, reading assessment, and CBA application. The third section contains one question that includes 26 statements adopted from the adapted checklist. The teachers have to tick the statement that is more appealing by ticking whether they strongly agree (SA), they agree (A), they are undecided (U), they disagree (D), or they strongly disagree (SD). The statements are about the overall evaluation of the textbook while most of other statements serve as a detailed evaluation the reading skill component. The fourth section contains one question which is about the suggestions that teachers would have to phrase about improving the teaching of reading with the textbook in question.

3.1.1.3. Analysis and Interpretation of the Teachers' Questionnaire

Section One: General information

- 1. Question one:** How long have you been teaching English?

Table 1:

Teachers' Teaching Experience

Response	Participants	%
a. Less than 5 years	7	33,33%
b. From 5 to 10 years	13	42,86%
c. More than 10 years	5	23,81%

The first question was addressed to identify the period teachers had spent teaching the English language. Put differently, this question's aim is to know about the teacher's teaching experience. The majority of teachers (13 out of 21) with a percentage of 42,86 %, had experienced teaching English for a period ranging from five to ten years. Then, 7 out of 21 teachers (i.e., a percentage of 33, 33%) have been teaching English for five to ten years. Finally, 5 out of 21 teachers (i.e., a percentage of 23, 81%) claimed that they had been teaching English for more than ten years.

This implies that there are more experienced than less experienced teachers of English, noting that the majority had taught for more than five years.

2. **Question two:** How long have you been teaching first year secondary school level?

Table 2

Teachers' Experience with First Year Pupils

Response	Participants	%
a. Less than 5 years	6	28,57 %
b. From 5 to 10 years	11	52,38 %
c. More than 10 years	4	19,05 %

The second question was addressed to know the periods in which teachers had spent teaching first year classes. This question's aim is to know how familiar teachers are with the first year secondary schools textbook "at the crossroad". A number of 11 teachers out of 21 (i.e., the percentage of 52, 38%) claimed that they had been teaching English for a period ranging from 5 to 10 years. A number of 6 out of 21 of teachers (i.e., a percentage of 28,57%) said that they had been teaching English for less than 5 years. Last, 4 respondents out of 21 (i.e., a percentage of 19,05%) noted that they had been teaching English for more than 10 years.

The above statistics imply that the majority of teachers had experienced for more than 5 years teaching English, which means that the majority of them are familiar with the first year secondary school textbook which was firstly implemented in 2003.

Section two: Teachers Views on the Teaching of the Reading Skill

3. Question three: What is the objective of teaching reading to first year pupils?

- a. Reading for global information
- b. Reading for specific information
- c. Analyzing and interpreting text structure
- d. Determining meaning from context
- e. Making inferences
- f. Learning about the target language culture
- g. Developing reading strategies

Table 3

The Objective(s) of Teaching Reading to First Year Pupils

Participants	Subjects	%
a+b	3	14.28 %
a+b+c+d	5	23.81 %
e+f	3	14.28 %
d+g	4	19.05 %
a+b+c+d+e+f+g	6	28.58 %

The third question is about the objectives of teachers from teaching reading to pupils. The aim of this question is to figure out what the objectives that the majority of teachers tend to set are. The statistics show that 6 teachers (i.e., a percentage of 28.58 %) set all the different objectives proposed. Then, 5 teachers (i.e., a percentage of 23.81%) claimed that the objectives are reading for global information, reading for specific information, analyzing and interpreting text structure, and determining meaning from context. After that, 4 teachers (i.e., a percentage of 19.05%) teach reading with the objective of determining meaning from context and developing reading strategies. Only 3 teachers (i.e., a percentage of 14.28%) teach reading for global information and reading for specific information, while the same percentage opted for the objective of making inferences and learning about the target language culture.

The results clearly delineate that different teachers set different objectives in terms of both quality and quantity.

4.Question four:How would you estimate your first pupils overall level in reading?

Table 4

Teachers' Estimation of their Pupils' Level in Reading

Response	Participants	Percentage
a.Very good	0	0%
b.Good	1	4,76%
c.Average	15	71,43%
d.Weak	5	23,81%

The fourth question aims at figuring out the teachers views on their pupils' overall level in reading. Thus, this question gives insights on how well pupils do and what is expected from them. The majority of the teachers representing 15 out of 21(i.e.,a percentage of 71, 43%) said that the pupils' level in reading is average. 5 out of 21 teachers with the percentage of (23, 81%) said that they are weak pupils, and only 1 teacher, with a percentage of (4,46%), said that they are good .None of the teachers said that pupils level in reading is very good.

5. Question five: Do you consider the time devoted to reading in the classroom sufficient to improve first year pupils reading skills?

Table 5

Teachers' Views on the sufficiency of the time devoted to reading.

Response	Participants	%
a.Yes	3	14,28%
b.No	18	85,72%
c.I don't know	0	0%

The aim of this question is to know whether or not the time devoted to reading is sufficient to improve first year pupil's reading abilities. This question provides insights on how well the teaching aims and objectives can be achieved within time limits. The results show that 18 out of 21, representing a percentage of 85,72%, viewed that the time devoted to the teaching of reading as being not sufficient to develop pupils' reading abilities, while only 3 teachers (i.e., a percentage of 14, 28%) said that it is rather sufficient, and no teacher opted for the "I don't know" choice. This indicates that time insufficiency hinders improving first year pupils' reading skills.

6.Question six: Which of these reading strategies do you think are helpful for improving first year pupils' reading skills?

- a. Skimming
- b. Scanning
- c. Predicting
- d. Inferencing
- d. Summarizing

Table 6

The Most Helpful Reading Strategies in Improving the Reading Skill.

Participants	Subjects	Percentage %
a+b	6	28.57 %
b+e	6	28.57 %
b+e	4	19.05 %
c+d+e	3	14.28 %
a+b+c+d+e	2	9.53 %

The sixth question's aim is to gather teachers' views on the reading strategies that they think are helpful for improving first pupils' reading skills. 6 teachers (i.e., a percentage of 28.57%) think that the most effective strategy for improving first year pupils' reading abilities are skimming and scanning. The same number (i.e., a percentage of 28.57%) opted for scanning and summarizing as the most effective strategies. In the second stage, 4 teachers (i.e., a percentage of 19.05%) chose scanning and summarizing as the most effective strategies. Then, 3 (i.e., a percentage of 14.28%) teachers chose predicting, inferencing, and summarizing and the most effective reading strategies. Last, 2 teachers (i.e., a percentage of 9.53%) thought that all the strategies are helpful for improving first year pupils' reading abilities.

In brief, different teachers with different degrees think that different strategies help to improve pupils' reading abilities.

7.Question seven:Do you encounter difficulties when teaching your pupils reading in class?

Table 7

The Teaching of Reading and the Teachers' Encountered Difficulties

Response	Participants	%
a.Yes	20	95,24 %
b.No	1	4,76%

The seventh question aims at knowing whether teachers find difficulties when teaching reading. The results obtained show that the majority of the teachers (20 out of 21) and representing a percentage of 95, 24% encounter difficulties when they teach reading to pupils. Only one teacher, with a percentage of 4, 76%, said that she/he does not find any kind of difficulty. The results clearly delineate that teachers face difficulties during the process of teaching of reading to first secondary school classes.

8. Question Eight: If yes, the difficulties you encounter when teaching reading relate to:

- a. Pupils' limited vocabulary knowledge
- b. Pupils' limited semantic knowledge
- c. Text difficulty
- d. The use of idiomatic expressions

Table 8

The Areas of Difficulties in Teaching Reading.

Participants	Subjects	Percentage
a	5	23.80 %
a+b	7	33.33 %
a+b+c	4	19.05 %
a+c	4	19.05 %
d	1	4.77 %

Teachers were asked to tick the areas of difficulties that they struggle with the most. The aim of this question is to figure out the different difficulties that teachers face when they teach reading to first classes. 7 teachers (i.e., a percentage of 33.33%) noted that the difficulties that they face when teaching are attributed to pupils' limited vocabulary knowledge and limited semantic knowledge. Then, 5 teachers (i.e., a percentage of 23.80%) said that the difficulties relate to vocabulary knowledge. After that 4 for teachers (i.e., a percentage of 19.05%) noted that the difficulty stems from each from the pupils' limited vocabulary knowledge, limited semantic knowledge, and text difficulty. The same percentage (19.05%) which equals 4 teachers claimed for pupils' limited vocabulary knowledge and text difficulty to be the major difficulties that they face when teaching. Last, only one teacher (with the percentage of 4.77%) claimed for idiomatic expressions and proverbs to be the source of difficulty that they face when they teach first year pupils reading in class.

Form the results , it's clear that teachers face different difficulties with different degrees. Still, the major difficulties that they face relate to the students' vocabulary deficiency followed by a lack of semantic knowledge and text difficulty.

9.Question nine: Which of the following reading comprehension activity types do you generally use to assess first year pupils reading abilities?

- a.Yes/no questions
- b.True/False questions
- c.Matching
- d.Wh questions
- e.Open-ended questions
- f.Multiple choice questions
- g.Cloze texts
- h.Gapped texts
- i.Proof reading

Table 9

The Reading Comprehension Activity Types Used in Reading Assessment.

Response	Participants	Percentage
a+b+c+d	3	14.28 %
a+b+c+d+f	4	19.05 %
a+b+d+f	8	38.09 %
a+b+c+d+e+f	4	19.05 %
a+b+c+d+e+f+	2	9.53 %

The ninth questions' aim was to discover which of the reading comprehension tasks students use to assess their first students' reading skills. The results show that the majority of teachers who equal 8 teachers (i.e., a percentage of 38.09%) claimed that they use the following to assess their pupils' reading skills: Yes/No questions, True/False questions, wh questions, and multiple choice questions. In the second position, 4 teachers (i.e., a percentage of 19.05%) use Yes/No, True/False questions, Matching, wh questions, and Multiple choice questions. The same number of teachers (i.e. 19.05%) use: Yes/No, True/False questions, Matching, wh questions, and Multiple choice questions of teachers claimed for (i.e., the same percentage of 19.05%) use True/False questions, Matching, wh questions, open-ended questions, and multiple choice questions. In the next position, 3 teachers (i.e., 14.28%) Yes/No, True/False questions, Matching, and wh questions. Last, 2 teachers (i.e., a percentage of 9.53%) claimed that they use each of Yes/No, True/False questions, Matching, wh questions, open-ended questions, and Multiple choice questions, and Gapped texts. However, no teacher claimed for the use of both cloze texts and proof

reading. This indicates that teachers use different reading comprehension activities with varying degrees.

10. Question ten: Which type of reading do you usually opt for in your classes?

Table 10

The Type of Reading Activity Teachers Use in Class

Response	Participants	%
a.Silent reading	17	80,96%
b.Reading aloud	0	0%
c.Both	4	19,04%

The tenth addressed question was about which type of reading teachers opt for in their first year classes. The aim of this question is to know if teachers only opt for silent reading which is the one applicable to CBA or that they opt for loud reading as well. The statistics show that 17 out of 21 of the teachers (i.e., a percentage of 80,96%) opted for silent reading while 4 teachers out of 21 (i.e., a percentage of 19,04%) opted for both, but no one teacher opted for loud reading. This gives hints that the majority of teachers do apply the CBA principles in relation to the teaching of reading.

11. Question eleven: Do you adapt any reading text(s) or activities in the first year textbook?

Table 11

Teachers' Adaptation Practices of Reading Texts and /or Activities in the Textbook

Response	Participants	%
a. Yes	19	90,47%
b. No	2	9,53%

The eleventh question's aim is to know if teachers tend to adapt any reading texts or activities in the first year textbook. The majority of teachers (19 out of 21 teachers, i.e., 90, 47%) said they adapted reading texts and activities while only 2 teachers (9, 53%) said no. This indicates that most teachers tend to adapt the parts that they don't feel comfortable with and this may relate to the fact that teachers are experienced enough to do that as confirmed by the results of questions one and two.

12. Question twelve:Please say why?

Teacher's responses are as follows:

- Because the texts are boring
- Because the texts are too long and difficult
- Because some activities don't serve the pupils. They don't allow them to provide creative answers in which they broaden their language use.

Owing to the answers recorded from the teachers, it may be noticed that the reasons for which teachers resort to adaptation rather relate to the textbook content, and not to the pupils.

13. What reading texts/parts do you suggest to be changed or modified in the first year textbook?

Table 12

Teachers' Suggestions and the Adaptation of Reading Texts/Activities

Respondents	Subjects	Percentage
a. Teachers who answered this question	13	61,91%
b. Teachers who didn't answer this question	8	38,09%

The twelfth question was addressed to know the parts that the teachers wish to be changed. 13 teacher out of 21 (i.e., 61, 91% of the teachers) answered this question, while only 8 out of 21 teacher (i.e., 38,09%) did not answer it. Those who had answered suggested for the following to be changed:

- Anticipate page 20

-Anticipate p.21 contains three tasks that are devoted to activating the learners' background knowledge. The first one is about matching items in a screenshot with its functions that are written in statements. Task 2, learners are required to do some guessing based on a screenshot while task 3 is again about screenshot in which learners are asked what it is for?

- Read and Check page 115, Activity 1/2/3 page 115

-Read and Check text is about telecommunication in the past, present and future. The three activities ask comprehension questions according to the text.

- Reading text "chemicals at war against man" page 145, task 3 page 145

-Read and Check text is about “pollution”. Task 3 asks students to guess the meaning of the underlined words using some guidelines.

- Activity 1/2 page 83.

-Activity 1 is a question based on text comprehension, and also activity 2. However, it is contains mixed questions; some about the texts while others about grammar in nature.

13. Question thirteen: To what extent do you apply the CBA principles when teaching reading?

Table 13

Teachers' Application of the CBA Principles in Teaching Reading

Response	Participants	%
a. To a great extent	16	76,19%
b. To some extent	5	23,81%
c. To a limited extent	0	0%
d. Not at all	0	0%

This question puts forward measuring the extent to which teachers apply the CBA principles, the approach currently adopted by the Algerian educational system. Statistically, a percentage of 76, 19% of the teachers (16 teachers out of 21) asserted that they apply CBA principles to a great extent. 5 teachers out of 21 (i.e., 23, 81%) said that they apply them to only some extent, while 0% noted to both to a limited extent and “not at all”.

**Section Three: Teachers' Views on the Reading Components in the First Year
Textbook "At the Crossroads"**

14. Question fourteen: Please, respond to the following statements and decide whether you strongly agree (SA), you agree (A), you are undecided (U), you disagree (D), or you strongly disagree (SD).

- "Aims and Approaches"

Table 14

Teachers' Evaluation of the Textbook's Aims and Approaches.

Statements	SA	A	U	D	SD	Total
1.The aims of the textbook correspond closely with aims of the teaching program and with the learners	0%	42.56%	14.28%	42.86%	0%	100%
	0	9	3	9	0	21
2. The textbook fits the learning/teaching situation.	0%	14.28%	23.81%	61.91%	0%	100%
	0	3	5	13	0	21
3.The textbook is flexible and allows for different teaching and learning styles.	0%	19.05%	19.05%	61.90%	0%	100%
	0	4	4	13	0	21

The first criterion covers three statements that provide insights into the suitability and consistency of the aims and approaches suggested for the textbook to the needs of the learners. This statement's aim is to check the teacher's degree of satisfaction about the three presented items. The results show that 42,86% of the teachers disagree on the first statement that claims "*The aims of the textbook correspond closely with aims of the*

teaching program and with the needs of the learners". A percentage of 61,91% of the teachers also disagreed on the second statement: "*The textbook fits the learning/teaching situation*", as well as on the third statement "*The textbook is flexible and allows for different teaching and learning styles*" with the same percentage (61,91%).

In general, the teachers think that the textbook does not fulfill any of the above criteria, pointing out to the fact that the aims and approaches of the textbook at hand are not appropriate to the needs of the learners, to the teaching/ learning styles, and even to the teaching/ learning situation.

- "Design and Organization"

Table 15

Teachers' evaluation of the Textbook's Design and Organization.

Statements	SA	A	U	D	SD	Total
4.The content is well organized	0%	4.77%	23.81%	71.42%	0%	100%
and well-sequenced	0	1	5	15	0	21
5. The grading and progression is	0%	19.04%	28.57%	42.85%	9.53%	100%
suitable for learners	0	4	6	9	2	21

The second criterion contains two statements, aiming at checking teachers' attitudes towards the design and organization of the textbook. The results show that 71,42% of the teachers do not view the content as being well organized and well-sequenced, 42,85% of them considered the grading and progression as being not suitable for

learners, and 9.53% of them claimed that they strongly disagree. In other words, the design and organization of the textbook are deemed inappropriate for the learners.

- "Content"

Table 16

Teachers' Evaluation of the Textbook's Reading Content.

Statements	SA	A	U	D	SD	Tot
6. The reading selection is authentic pieces of language	0%	38.09%	23.81%	28.57%	9.53	100%
	0	8	5	6	2	21
7. The text selections are representative of a variety of literary genres and they contain multiple sentence structures	0%	61.91%	4.76%	33.33%	0%	100%
	0	13	1	7	0	21
8. There is enough variety and range of topic.	0%	38.09%	9.53%	47.62%	4.76%	100%
	0	8	2	10	1	21
9. The topic helps expand pupil's awareness and enrich their experience	0	33.33%	19.04	47.61%	0%	100%
	0	7	4	10	0	21
10. Your pupils will be able to relate to the social and cultural context presented in the textbook	0%	28.57%	38.1%	33.33%	0%	100%
	0	6	8	7	0	21
11. The reading text is used for introducing new Language items (grammar and vocabulary), and consolidating language work	4.76%	80.96%	9.52%	4.76%	0%	100%
	1	17	2	1	0	21%
There is enough focus on the development of	0%	4.76%	38.1%	57.14%	0%	100%
		1	8	12		

reading skills and strategy.						
12.The reading material is linked to other	0%	76.19%	9.53%	14.28%	0%	100%
Language skills	0	16	2	3	0	2

The third criterion contains ten statements. Its aim is to uncover teachers' attitudes toward the different aspects of the textbook's reading content. The statistics show some kind of variance in the agreement and the disagreement on the above statements. 38,09% of the teachers agreed on the statement that the reading selections provide authentic pieces of language, and 61,9% of them also agreed that text selections are representative of a variety of literary genres and they contain multiple sentence structure. 80,96% noted that the reading text is used for introducing new grammar and vocabulary items while 76,19% affirmed that the reading material is linked to other skills.

Four other statements were noted disagree by most of the teachers. 47,62% of the teachers disagreed on the sufficiency and variety of topics, while 47,61% disagreed on the claim that the topic helps expand pupils' awareness and enrich their experience. The statement that *"There is enough focus on the development of reading skills and strategy was disagreed upon by 57.14% of teachers.* The percentage of the teachers that represents 38,1% was *"undecided"* about the statement *"your students will be able to relate to the social and cultural contexts presented in the textbook"*.

By comparing the statements that are noted agree and the others that noted disagree, we can say that there are more teachers who noted agree. In other words, the content can be thought of as being good in general.

-“Vocabulary”

Table 17

Teachers' Evaluation of the Textbook's Vocabulary.

Statements	SD	A	U	D	SD	Total
13. New vocabulary words are	0%	33.33%	19.05%	38.1%	9.52%	100%
presented in a variety of ways	0	8	4	7	2	21

The fourth criterion contains one statement. The statement aims at checking teacher's attitudes about different vocabulary aspects. 38,1% of the teachers disagreed on the claim that new vocabulary words are presented in a variety of ways.

It is possible then, to claim that vocabulary aspects are inappropriately presented, since two teachersdisagreed upon the statement while only one teacher agreed.

-“Exercises and Activities”

Table 18

Teachers' Evaluation of the Textbook's Reading Exercises and Activities.

Statements	SA	A	U	D	SD	Total
14. There are interactive and task based activities that require pupils to use new vocabulary to communicate	4.76%	47.62%	19.05%	28.57%	0%	100%
	1	10	4	6	0	21
15. Instructions in the textbook tell pupils read for comprehension	4.76%	71.43%	14.28%	9.53%	0%	100%
	1	15	3	2	0	21
16. Top-down and bottom-up reading strategies are used in the textbook	4.76%	42.86%	38.1%	57.15%	19.05%	100%
	1	9	8	3	0	21
17. The exercises promote critical thinking of the text	0%	14.28%	23.81%	57.15%	19.05%	100%
	0	3	5	12	1	21

The fifth criterion contains four statements aiming at checking teachers' attitudes towards the different aspects and characteristics of the reading activities and exercises. Four statements, 14, 15, 16, were agreed upon by the majority of teachers representing 47, 62%, 71, 43%, and 76, 19% of the teachers respectively, with 4, 76%, 4, 76%, and 4, 76% of them respectively opting for "strongly agree". They acknowledged the availability of interactive and task-based activities that require pupils to use new vocabulary to communicate, they agreed that instructions in the textbook tell pupils to read for

comprehension, and they accepted that top-down and bottom-up reading strategies are used in the textbook. However 12 teachers (i.e., a percentage of 57, 15%) disagreed on the statement that suggests that the exercises promote critical thinking of the text.

In summary, the quantitative data reveals that the greater majority of teachers have positive views on the different aspects and qualities of activities and exercises.

-“Methodology”

Table 19

Teachers' Evaluation of the Textbook's Methodology.

Statements	SA	A	U	D	SD	Tot
18.The textbook takes into account	4.76%	52.28%	28.58%	14.28%	0%	100%
the principles the CBA approach to	1	11	6	3	0	21
language teaching/ learning						
19.Teachers activate pupils'	33.33%	47.61%	14.28%	4.77%	0%	100%
backgroundknowledgebefore reading	7	10	3	1	0	21
the text						

The sixth criterion contains two statements. The aim of these statements is to know the teacher's attitudes on some methodological aspects included in the textbook. The table clearly indicates that the majority of teachers agreed on both of the statements concerning the methodology. 52,28% of the respondents agreed that the textbook takes into account the principles of the CBA approach to language teaching/learning, while 47,61% agreed that the teachers activate pupils' background knowledge before reading text.

In brief, the teachers consider the methodology of the textbook as being good and appropriate in general.

-“Textbook’s Attractiveness of the Text and Physical Make-Up”

Table 20

Teachers’ Evaluation of the Textbook’s Attractiveness of the Text and Physical Make-Up.

Statements	SA	A	U	D	SD	Total
20.The textbook is long	0%	9.52%	23.81%	38.1%	28.57%	100%
lasting	0	2	5	8	6	21

The seventh criterion contains one statement. The statement’s aim is to check the teacher’s views on whether or not the textbook is long lasting. The teachers noted “disagree” with apercentage of 38,1%. In other words, the last criterion is not fulfilled.

Section Four: Further Suggestions

15. Question fifteen: What are the suggestions you would like to add as to improving the teaching of reading with the textbook “At the Crossroads” in the English course you are giving?

Teachers’ responses to this question highlight their suggestions regarded the needed improvements in the teaching of reading in “At the Crossroads”:

- Improve the visuals (pictures)
- Some reading parts should be adapted accordingto learners needs and interests, background knowledge and lifestyles
- Vary the activities (simple, complex)

- Adding more comprehension activities such as Yes/no questions, MCQ questions, and True/False questions should be added
- reduce the length of the texts
- The syllabus is too long and should be changed
- Reading skill is somehow marginalized

Owing to all these, it can be understood that teachers are not really satisfied with the reading component (texts and activities) in the first year secondary school textbook.

3.1.1.4. Discussion and Interpretation of the Results

After analyzing the results of teachers' questionnaire, the findings are generally negative concerning different aspects of the reading component in the first year secondary school textbook "At the Crossroads."

The majority of the teachers had the experience of teaching English more than five year. This indicates that they have a consistent say about "at the crossroad" textbook as they are also considered to be familiar with "at the crossroad".

According to the ministry of education, the CBA is normally the subject approach used in teaching English. The teachers are obliged to teach English following this approach since the textbooks are supposed to be designed in accordance with its principles. However, despite the fact that teachers agreed on the fact that the textbook takes into consideration the CBA principles, not all the teachers had admitted that they use it to a great extent. The use of oral reading further indicates that not all teachers' practices comply with the CBA principles. Moreover, the majority of teachers claimed that there is less focus on the development of reading strategy which is rather emphasized by the CBA at the time where they think that different reading strategies are helpful for improving first year pupil's reading abilities. When using reading strategies, for instance, learners get involved in the

reading tasks. This makes them responsible for their learning as it boosts learner-centeredness.

Students are agreed upon that they have an average level and that they find difficulties when teaching reading especially due to the limited vocabulary knowledge. This further demystifies the applicability of the CBA principles, pointing to the fact that the teacher should merely act as a guide, facilitator, or active participant. However, this puts even more emphasis on the role of the teachers in the delivery of the lesson. Teachers had commented that the texts don't meet the students' interests and needs and don't much their real life experiences, emphasizing that some texts should completely be changed since the knowledge and savoir they convey is old-dated and doesn't match with today's lifestyles which make the concepts, and so vocabulary naïve to the learners. Students in this sense will not be enriched from the reading texts, especially with the fact that most of them suffer time constraint. Moreover, the majority of teachers had acknowledged that they tend to adapt different parts and activities as they teach using the textbook.

On the effectiveness of the textbook in terms of the reading component according to the adapted checklist, the statistics have shown that the teachers have disagreed on most of the criteria. They disagreed of the criteria "aims and approaches", "design and organization", "vocabulary", "Attractiveness of the Text and Physical Make-Up". Concerning "exercises and activities", these criteria had been averagely agreed upon by the teachers. They agreed that instructions in the textbook tell pupils to read for comprehension and that the textbook takes into consideration both reading models. However they disagreed on the claim that there are interactive and task based activities that require pupils to use new vocabulary to communicate and they negate the claim that the

exercises promote critical thinking of the text. Last, the teachers agreed on only two criteria which are “methodology” and “content”.

3.1.2. Section Two: The Evaluation of the Reading Component in ‘*At the Crossroads*’ Textbook

The aim of this section is to explore and evaluate the reading component included in the “Read and Check” in the first year secondary school textbook. This evaluation is based on an adapted checklist from Sirajulmunir’s checklist (2013).

3.1.2.1. General Information on 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

3.1.2.2. The Structure of the Textbook

'At the Crossroads' is an official textbook designed by the Algerian ministry of national education to teach English for first year pupils in the Algerian secondary school. The overall aim of 'At the Crossroads' 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' about the content. 'At the Crossroads' consists of five units, as presented in the table below:

Table 21

Units in 'At the Crossroads'

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

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. This step is important in engaging the learner in the mood of the lesson. **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, the intonation in formal and informal 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 practice and consolidate the speaking skill with reference to certain 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, a piece of writing like argumentative paragraph.

-Sequence Two: Reading and Writing

-**Anticipate:** This rubric serves as a pre -reading stage that paves the way for the learner to make predictions to what comes next in the coming tasks. it serves as a warm up to engage the learner in the lesson.

-Read and Check: this rubric contains a reading passage and tasks that test the comprehension of learner.

-Discover the Language: This rubric is made up of tasks in which the learners practice language structures and points like grammar.

Write it Out: This rubric contains writing tasks that push the learner to write and create a piece of writing investing and expanding what they have already learnt in terms of the language and functions .

-Sequence Three: Developing Skills

As the title indicates, this sequence seeks to develop the learner's four skills. It enables the learner to combine them in a given learning situation.

-Stop and Consider: 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). It is an investment of the previously learnt knowledge and skills and it is regarded as a final product and practice of the different language forms, functions and lexis taught during the whole unit.

- **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).

3.1.2.3. Presentation of the "Read and Check" rubrics in "At the Crossroads"

Reading is always presented in sequence two in each unit together with writing; however, the emphasis is given only to the reading part since it's the focus of this research work.

Table 22

The Presentation of the 'Read and Check' Tasks

Unit 1:		Getting through
Sequence:2		
Number of activity		Instruction
1, p.21		-Read the email below and check your answer to question 2 on the previous page
2, p.21		-Use the information from the e-mail above to fill in the blanks in the screenshot on the previous page
3, p.21		- Read the e-mail above again and answer these questions:
4, p.21		- What do the words in bold type in e-mail above refer to?
Unit: 2		Once Upon A Time
Sequence: 2		
1, p.53		- Read the text below and check your answer to exercise 2 on the previous page. Did you guess right or wrong? Explain
2, p.53		- Complete the table below with information from the text Above.
3, p.53		- What tense is used in the text above? Why?
4, p.54		- find the synonyms, the antonyms and explanations of the following words and phrases from the same text.
Unit 3:		Our Finding Show
Sequence:2		
1, p.83		-read the report below and check your answer the questions C, D and E on the previous page.
2,p.83		-read the text above again and answer the questions below

Unit 4:		EUREKA!
Sequence: 2		
1, p. 115	- Read the text below and check your answers to exercise and 3 on the previous page.	
2, p.115	- read the information in bold type in the text above and tick () the most suitable title for the text. Justify your answer.	
3, p.115	- Read the text again and answer the questions below	
Unit 5:		Back to Nature
Sequence 2		
1, p. 145	- Read the text below and check your answer to exercise 2 on the previous page.	
2, p.145	- Read the text again and answer these questions.	
3, p. 145	- Guess the meaning of the underlined words in the text above using the guidelines in the box below.	

3.1.2.4. The Textbook Evaluation Checklist

In evaluating textbooks, many theorists came up with checklists as a means of measuring the quality of textbooks used for teaching. In the boundaries of chapter two, some checklists were reviewed and a new checklist had been adapted from SirajulMunir(2013), to analyze the reading component in the 'Read and Check' rubrics (Appendix L). The reason behind opting for SirajulMunir' s (2013) checklist is that the latter is thorough and includes appropriate criteria with reference to the reading component. It was adapted for the sake of fitting the aim of the evaluation. As far as

evaluation of textbooks is concerned, Tomlinson (2001) asserted that material evaluation is most of the times prone to the researchers' subjective views when it comes to the criteria to be examined. Given the limited experience of the researchers, and the difficult nature of the process of implementation of the checklist, some modifications were introduced to the checklist. Thus, the analysis of the reading component-mainly reading texts and activities included in the "Read and Check" rubrics- are in accordance with the research purposes and to the adapted checklist from SirajulMunir' s that is based on the following suggested scale:

Table23

Interpretation of the Rating

Score	Rating	Descriptor
4	Excellent	A textbook is deemed excellent textbook if it has extremely strong with negligible weaknesses
3	Good	A textbook is deemed good textbook if it has strong but with numerous minor weaknesses
2	Fair	A textbook is deemed fair textbook if it has a few strengths and a few major weaknesses
1	Poor	A textbook is deemed poor textbook if it has very few strengths and numerous major mistakes

CRITERION 1

➤ *The reading selection is authentic pieces of language.*

-In **“Read and Check page. 21”**, the text is an email and emails are regarded as authentic materials. This email helps the reader to figure out how English is really used by its speakers and the English expressions used in electronic conversations. This email exposes the reader to real language and its use. For example, in this email, we find how the sender addressed the receiver using salutation: Dear Amel, closing; keep in touch, so, this is a vivid example on how the language is spoken and written in a community.

-In **“Read and Check, p. 53”**, the reading text is an extract from a novel. It's authentic and has the communicative purpose of providing entertainment for the reader. It narrates the story of a brave man and the rank he occupied in his village.

-In **“Read and Check p. 83”**, the reading text is an article retrieved from *The Timesnewspaper* which made it an authentic selection. It's a report on the results of a survey about the different uses of computers among teenagers. This enables the reader to know the real expressions used once talking about computer.

-In **“Read and Check p. 115”**, the text is derived from Hutchinson encyclopedia which is a website. This made it authentic.

-In **“Read and Check p. 145”**, the reading passage is about telecommunication in the past, present, and future which was extracted from a newspaper article called *Popular Science*. It is an authentic selection.

This criterion is extremely strong with negligible weaknesses. Thus, as elaborated in chapter one, authentic materials help develop a native like user of language, and to SirajulMunir's rating scale, this criterion is deemed "excellent".

CRITERION 2

➤ *The text selections are representative of a variety of literary genres, and they contain multiple sentence structures.*

-In "**Read and Check p.21**", the text is an email that belongs to prose. It is written in sentences that form paragraphs. There are varied structures of sentences such as the following:

-**Simple sentence structures:** I'm sixteen years old.

-**Compound sentence:** my mother is a housewife, and my father is an electrician.

-**Complex sentence:** I'm writing because I want to know more about you and your country.

-**Compound-Complex:** children can finish school when they are 16, but no one really wants to do so.

-In "**Read and Check p. 53**": The novel extract is the kind of prose belonging to fiction since it tells unreal story about fictional personality. The sentences used range from simple, complex to compound complex to illustrate:

-**Simple:** Unoka was Okonkwo's father.

-**Complex:** Unoka was unhappy when people talked about war

-Compound- complex: He was a man who liked action, so he was the first to take up arms in defense of his village

-In“Read and Check p.83”: The report represents the prose literary genre. It is non-fiction since it relates something real that is written in a newspaper article. It's made up of paragraphs of different sentence structures such as:

-Simple sentence: this report represents details about computer use by a sample group of 60 young people.

-Complex: when I asked how many of them had computers, all the teenagers I chose said they had one at home.

-"Read and Check p.115”: The text is the kind of prose. It deals with a non-fictional event. Concerning sentences, there are **simple:** I used drums to send and receive messages.

-Compound: the transmission followed a straight line from tower to tower. So the system was impracticable.

-"Read and Check p.145”: The text represents the prose literary genre. It tackles real facts about pollution. The sentences in the text are mainly simple; however, there are sometimes other structures:

-Simple: different forms of pollution take oxygen from the air, rivers and oceans. Rural pollution is as dangerous as urban pollution.

-Compound sentence: vehicles and factories swallow oxygen, and their fumes poison the air with carbon dioxide.

-Complex: fertilizers which contain phosphorus and sulphur spill over into rivers.

This criterion has few strengths and few major weaknesses. The texts contain multiple sentence structures, but concerning the literary genres, all the texts were prose in nature. According to the literature review provided in chapter one, there are other types of genres that help develop the target language such as poetry and drama. Thus, according to chapter one and to SirajulMunir's rating scale, and also to the data that chapter two provided, this criterion is considered "fair".

CRITERION 3

➤ *There is enough variety and range of interesting topics.*

The topics presented in each unit from "**Read and Check**" tackled different issues. However, the choice of these different topics is generally seen as unsuccessful since they are not interesting enough for first year pupils.

-“Read and Check p. 2”: It is about an email which presents information about a girl's lifestyle. However, nowadays it would be much far better to change that email into a chat from Facebook or another social media network that is linked to the learner's real daily life.

- “Read and Check p.53”: It is about an ancient man's bibliography. The tale contains names and nicknames e.g., *Amalinze the cat* that learners might find weird. It would be better if another tales had been chosen that contains simple names.

-“Read and Check p.83”: It is about a survey on computer use. Still, the use of computers nowadays become evident that the topic doesn't raise the interests of the learners

-“**Read and Checkp.115**”:It presents a passage about telecommunication in the time of the primitive man.The text doesn't really provide enough real language to be used in communication. It is preferable that another topic is tackled like **online learning or webinars**.

-“**Read and Check p. 145**”: It is about the topic entitled *Chemicals at War against Man*.However, the language use doesn't depict the real language that can be used by the reader in other situations of communication. As a suggestion, topics like cleaning campaign, pollution in the street, in the classroom would be more interesting to pupils.This enables the reader to use the language in its real context.

This criterion has few strengths and few major weaknesses in the sense that it tackles each time a different topic. However, the choice of these topics is totally unsuccessful. According to SirajulMunir's rating scale and to the data that chapter two provided about the fact that a good textbook should meet the needs and interests of the learners. Thus, this criterion is deemed “fair”

CRITERION 4

➤ *The topic helps expand pupil's awareness and enrich their experience.*

-“**The readingtext p. 21**”is an email in which the sender describes his lifestyle in six body paragraphs. The sender mainly provides information about her country Finland which the learner may have not heard about before; this helps in increasing their awareness about that country and about the language used when speaking about one's lifestyle. The texts can be said to enrich learners experience since they might use this knowledge in their future life experience e.g., when they travel.

-**“The reading text p. 53”** is a reading passage adapted from a novel entitled *Things Fall Apart* about a Man named Okonkwo. The passage describes the person physically and lists his qualities and traits. The passage may help in increasing the learner’s awareness about an ancient man who once existed in a past lifetime as it helps on expanding the students’ awareness of the language included relevant to past lifestyles, e.g., adjectives, the use of the past tense...etc. However, the text doesn’t enrich their experience because the knowledge is specific to a particular period of time

-**“The reading passage p.83”** is a newspaper article which is a survey about computer use by a sample of 60 young people. This topic helps on increasing the learners awareness about the concept “survey” as well as the language (verbs, tenses, sentence structures, reported speech) used when talking about surveys and might serve at enriching one’s experience of one who would conduct a survey in the future.

-**“The reading passage p.115”** is adapted from **Hutchinson Encyclopedia**; it is made up of 4 paragraphs which revolve around telecommunication in the past, present and future and on how tools of communication progressed. This helps in expanding the learner’s awareness about the topic at hand and about the language used in the passage. However, the information provided in the text doesn’t help on the execution of daily life actions and affairs.

-**“Read and Check p.145”** the reading text is entitled *Chemicals at War Against Man* and is adapted from the magazines *Popular Science*. The text is scientific in nature; it tackles the problem of pollution in urban and rural areas and its results. The text explicitly expands the learner’s awareness about the topic at hand. However, the topic doesn’t enrich learners’ experience because the text is merely presenting the phenomenon; it doesn’t not

provide solutions or pieces of advice that the learners are possibly to follow. In other words, it is a topic on paper.

This criterion has few strengths and few major weaknesses. The topics introduced each time are new and help increase the learners' awareness the language use as well as on the knowledge that the topic provides. However, the majority of the topics don't enrich the learners' awareness. Thus, according to SirajulMunir rating scale, this criterion is deemed "fair"

CRITERION 5

➤ *Your pupils will able to relate to the social and cultural contexts presented in the textbook.*

The five reading texts presented in the five the units are not deeply rooted in the social and cultural contexts of a specific community.

-In the first reading text in "**Read and Check p.21**", the email mostly rather tackles the social context because the sender is describing her lifestyle. The learners can relate to the social life because the concepts are not strange to them.

-The text about Okonkwo from "**Read and Check p.53**" is mainly descriptive. Learners can relate to most of the concepts. However, there are some expressions that students might find hard to perceive at their level such as "during the planting season, he worked daily from cock-crow until chicken went to roost. A beginner nonnative learner may struggle to get the meaning required since the meaning is implicitly expressed and they have to read deliberately what comes first and late to connect ideas and get the meaning required. The same case with the expression "*he was called the cat because his back never*

touched the earth”, though the meaning can be inferred from the sentence that follows it, it still hard for a novice learner who struggles with vocabulary and simple tenses conjugations to perceive it.

-“**In Read and Check p.55**”, pupils can easily relate to the text because it is considered as a common knowledge and not specified to a specific community. Likewise, “**Read and Check p.115**” provides global knowledge that can be perceived by all people. Last, “**Read and Check p.145**” tackles a worldwide phenomenon “pollution” which is present in almost every society, accordingly, pupils can relate to the social context.

This criterion is strong but with numerous minor weaknesses. In short, this criterion could be described as “good” according to SirajulMunir’s rating scale and to the data that chapter one provided.

CRITERION 6

➤ *The reading text is used for introducing new language items (grammar and vocabulary), and consolidating language work.*

-In “**Read and Check p .21**”, the email includes grammar items such as frequency adverbs, and there is a question in task 3 that highlights this grammar item. So, the text really consolidates language work. In later rubric “**Discover the Language**”; there is evident consolidation of this grammar point.

As far as vocabulary is concerned, the reader will make use of the vocabulary items seen in the email. For example, in later activities, **task four p. 22**, the student will need to use expressions related to daily habits like the ones mentioned in the letter like get up -go by bus- have classes, in order to write a dialogue describing one’s regular activities . Also,

in **task 9 p.23**, readers match ordinary adjectives with extreme adjectives and use them in new sentences.

-In“**Read and Check p.53**”, the novel extracts dealt with the past simple since it narrates and exposes the life profile of a hero who lived in a tribe in the past. There are verbs in the past like *was, had, won, and worked...* etc. The text also presents prepositions used to describe the heroes' physical appearance, e. g.,*with a gentle look, he was always in agbada*. Further consolidation of this grammar point is seen in **task 2 p. 54**, in which students are asked to join the pairs of sentences using previously mentioned prepositions.

For vocabulary, the extract describes the character in term of physical appearance, personality traits, likes and dislikes through using adjectives and verbs to depict the personality. For example, *he had a very dark complexion, a wide nose*. This is consolidated in **task 2 p. 53**, in which learners are required to fill in the table with necessary information that best describes the personality.

-In“**Read and Check p. 83**”, the report tackles the grammar aspect of reported speech and reporting verbs. The consolidation concept is seen in **question D** where students are required to write direct questions whose answers are present in report. This is a practice of direct speech. Also, in question **E p. 83**, learners are asked to list the verbs used in the report to report the results. **In later rubric: Discover the Language**, students are instructed to write a dialogue in which they question each other about computer use. After that, in **task 2 p.84**, they report the question using appropriate reporting verbs. Concerning vocabulary, it lacks consolidation: the report includes few terminology related to computer and its use, and there aren't enough activities that foster vocabulary.

-In "**Read and Check p. 115**", the text deals with link words that express concession such as *however*. This notion is further seen in the Rubric: **Discover the Language** in task one and two. In task one pupils are supposed to figure out the reason behind the use of *however* to make transition from paragraph one to paragraph two. Whereas, in task two students are required to first match sentences and then join them using *however*.

Vocabulary is not well-consolidated since there aren't enough tasks that ask learners to express something in relation to the topic.

-In "**Read and Check p.145**", the reading text introduces the learners to link words and expressions that express cause/effect, e.g., as *a result, it is the major cause*. This grammar aspect is consolidated in the rubric **Discover the Language** e.g.: in task one (p. 146), learners are asked to pick out the sentences which are close in meaning to a provided sentence. In task 2, learners note how the cause effect relationships are expressed in task three (p.146), learners match the cause with its effect.

When it comes to vocabulary, there are vocabulary items related to pollution: its causes and results like poison the air-diseases –carbon dioxide emissions. Some other words are underlined in the text and learners are asked to guess their meaning. Learners consolidate the use of the vocabulary learnt in further stages when they write a composition about pollution.

This criterion is strong but with numerous minor weaknesses in the sense that the texts introduce both of grammar and vocabulary items and there is consolidation for each. However, grammar was consolidated much more than vocabulary. In short, this criterion according to Sirajul Munir's rating scale is good and this has been clearly elaborated in chapter one.

CRITERION 7

➤ *There a focus on the development of reading strategy*

In all the five units, before the **“Read and Check”** rubric, there is a rubric called **“Anticipate”**. The latter serves as a pre-reading stage that helps on activating the learners' background knowledge. In other words, it gives the floor to the learners to predict what comes next. while concerning read and check there is a lack of the instruction that push learners to use other reading strategies such as skimming and scanning, inferencing, and summarizing.

In read and check p21, **“Read and Check p. 53”**, **“Read and Check p.83”** and **“Read and Check p115”**; there is no task that pushes learners to use any of the reading strategies. However, in Read and Check p.145, there is task three that asks the students to guess the meaning of the underlined words in the text.

This criterion has very little strength and numerous major mistakes. Thus according to chapter one and to Sirajulmunir rating scale. This criterion is described as “poor”.

CRITERION 8

➤ *The reading material is linked to other language skills.*

Each of the five units has the same structural organization. Sequence one is devoted to listening and speaking while sequence two is devoted to reading and writing. All the four skills in one unit revolve around the same topic. However, reading is basically linked to writing in the textbook **“At the Crossroads”**. The unique linkage of reading and writing is evident and displayed in the textbook:

-In unit one, sequence two, learners are required to read and interpret an e-mail message. Then, using this knowledge, they are going to write an e-mail message themselves.

-In unit 2, sequence two, learners are required to read and respond to an extract from a novel, and then they are supposed to write a portrait.

-In unit 3, sequence two, learners are required to read graphs' report and also to interpret survey results, and to write a report.

-In unit 4, sequence two, learners are instructed to read an article about the evolution of telecommunication. Then, they will write from a flow chart.

-In unit 5, sequence two, learners are required to read and respond to a magazine article about pollution; then they are required to write an expository paragraph categorizing about types of pollution.

This criterion has extremely strong with negligible weaknesses. Thus, according to the knowledge that chapter one provides on the reading-writing connections to Sirajul Munir rating scale is deemed "excellent".

CRITERION 9

➤ *New vocabulary words are presented in a variety of ways (e.g.: in glosses)*

In all the five units from read and check vocabulary presentation is not satisfactory since it is not presented in a variety of ways. Taking the example of glosses, All the reading texts from "**Read and check**" rubric don't involve the use of glosses. However, the new vocabulary new vocabulary is presented in form of glossaries at the end of each unit. This

glossary is a list of new English words with their equivalence in Arabic Language. This way of presenting vocabulary makes it difficult for the learner to go each time to check and consult the word in a long list. It is preferable then, that learners are provided with glossaries at the end of each rubric from “**Read and Check**” to facilitate for the learners task of searching for the needed words. As a matter of fact, vocabulary can be presented in a variety of ways such as in glosses or multi-glosses or attach. For instance, it would be better if the learners learn words in context, not stand alone lists. It can be also presented in other different ways such as by providing antonyms or synonyms or visual thesaurus.

This criterion has very few strengths and numerous major weaknesses. In short, according to chapter one and to Sirajul Munir's rating scale, this criterion can be judged as being “poor”.

CRITERION 10

➤ *There are interactive and task based activities that require pupils to use new vocabulary to communicate.*

All the “**Read and Check**” rubrics in the textbook push learners to use new vocabulary to communicate and interact since the tasks provided and the content of the reading texts ask pupils to use the target language that relate to real and meaningful life situations. Task based activities are based on the element of communication. For example, in “**Read and Check**”, **task 1 p.23**, learners are asked to write a reply in the form of a letter in which they invest and use the new vocabulary seen in the email introduced p. 21, like expressions of salutation and closing. Also, in **task 2 p.56**, learners are instructed to write a descriptive paragraph to complete a story; the learners were previously exposed to the extract of a novel in which they saw how depiction and description of the hero is made. This implies

the use of techniques and appropriate expressions to make descriptions. In **task 1, p. 85**, learners write a report in which they use the expressions they have seen in the report in “**Read and Check**”, **p. 83**; they will use the new vocabulary to report (e.g.: reporting verbs such as question, say, tell). In **task 3, p. 117**, learners are asked to write about an invention so they use the vocabulary in the reading passage in “**Read and Check**” (e.g.: invent, communication, electronic). In **task p.147**, learners are required to complete a paragraph about types of pollution. In fact, the vocabulary included in the reading passage in “**Read and Check**” **p.145** helps them in writing using expressions such as *air, diseases, and vehicles*.

This criterion is extremely strong with negligible weaknesses. Thus, according to SirajulMunir’s rating scale, this criterion is deemed “excellent”.

CRITERION 11

➤ ***Instructions in the textbook tell pupils to read for comprehension.***

In all the five units, “**Read and Check**” start with a comprehension instruction in which learners are asked to read the passage to check their answer to specific question that they have already answered in the preceding rubric “**Anticipate**”. They are then supposed to interact about the reading passage and interpret the message being conveyed.

“**Read and Check**” contains other comprehension activities in all of the five units as on page:

- Read and Check p.21:

Task 2 p.21: In this task, the learners will check the predictions they have made in task three of the **Anticipate** rubric according to their comprehension.

Task 3 p. 21: This task reverts to traditional reading comprehension. The learners are required to answer a set of comprehension questions.

Task 4 p. 21: This task aims to encourage the learners to guess the meaning of new/difficult words from context.

-“Read and Check p.53”:

-Task 2 p.53: In this task, students are asked to complete the table with the necessary information.

-Tasks 3 p.53: In this task, students are asked to give the tense and explain its use.

-“Read and Check p.83”:

Task 2: Questions A.B.C.D, the questions asked are about comprehension of the text while E.F.G.H the questions asked are about grammar use.

-“Read and check p.115”:

-In Task 2 p.115 student are asked to tick the wright title for the text and justify it.

-In Task 3.p. 115 students are asked to answer comprehension questions.

-“Read and check p.145”:

-In Task 2, p.145 students are asked to answer the questions according to the text.

-In Task 3, p.145 students are required to guess the meaning of underlined words form the context.

This criterion is strong but with numerous minor weaknesses. In short, this criterion according to SirajulMunir's rating scale is good.

CRITERION 12

➤ *The exercises promote critical thinking of the text.*

All the activities contained in “**Read and Check**” of all the units don't promote critical thinking, simply because the activities don't let the learner to involve his attitudes, emotions and feelings. In other words, they don't allow them to reflect and judge the answers of the questions presented since the answers are text-oriented. “**Read and Check**”, for instance, usually addresses comprehension questions such as wh questions, multiple choice questions... etc., in which the answer to all these questions is in accordance with the text.

This criterion has very little strengths and numerous major mistakes In short; this criterion can be said “poor” according to SirajulMunir's rating scale and to chapter one where mentioned critical thinking is a CBA requirement.

CRITERON 13

➤ *Teachers activate pupils' background knowledge before reading the text.*

In all of the five units presented in “**At the Crossroads**” textbook, there is a page entitled “**Anticipate**” preceding “**Read and Check**” in each unit. It contains a different number of activities that activate the learner's schemata about the topic at hand .The latter also provides new knowledge about that topic which it sustains.

- **“Anticipate p.20”** contains screenshots about e-mails in which learners are provided with matching and guessing tasks.

- **“Anticipate p.52”** presents a book’s cover with some guessing and open ended questions that arouse the learner’s attention and get him/ her involved.

- **“Anticipate p.83** presents a graph in which learners are asked questions about the graph. The questions help presenting the topic to the learner and familiarize them with it.

-**“Anticipate p.114”** presents some pictures of inventions .This paves the way to the next reading passage and makes the concept much clearer in the learners’ minds, whereas **in unit five, “Anticipate p. 144”**,there are some pictures extracted from a magazine article. The pictures are used as a guide to answer the accompanied questions.

This criterion is extremely strong with negligible weaknesses. The textbook does prioritize the activation of the learners’ background knowledge through devoting a rubric called**“Anticipate”**. Thus, according to SirajulMunir’s rating scale and to chapter one, this criterion is deemed “excellent”.

CRITERION 14

➤ *The textbook is long lasting.*

Most of the texts included in the textbook **“At the Crossroads”** are up to date. The text in**“Readand Check p.21”** is an email which becomes very common nowadays. With the advance in technology, different blogs and social media network have emerged that are easy to use and are more convenient. The text in hand is dated and students will not be indulged since the topic is irrelevant and doesn’t match the modern daily life reality.

- The text in “**Read and Check p.53**” which is an extract from a novel can be considered as being long lasting. Novels are long fictional narratives that describe human experiences. The lifestyle, the era, and the experiences determine the fiction of the concerned era. Accordingly, as time changes, fiction changes. However each era carries within it its own worth and essence that cannot belong to another.

-The text in “**Read and Check, p.83**” is up to date due to the specificities that it tackles. *The Times* once wrote about a survey about computer use. Computers nowadays are used by almost all humans for multiple purposes. It has become as an unquestioned topic. Learners are not going to be interested about the topic; they would rather feel interested if the survey is about Instagram or gaming.

- In “**Read and Check, p. 115**”, the text can be considered as being long lasting because it is extracted from an encyclopedia. The information presented in the passage are irrelevant today as it would be much irrelevant in a future time span; however, the knowledge contained within the passage was once under existence and cannot be eliminated.

-The text in “**Read and Check p. 145**” tackles the issue of “pollution”, which is present in nowadays modern life; however, the topic can change in future life time. The phenomena is not guaranteed to be existing forever as it is not guaranteed to be of the same size as it is today.

This criterion has very little strengths and numerous major mistakes. In short, this criterion can be said to be “poor” according to SirajulMunir’s rating scale.

CRITERION 15

❖ *The textbook takes into account the principles of the CBA approach to language teaching/learning.*

In “**Read and Check p.21**”, the reading passage is an email. Thus, the knowledge is relevant to Unit one’s theme titled “communication”. The text presents knowledge about the form of an email and the information that it might contain. Concerning the skills, the email gives hints on the skill of writing an email, while the attitudes are in concern; the email gives hints on the kind of expressions used in an informal email. The attitudes can be clearly shown at opening and the closing of the letter shows clearly the attitudes of the sender. Such type of activity helps prepare learners for effective functioning in society.

In later stages, students are going to mobilize that knowledge. For instance, in **write it Right**, students are asked to write a short reply, in **Developing Skills**, students are asked to write an invitation and letter of apology, and in **Project Work**, students are asked to design or make a job application booklet including items like letters of application, resume, things they are going to make use of in their daily life.

-“**Read and Check p.53**” reading passage provides knowledge related to art (literature) that unit 2 tackles. The text provides knowledge about the characters in terms of personal traits and physical appearance, likes, dislikes...etc. Concerning the skills, the text gives hints on how to develop the skill of writing a story.

In later stages students are going to mobilize the knowledge. In “**Write it Out**”, task 1, p.56, students are asked to develop a story using the guidelines provided, In **Developing Skills**, task 3 p.59, students are asked to write about a review either in English with such of fictions in read and check.

-**“Read and Check p.83”** provides knowledge about a survey in relation to the theme “journalism” (reporting). Concerning the skills, the rubric shows how to report (i.e., start with introduction, reporting the results, drawing conclusions).

In later stages, students later integrate the knowledge in activities such as in **Write it Out**, students are asked to complete a report according to the results of a given question, in **Developing Skills** task 1 students are asked to summarize the dialogue using reporting verbs, and in project work students are asked to conduct a survey about a given topic following tactics for doing a survey

-**“Read and Check p.115”** tackles knowledge about telecommunication in the past, present and future. This knowledge is part of the theme of unit 4 “science and technology”. Concerning the skills, students are going to learn how to read an article about technological evolution.

In later stages, students are going to integrate and mobilize what they have been thought. In **Write it Right**, task 1 p.117, students are required to reorder sentences according to a certain plan to get a coherent paragraph, in **Developing Skills task 3 p.118**, students are asked to make a presentation of a given invention, while in **Project Work**, students are asked to make a profile of an invention.

-**“Read and Check p.145”**, the text provides knowledge about types of pollution and cause and effects of air pollution. This knowledge is part of the overall theme of unit 5 “the environment”. Concerning the skills, students are going to learn reading and responding to a magazine article and categorizing.

In later stages, students are going to mobilize what they have been thought. In **write it out task p.147**, students are asked to complete the blanks with information to get two coherent paragraphs. In **Developing Skills**, students are asked to write about an environmental problem using a tactics summary. In **Project Work**, students are asked to make a consumer guide about a specific product.

This criterion has few strengths and few major weaknesses. According to the literature review provided in chapter one, the CBA is based on the teaching of the resources (i.e., knowledge, skills, and attitudes). However, knowledge and skills are provided while attitudes are neglected most of the times. In this regard and according to SirajulMunir's rating scale, this criterion is deemed "fair".

CRITERION 16

❖ *Top-down and bottom- up reading strategies are used in the textbook.*

-In **"Read and Check" p.21** there are three tasks. Task 1 and 2 uses top-down model while task 3 uses bottom up which are found in the following:

-In **Task 2, p.21**, students are required to fill in the blanks.

-In **Task 3, p.21**, students are asked to answer comprehension questions.

-In **Task 4, p.21**, uses bottom up model in which students are asked to give the reference words.

-In **"Read and Check p.53"** there are three activities in which two tasks use the top-down model while 1 task serves the bottom-up model.

-In **Task 1 p.53**, students are asked to check their answers to previous tasks and provide their explanation.

- In **task 2, p. 53**, students are asked to complete the table with necessary information.

-**Tasks 3 p.53**, students are asked to give the tense and explain its use.

-In “**Read and Check p. 83**” there are 2 activities:

-**Task 1** uses the top-down model in which students check their answers to previous questions.

-**Task 2** mixes the two models.

-**Questions A.B.C.D** serve the top-down model in which the questions asked are about comprehension of the text while **questions E.F.G.H** serve the bottom up model since they are about grammar use.

-In “**Read and Check p.115**”, there are three tasks which are all about top down model.

-In **Task 1 p.115**, students are asked to check answers to previous tasks.

-In **Task 2 p.115**, students are asked to tick the right title for the text and justify their choice.

-In **Task 3, p 115**, students are asked to answer comprehension questions.

-In “**Read and check p.145**”, there are three tasks in which task 1 and 2 serve the top-down while task 3 combines both models.

-In **Task 1, p.145**, students are asked to check their answers to previous question.

-In **Task 2, p.145**, students are asked to answer the questions according to the text.

-In **Task 3, p.145**, students are required to guess the meaning of underlined words from the context.

This criterion is extremely strong with negligible weaknesses. The instructions in the textbook push learners to use both models. Thus, according to the knowledge that the literature review provided and to SirajulMunir's rating scale, it is deemed "excellent".

With reference to the previous cited interpretations, the evaluation of the reading components in "at the crossroad" is deemed "fair" since there are more criteria in the adapted checklist that are deemed "poor" and "fair" than the others of "good" and "excellent".

General Discussion

Based on the findings obtained from the evaluation checklist and the findings of the questionnaire devoted to teachers, several important concluding remarks can be drawn.

At first glance, results obtained from both research tools show similarities concerning different points. First, there is a disagreement on the statement that claims that there is enough variety and range of topic as well as on the claim that suggests that the topic helps expand pupils' awareness and enrich their experience. Topics had been heavily criticized by teachers because the topics don't match to nowadays life styles and so to the students' interests.

Second, results from both research tools disagreed on the claim that vocabulary is presented in variety of ways such as the case with glosses because it is plainly not.

Third, there is no consensus as to the claim that suggests for the activities to promote critical thinking since that the answers to reading activities are mostly found within the

confines of the text. Fourth, both results negate the statement that claims that there is a focus on the development of reading strategy. Last, it has been agreed upon that the textbook is not long lasting. Concerning the CBA, the teachers had claimed that the textbook takes into account the principles of the CBA approach to language teaching/learning. However, in the “Read and Check” rubric, there are some dissatisfying points. The teachers had the same claim with the results obtained from the evaluation checklist, pointing to the fact that the exercises don't promote critical thinking, which is an important aspect put forward by the CBA. The results from the evaluation checklist had also found that there is less focus on the attitudes concerning the reading components. Moreover, speaking about the applicability of CBA principles, the results of the questionnaire made it clear that the teachers do not fully apply them when they teach. On the other side, there are some positive points to mention. There is an agreement on the fact that the reading texts provide new grammar and vocabulary items consolidating language work as they also agreed on the fact that students can relate to the social and cultural context presented in the texts.

Moreover, the Textbook is also found to take into consideration the top-down and the bottom-up models and asks students to read for comprehension as it also activates the learners' background knowledge.

To put it in a nutshell, the obtained negative results confirm our hypothesis. That is to say, the textbook is not effective to a large extent from each of the teacher's perspective and against the criteria that the checklist provides.

Conclusion

This chapter dealt with the evaluation of the textbook “At the Crossroads”, and the teachers' questionnaire. First, we analyzed the textbook using the criteria proposed by the

adapted checklist from Sirajulmnir's (2013) for evaluating reading comprehension textbooks. The criteria included different aspects which are the content, vocabulary, exercises and activities, methodology, and attractiveness of the text and physical make-up. Secondly, we analyzed the questionnaire which was addressed to the teachers of English at the secondary schools in Jijel. All in all, the study has come up with some findings that can help in making some modifications in order to promote suitability and the effectiveness of the use of the textbook "At the Crossroad" in terms of the reading component and meet the objectives of the programme suggested. Last but not least, the final chapter suggested some pedagogical recommendations and further future research issues.

General Conclusion

Like all the other skills, reading has an essential role in foreign language learning since it is considered as a gateway to the reception of the written input. It makes learners develop different aspects about the target language such as vocabulary and target culture awareness. Thus, the textbook designers need to evaluate the textbook wherever a change occurs at the level of the adopted method through the use any of the types of textbook evaluation.

The major focus of this study is evaluating reading component contained in the "Read and Check" rubrics in the first year secondary school textbook of English. This study was directed by the hypothesis that in order for effective learning and teaching of reading in first year secondary school English classes to take place, the teaching practices and the textbook's reading component need to be in harmony with the CBA principles and relevant to learners' needs and interests.

This dissertation is made up of three main chapters; the two first chapters represented literature review, and the final one described the research methodology and their interpretation, and which is concerned with the analysis of the teachers' questionnaire and the evaluation of the reading components contained in read and check according to the adapted checklist from, SirajulMunir's checklist.

Generally, the reading component contained in "Read and Check" rubric is mostly seen as ineffective since it doesn't match the needs and interests of the learners and doesn't completely fulfill some of the requirements of the CBA. The data gathered from this study demonstrate that the textbook is mostly ineffective in most of the criteria when the reading component are concerned such as "aims and approaches", "design and organization", "vocabulary", "exercises and activities", "attractiveness and physical make-up". However, certain merits are undeniable concerning the contents of the "Read and Check" rubrics in that it fulfills some criteria such as the fact that the texts are authentic, that they introduce new grammar and vocabulary items with presence of interactive and task-based activities that requires pupils to use new vocabulary to communicate. It is also found that texts contain multiple sentence structures, and that students can relate to the social contexts of the texts. The reading skill is linked to writing and the book displays both the bottom-up and the top-down models of reading. The instructions in the textbook also ask students to read for comprehension and there is a rubric that is devoted to the activation of the learners' background knowledge.

The findings resulted in different pedagogical recommendations and suggestions for further research for the sake of improving the quality of the first year secondary school textbook "At the Crossroads" reading component.

Suggestions for Further Future Research

With regard to the present study, we suggest further research to be conducted on other elements in the textbook to find whether it is effective and suitable. We also suggest that other researchers investigate the use of other checklist to get a variety of results about the evaluation of the reading component in "At the Crossroads" textbook and compare the results.

Pedagogical Recommendations

Based on the results obtained from this study, some recommendations are suggested. First, it is recommended that the reading component included in the first year textbook "At the Crossroads" is adapted to the learners' needs and interests. The time devoted for the teaching of the reading skill should be increased, while the length of reading texts should be reduced. As far as the texts are concerned, the reading texts should be updated to the needs and interests of the learners, and nowadays lifestyle concerning tasks and activities, they should be varied to include those that promote critical thinking and those that instruct learners to use reading strategies. Teachers should be involved in the process of syllabus design to mirror the teaching realities, address real needs of teachers and learners via issuing yearly reports and evaluations based on the learners' and teachers' needs to be submitted to the course designers.

Limitations of the Study

Like any research work, the current work was confronted with constraints and limitations that need to be recognised. One of the limitations encountered was that of time. If we had had more time, we could have been able to submit another questionnaire to students. Another problem was the lack of available resources and documentation related to our dissertation which resulted in a modest review of the literature. As far as data collection is concerned, many difficulties were encountered in submitting the teacher's

questionnaires. The difficulty stems from the fact that teachers were not all present at the time of delivering the questionnaire because it coincided with the end of the school year and some teachers were not collaborative in the sense that some of them did not fill in the questionnaire and others didn't answer all the required questions. For the checklist, we find many difficulties in evaluating and applying the criteria of the checklist concerned since the original checklist is basically designed ultimately for reading textbooks and not for course books that are designed for FL learners. For that, we were obliged to make some adaptations. Moreover, the checklist is at the same time too broad and exhaustive since it tackles different points and angles which made it hard to cover in the literature review. Concerning the time devoted for the evaluation, it was so short and due to the fact that we are novice researchers and that we are not familiar with practicing evaluation, the latter was conducted under too much stress and too much effort but diligently and patiently done.

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List of Appendices

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Appendix F

Appendix G

Appendix H

Appendix I

Résumé

ملخص

Appendices

Appendix A

Cunningworth's Checklist

■ 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?

- ☐ 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?

Appendix B

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)

<i>Factor</i>	<i>Rating and comments</i>
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

Appendix C

Ur's Checklist (1996)

13 Materials

BOX 13.2: CRITERIA FOR COURSEBOOK ASSESSMENT

<i>Importance</i>	<i>Criterion</i>	
	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	

Appendix D

Miekley 's Checklist

Textbook Evaluation Checklist			Excellent	Good	Adequate	Poor	Totally Inadequate	Mandatory	optional	Not Assessable
I.Textbook										
A.Content										
	i.Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3) ⁱⁱ		4	3	2	1	0	M	O	N
	i. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)		4	3	2	1	0	M	O	N
	ii. Are the reading selections authentic pieces of language? (5,10)		4	3	2	1	0	M	O	N
	iii. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)		4	3	2	1	0	M	O	N
	iv. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)		4	3	2	1	0	M	O	N
B Vocabulary and Grammar										
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)		4	3	2	1	0	M	O	N
	v. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)		4	3	2	1	0	M	O	N
	vi. Are the new vocabulary words		4	3	2	1	0	M	O	N

[illegible]

	(1,2,3)									
	Is the visual imagery of high aesthetic quality? (1,2,3,14)		4	3	2	1	0	M	O	N
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)		4	3	2	1	0	M	O	N
	iv. Is the text interesting enough that students will enjoy reading it?		4	3	2	1	0	M	O	N
II Teacher's Manual										
A. General Features										
	i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)		4	3	2	1	0	M	O	N
	ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)		4	3	2	1	0	M	O	N
B. Background Information										
	i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)		4	3	2	1	0	M	O	N
	ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)		4	3	2	1	0	M	O	N
C. Methodological Guidance										
	i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)		4	3	2	1	0	M	O	N
	ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)		4	3	2	1	0	M	O	N
	iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)		4	3	2	1	0	M	O	N
D. Supplementary Exercises and Materials										
	i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)		4	3	2	1	0	M	O	N
	ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)		4	3	2	1	0	M	O	N
	iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)		4	3	2	1	0	M	O	N
III. Context										

	A. Is the textbook appropriate for the curriculum? (1,2,19,20)								
	i. Does the text coincide with the course goals? (1,2,3,19,20)	4	3	2	1	0	M	O	N
	B. Is the textbook appropriate for the students who will be using it? (1,2								
	i. Is the text free of material that might be offensive? (1,6,16)	4	3	2	1	0	M	O	N
	ii. Are the examples and explanations understandable? (1)	4	3	2	1	0	M	O	N
	iii. Will students enjoy reading the text selections? (1,2,3,15)								
	iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)	4	3	2	1	0	M	O	N
	C.Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)	4	3	2	1	0	M	O	N
	i. Is the teacher proficient enough in English to use the teacher's manual? (1)	4	3	2	1	0	M	O	N

Appendix E

William's Checklist

Appendix

Sample checklist for evaluation

Title of textbook:		Rating				
Weight	This textbook:	4	3	2	1	0
	GENERAL					
	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					

Appendix F
SirajulMunir Checklist

Suggested Checklist for Evaluating Reading Comprehension Textbook

TextbookTitle : Author(s) : Publisher :	Rating			
A. Aims and Approaches				
1. Do the aims of the textbook correspond closely with the aims of the teaching program and with the need of the learners?	Excellent	Good	Fair	Poor
2. Is the textbook suited to the learning/ teaching situation?	4	3	2	1
3. How comprehensive is the textbook? Doesitcover most or all of what is needed? Is it a good resource for students and teachers?	4	3	2	1
4. Is the textbook flexible? Does it allow different teaching and learning styles?	4	3	2	1

SNEP I Tahun 2013

ISBN 978-602-14215-0-5

B. Design and Organization	Excellent	Good	Fair	Poor
1. What components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes)?	4	3	2	1
2. How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?	4	3	2	1
3. How is the content sequenced (e.g., on the basis of complexity, "learn-ability", usefulness, etc.)?	4	3	2	1
4. Is the grading and progression suitable for the learners?	4	3	2	1
5. Is the layout clear?	4	3	2	1
C. Content				
1. Are the reading selections authentic pieces of language?	4	3	2	1
2. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?	4	3	2	1
3. Is the content appropriate? (interesting, challenging, topical, varied, culturally acceptable, unlike to date)	4	3	2	1
4. Is there enough variety and range of topic?	4	3	2	1
5. Will the topic help expand students' awareness and enrich their experience?	4	3	2	1
6. Will your students be able to relate to the social and cultural contexts presented in the textbook?	4	3	2	1
D. Skills				
1. Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc?	4	3	2	1
2. Is there a focus on the development of reading skills and strategy?	4	3	2	1

3. Is the reading material linked to other skills work?	4	3	2	1
4. Is there emphasize of reading for pleasure and for intellectual satisfaction?	4	3	2	1
5. How long are the texts? Do they encourage intensive and extensive reading?	4	3	2	1
E. Vocabulary				
1. Are new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)?	4	3	2	1
2. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?	4	3	2	1
3. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?	4	3	2	1
4. Are students taught top-down techniques for learning new vocabulary words?	4	3	2	1
F. Exercises and Activities				
1. Are there interactive and task-based activities that require students to use new vocabulary to communicate?	4	3	2	1
2. Do instructions in the textbook tell students to read for	4	3	2	1

comprehension?				
3. Are top-down and bottom-up reading strategies used?	4	3	2	1
4. Are students given sufficient examples to learn top-down techniques for reading comprehension?	4	3	2	1
5. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?	4	3	2	1
6. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?	4	3	2	1
7. Do the exercises promote critical thinking of the text?	4	3	2	1
8. Are students assigned extensive reading activities?	4	3	2	1

G. Methodology

1. What approaches to language learning are taken by textbook?	4	3	2	1
2. What level of active learner involvement can be expected? Does this match your students' leaning styles and expectations?	4	3	2	1
3. What techniques are used for presenting/ practicing new language items? Are they suitable for your learners?	4	3	2	1
4. How are the different skills taught?	4	3	2	1
5. How are communicative abilities developed?	4	3	2	1
6. Do teachers activate students' background knowledge before reading the text?	4	3	2	1

H. Attractiveness of the Text and Physical Make-Up

1. Is the cover of the book appealing?	4	3	2	1
2. Is the visual imagery of high aesthetic quality?	4	3	2	1
3. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?	4	3	2	1
4. Is the text interesting enough that students will enjoy reading it?	4	3	2	1
I. Teacher's Manual				
1. Is there adequate guidance for the teachers who will be using the textbook and its supporting materials?	4	3	2	1
2. Are correct suggested answers given for the exercises in the textbook?	4	3	2	1
3. Do they adequately cover teaching techniques, language items such as grammar rules and vocabulary, and culture specific information?	4	3	2	1
J. Practical Considerations				
1. What does the whole package cost? Does this represent good value for money?	4	3	2	1
2. Are the textbook strong and long lasting? Are they attractive in appearance?	4	3	2	1
3. Are they easy to obtain?	4	3	2	1
Total Each Column				
Grand total				

Appendix G

The adapted checklist from Sirajulmunir

Textbook Title : Publisher :	Author(s) : Rating
C. Content	
1. The reading selection is authentic pieces of language.	
2. The text selections are representative of a variety of literary genres and they contain multiple sentence structures.	
3. There is enough variety and range of interesting topic.	
4. The topic helps expand pupil's awareness and enrich their experience.	
5. Your pupils will able to relate to the social and cultural contexts presented in the textbook.	
6. The reading text is used for introducing new language items (grammar and vocabulary), consolidating language work	
7. There is enough focus on the development of reading strategy.	
8. The reading material is linked to other language skills.	
D. Vocabulary	
9. New vocabulary words are presented in glosses	
E. Exercises and Activities	
10. There are interactive and task based activities that require pupils to use new vocabulary to communicate.	
11. Instructions in the textbook tell pupils to read for comprehension.	
12. Top-down (from general to specific, using higher-order thinking skills to achieve comprehension) and bottom- up (from specific to general, using lower-level processes to achieve comprehension) reading strategies are used in the textbook.	

13. The exercises promote critical thinking of the text.				
F. Methodology				
14. The textbook takes into account the principles of the CBA approach to language teaching/learning.				
15. Teachers activate pupils' background knowledge before reading the text.				
I. Attractiveness of the Text and Physical Make-Up				
16. The textbook is long lasting.				

Appendix H

The Teacher's Questionnaire

This questionnaire is part of a research work. It aims at eliciting information about the teaching of the reading skill and the reading component in the first year secondary school textbook “At the Crossroads”.

Dear teachers, you are kindly requested to fill in the questionnaire, so please tick the appropriate answer (s) or write full statements when necessary. Your answers will remain confidential and will be used only for research purposes.

Thank you for your cooperation.

Section One: General Information

1.How long have you been teaching English?

-years.

2. How long have you been teaching first year secondary school level?

-.....years.

Section Two: Teachers' Views on the Teaching of the Reading Skill

3. What is the objective of teaching reading to first year pupils?

a. Reading for global information ☐

b. Reading for specific information ☐

c. Analyzing and interpreting text structure ☐

d. Determining meaning from context ☐

e. Making inferences ☐

f. Learning about the target language culture ☐

g. Developing reading strategies ☐

h. Others (Please specify).....

4. How would you estimate your first year pupils' overall level in reading?

a. Very good ☐

b. Good ☐

c. Average ☐

d. Weak ☐

5. Do you consider the time devoted for reading in the classroom sufficient to improve first year pupils' reading skills?

a. Yes ☐

b. No ☐

c. I don't know ☐

6. Which of these reading strategies do you think are helpful for improving first year pupils' reading abilities?

a. Skimming ☐

b. Scanning ☐

c. Predicting ☐

d. Summarizing ☐

e. Others (**please specify**)

.....

7. Do you encounter difficulties when teaching your pupils reading in class?

a. Yes ☐

b. no ☐

8. If yes, the difficulties you encounter when teaching reading relate to:

a. Pupils' limited vocabulary knowledge ☐

b. Pupils' limited semantic knowledge ☐

c. Text difficulty ☐

d. The use of idiomatic expressions ☐

f. Others.....

9. Which of the following reading comprehension activity types do you generally use to assess first year pupils reading abilities? (**Choose one or more options**)

Yes/no questions	
True/ false questions	
Matching	
Wh questions	
Open-ended questions	
Multiple choice questions	
Cloze texts	
Gapped texts	
Proof reading	

10. Which type of reading do you usually opt for in your classes?

1. Silent reading ☐

2. Reading aloud ☐

3. Both ☐

11. Do you adapt any reading text(s) or activities in the first year textbook?

a. Yes ☐

b. no ☐

12- If yes, please explain why you do so?

.....

13. What reading texts/parts do you suggest to be changed or modified in the first year textbook?

Activity number	Page
-
-
-
-

14. To what extent do you apply the CBA principles when teaching reading?

- a. To a great extent ☐
- b. To some extent ☐
- c. To a limited extent ☐
- d. Not at all ☐

Section Three: Teachers' Views on the Reading Components in the First Year Textbook "At the Crossroads"

15. Please, respond to the following statements and decide whether you strongly agree (SA), you agree (A), you are undecided (U), you disagree (D), or you strongly disagree (SD).

Statements	SA	A	U	D	SD
1. The aims of the textbook correspond closely with aims of the teaching program and with the needs of the learners.					
2. The textbook fits the learning/teaching situation.					
3. The textbook is flexible and allows for different teaching and learning styles.					
4. The content is well organized and well-sequenced.					
5. The grading and progression is suitable for learners.					
6. The reading selection is authentic pieces of language.					
7. The text selections are representative of a variety of literary genres and they contain multiple sentence structures.					
8. There is enough variety and range of topic.					
9. The topic helps expand pupil's awareness and enrich their experience.					
10. Your pupils will be able to relate to the social and cultural contexts presented in the textbook.					
11. The reading text is used for introducing new language items (grammar and vocabulary), consolidating language work.					
12. There is enough focus on the development of reading strategy					
13. The reading material is linked to other language skills.					
14. New vocabulary words are presented in a variety of ways.					
15. There are interactive and task based activities that require pupils to use new vocabulary to communicate.					

16. Instructions in the textbook tell pupils to read for comprehension.					
17. Top-down (from general to specific, using higher- order thinking skills to achieve comprehension) and bottom- up (from specific to general, using lower-level processes to achieve comprehension) reading strategies are used in the textbook.					
18. The exercises promote critical thinking of the text.					
19. The textbook takes into account the principles of the CBA approach to language teaching/learning.					
20. Teachers activate pupils' background knowledge before reading the text.					
21. The textbook is long lasting.					

Section Four: Further Suggestions

16. What are the suggestions you would like to add as to improving the teaching of reading with the textbook “At the Crossroads” in the English course you are giving?

.....

.....

.....

Thank you for your cooperation

Appendix I



READING AND WRITING



READ AND CHECK

- 1 Read the e-mail below and check your answer to question 2 on the previous page.

Dear Amel,

I've found **your** address on the Internet. I'm writing because I want to know more about you and your **country**. But I have to introduce myself first. §1

My name's Kirsi. Kirsi is a name which is quite common in Finland. I'm sixteen years old. Nearly everyone my age goes to school in Finland. Children can finish school when they are 16, but no one really wants to do so, because without any serious training, they can't get a good job. I want to become a journalist later. So I will have to study for six more years. §2

On weekdays, I generally get up very early in order to prepare **myself** for school, which is a little bit far from my home. I always go there by bus so as not to arrive late. I have classes from 8:30 to 12 in the morning and from 2 to 4 in the afternoon. I have lunch either at the school canteen or at a fast-food restaurant. I revise my lessons until about 10 in the evening. I rarely go out at the weekend because I prefer to relax at home listening to music or watching TV. §3

My family is a typical Finnish family: Mum and Dad and two children (my brother Jari and me). Jari's fourteen years old. My mother is a housewife and my father is an electrician. Our house is rather small. We **all** love animals. We have a dog and a parrot, but neither of them really belongs to me. Both of **them** are Jari's **pets**. I'm always happy to hear the parrot repeating my name every time I come back home from school. The dog is sometimes furious at the talkative parrot. §4

We live in Central Finland in a tiny village called Tikkakoski. Tikkakoski has only about 4,000 inhabitants, and we all know one another. Jyväskylä is our nearest town. It's very nice. It isn't very big. It has only 63,000 people, but you know, we have about 7 million people in the whole **country**. §5

Finland is in the north of Europe, near the Arctic Circle. It's very famous for its saunas and lakes. Winter is terrible. It's always freezing. But summer is fairly cool. In summer, I like going to public gardens in order to listen to elderly people telling funny stories about the time when they were young. §6

Well, I guess that's all for now! Keep in touch!

Kirsi

xxx

P.S Find my photo in attachment. Please, send me some information about Algeria.

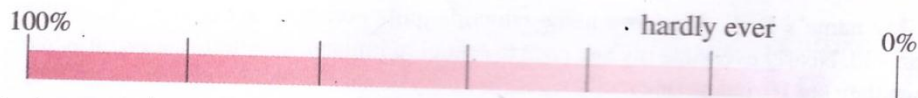
- 2 Use information from the e-mail above to fill in the blanks in the screenshot on the previous page.
- 3 Read the e-mail above again and answer these questions:
- A. What nationality is Kirsi?
 - B. Why does she want to correspond with Amel?
 - C. What is a sauna? What is the equivalent in your language?
 - D. Does she live in town or in the countryside? Justify your answer.
 - E. How often does she go out at the weekend?
- 4 What do the words in bold type in the e-mail above refer to?



DISCOVER THE LANGUAGE

- 1 Arrange the frequency adverbs in the box below on the line that follows according to the degree of frequency they express.

hardly ever never sometimes often usually always rarely



- 2** Go back to the e-mail on page 21 and pick out the sentences with frequency adverbs from the text. Write the sentences in your copybook.
- 3** Study the sentences you have picked out in exercise 1 above. Circle the item (a or b) that best completes rules A and B below. Then write 5 sentences of your own using frequency adverbs.

A. Frequency adverbs go the verb (auxiliary) be. a- before b. after.

B. Fréquency adverbs go other verbs. a- before b. after.

- ④ **Pair work:** Take turns to interview each other using the questionnaire form below. Tick (✓) the answers given by your partner.

Example: A: Hello, I'm doing a survey about students' regular activities. Can you help me?

B: Yes, of course.

A: Well, my first question is. _____

QUESTIONNAIRE

1. What time do you get up?
early in the morning ☐ late in the morning ☐ around 7 in the morning ☐ any other
2. How do you go to school?
on foot ☐ by bus ☐ by bicycle ☐ by train ☐ either by bus or taxi ☐
3. How often do you eat in the school canteen?
always ☐ often ☐ sometimes ☐ rarely ☐ never ☐ any other
4. How often do you revise your lessons ?
everyday ☐ more than twice a week ☐ less than once a week ☐ any other
5. How long do you study in the morning?
from 8 to 12 ☐ from 8:30 to 11 ☐ from 9 to 11 ☐ any other
6. How long are you staying in Secondary School?
Until: next year ☐ the *Baccalauréat* exam ☐ the summer holidays ☐ any other

- 5 Now, report your findings about your partner's regular activities to the class. Start like this: Hamid (**frequency adverb**) gets up _____. He _____.



READING AND WRITING



- 6 Read the e-mail and pick out 4 'extreme' adjectives, i.e., which mean:
A. very angry §4 B. very small §5 C. very bad §6 D. very cold §6.
- 7 Contrast the adjectives A-D with those you have picked out. What is the main difference between them? Ask your teacher about gradable/non-gradable adjectives.
- 8 Pick out from the e-mail 4 ordinary adjectives with degree adverbs. Order the adverbs from the highest to the lowest degree.
- 9 Match ordinary adjectives 1-8 with extreme adjectives A-H. Then use 4 ordinary adjectives with degree adverbs in sentences of your own.

1. good	A. huge	5. large	E. brilliant
2. hot	B. excellent	6. sad	F. hilarious
3. tired	C. tragic	7. funny	G. fascinating
4. interesting	D. exhausted	8. clever	H. boiling

WRITE IT RIGHT

- 1 Read Kirsi's e-mail and write a short reply following the plan below.
Plan: A. Say thank you. Then introduce yourself briefly.
B. Describe your regular activities using frequency adverbs.
C. Introduce your family.
D. Use cues from the table below to introduce your country briefly using degree adverbs with adjectives.

Questions	Answers
1. Which continent/region is your country in?	It's in/it's situated in/located in...
2. Which country borders it to the east, to the west, to the south-east...?	To the east, it's bordered by...
3. What's its population?	There are/It has a population of...
4. What's its area?	It has an area of ...
5. How long is it from north to south and from east to west?	It's...kilometres long ...from...to..
6. What's the average temperature in summer/winter?	The average temperature in summer/in winter is less/more than...
7. What is it famous for?	It's famous/well-known for...

- 2 Correct your mistakes. Then exchange drafts with your partner for further error checking before writing a final version of your reply.



ANTICIPATE

- ① Look at the picture of the book cover below and answer these questions.
- Which side of the book cover does the picture show? The front side or the back side? Justify your answer.
 - Who is the author of the book?
 - Which country is he from?
 - The text is called a blurb. Why do you think it is included?



Nigerian author Chinua Achebe is among the most powerful and original writers in English fiction today.

'... The story is the tragedy of Okonkwo, an important man in the Igbo tribe in the days when white men were first appearing on the scene... Mr Achebe's very simple but excellent novel *Things Fall Apart* tells of a series of dramatic events which turn around the central hero Okonkwo. Its setting is wonderful. Each description adds a different kind of magic to the traditional life in the hero's village Umuofia before the arrival of the white coloniser.'

THE OBSERVER
FICTION/LITERATURE

Heinemann

ISBN 0-435-90988-6



- ② Read the blurb again and guess how the novel will start. Circle the right letter A, B or C.

The novel will start with the...

- description of the setting (the place where and the time when the story takes place).
- portrayal of the hero.
- narrative of the hero's resistance to the white colonisers.



READING AND WRITING



READ AND CHECK

① Read the text below and check your answer to exercise 2 on the previous page. Did you guess right or wrong? Explain?

Okonkwo was well-known throughout the nine villages. He was tall and huge. He had a very dark complexion, a wide nose and bushy eyebrows which gave him a fierce look. At the age of eighteen he won a wrestling match against Amalinze the Cat. Amalinze was the greatest wrestler of the time. He was called the Cat because his back never touched the earth. It is this man whom Okonkwo threw to the ground twenty years ago. His victory against Amalinze made him very famous in his village, Umuofia. In addition, Okonkwo was a very hard worker. During the planting season, he worked daily from cock-crow until the chickens went to roost. He became a wealthy farmer and one of the greatest men

of his time. §1

Unoka was Okonkwo's father. He was a thin, handsome man with a gentle look. He was always in his *agbada*. In his day, he was lazy and improvident and was incapable of bringing food to his wife and children who were always hungry. He spent most of his time playing on his flute. Unoka was never happy when people talked about war. In fact, he was a coward and preferred to talk about music. §2

Okonkwo was different from his father. He was a man who liked action, so he was the first to take up arms in defence of his village. His courage against the British invaders won him a place among the heroes of his tribe. ... §3

(Adapted from *Things Fall Apart*)

② Complete the table below with information from the text above.

CHARACTER TRAITS	OKONKWO	UNOKA
PHYSICAL APPEARANCE A. What did he look like ?		
PERSONALITY B. What was he like?		
LIKES AND DISLIKES? C. What did he like/dislike?		

③ What tense is used in the text above? Why?



READING AND WRITING



READ AND CHECK

① Read the report below and check your answers to questions C, D and E on the previous page.



THE TIMES

SATURDAY, SEPTEMBER 13 th, 2004

This report presents details about computer use by a sample group of 60 young people. Everybody thinks that teenagers today know about computers and are familiar with using them: I decided to do a survey to find out if this was true. §1

I questioned sixty young people between 13 and 19 in order to know what they use the computer for. When I asked how many of them had computers, all the teenagers I chose said they **had** one at home. I asked them how much time they spent on their computer in a week, but my main interest in fact was in what they used their computers for. §2

All the people questioned said that they regularly **used** the computer to play games. Twenty-eight told me they did some **word-processing** at home, but not very much. Only 4 of the informants said that their computers helped them **with their studies**, while 16 of them told me they kept **addresses and telephone numbers on their computers** - or **used them as diaries**. Two of them said that they **used them as calculators**. When asked if they used computers to learn to programme them, only 6 people said they did. The graph gives the overall findings in detail. §3

② Read the text above again and answer the questions below.

A. How many teenagers did the reporter question about computer use?

B. Why did s/he decide to do a survey?

C. What does the survey show? Circle the letter of the correct answer.

The survey shows that teenagers ...

a. really know how to use the computer.

b. don't really know how to use the computer.

c. don't know anything about computers.

D. Questions 1-4 below are some of the questions that the reporter asked his/her informants. Write 5 other questions that the reporter asked his/her informants in order to get the information in bold in paragraph 3?

1. How much time do you spend using your computer?

2. How many of you have computers?

3. Do you play games on the computer?

4. Do you use the computer to learn to programme it?

E. What are the verbs the reporter uses to report his findings/results?

F. In which tense are the verbs used for reporting?

G. In which tense are the verbs that follow the reporting verbs?

H. Do you notice any difference in the word order in the reporter's questions in "D" and the way s/he reports them in the text? What conclusions can you draw?



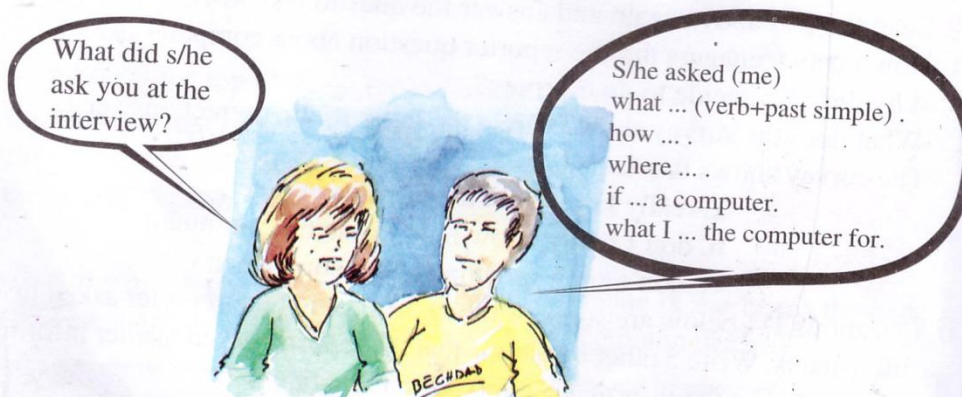
READING AND WRITING

DISCOVER THE LANGUAGE

① Pair work: Imagine you are one of the 60 informants interviewed about computer use. Take turns to interview each other.



② Pair work: Act out a dialogue reporting the questions that the interviewer has asked. Use the cues below.



③ Imagine the same questions are asked to one of your classmates. With your partner, ask and answer questions as in the example below. Pay close attention to your pronunciation of **him** and **her**.

A: What question(s) did the reporter ask him / **IM** / /her / **3:** / ?

B: She asked him/her what she used the computer for.



READING AND WRITING



WRITE IT RIGHT

- Read the results of the sports questionnaire below and complete the report that follows. Use the report on page 83 as a model.

Sports Questionnaire Results

Number of informants: 80 (male and female)

Age: 15 - 17 (High School Teenagers)

- A. Do you like practising sport ? Yes (80) No (00)
- B. If yes, say why. challenge (12) good fun (60) good exercise (08)
- C. Which sport do you like practising? football (50) handball (18)
basketball (12)
- D. What is your favourite football team ? USMA (28) MCO (26) JSK (26)
- E. Say why? sportsmanship (60) teamwork (15) grit (05)
- F. Do you like watching sport? Yes (80) No (00)
- G. If yes, why? relaxing (55) exciting (25)
- H. What do you say when your favourite team wins the game? Well, we are just lucky (70).
We are the champions (10).

REPORT

HOW SPORTY ARE OUR TEENAGERS ?

In present-day Algeria, sport is the teenagers' favourite pastime. But people keep complaining that the good sportsmanship of the old times is gone and dead. I decided to find out whether it was true that our teenagers were less sporty than their elders. _____

A. Say who your informants are and make clear the purpose of your survey.

B. Report the results.

- What is the most popular sport?
- Why is it popular?
- How many of your informants play and watch it?
- Are they good or bad losers?

C. Draw a conclusion.

As expected, I found out that _____
Surprisingly, my survey showed that _____



READING AND WRITING



READ AND CHECK

① Read the text below and check your answers to exercises 2 and 3 on the previous page.

From **the time of primitive man**, humans have wanted to communicate through space. **Centuries ago**, men used drums to send and receive messages. In Ghana, for example, this means of communication is called 'talking drums'. §1

However, communication through drums and other means was not satisfactory over very long distances. Long-distance voice communication became possible only in **1876** when Alexander Graham Bell invented the telephone. Twenty-three years later, Italian inventor Guglielmo Marconi used Heinrich Hertz's discoveries about electromagnetic waves to invent another means of telecommunications. It was the 'wireless' telegraph, and it was the ancestor of the radio. It allowed communication between England and France in **1899**. §2

There was still a problem with long-distance voice communication via micro-wave radio transmission. The transmissions followed a straight line from tower to tower. So the system was impracticable over the sea. In **1945**, science fiction writer, Arthur C. Clarke, suggested a solution. He proposed a system of communications satellites in an orbit, 35,900 km above the equator. The satellites would circle the Earth in exactly 24 hours. §3

Today, it is possible to communicate internationally by satellite. The latest satellites can carry over 100,000 simultaneous conversations. By the year **2050**, electronic information technology will have transformed world business, schools and family life. §4

Adapted from *Hutchinson Encyclopaedia*

② Read the information in bold type in the text above and tick (✓) the most suitable title for the text. Justify your answer.

- A. Telecommunications and satellites ☐
- B. Graham Bell's invention ☐
- C. Telecommunications: Past, Present and Future ☐

③ Read the text again and answer the questions below.

- A. What invention was the ancestor of the radio?
- B. What was the problem with long-distance voice communication?
- C. What was the solution to the problem?



READING AND WRITING



READ AND CHECK

① Read the text below and check your answer to exercise 2 on the previous page.

Chemicals at War Against Man

In the modern world, different forms of pollution take oxygen from the air, rivers and oceans. In our cities, vehicles and factories swallow oxygen, and their fumes poison the air with carbon dioxide (CO₂). This urban pollution spoils the air we breathe. It is the major cause of diseases such as lung and skin cancers. If nothing is done to reduce carbon dioxide emissions, most of us will die of these diseases.

In the countryside, fertilisers which contain phosphorus and sulphur spill over into rivers. As a result, fish is dying in increasing numbers, and aquatic life is suffocating from lack of oxygen.

Rural pollution is as dangerous to man as urban pollution. For example, scientists at the University of Rochester (USA) have found that most pesticides used on food crops are toxic, and some of them are the main cause of Parkinson's disease, an incurable illness that afflicts one million Americans.

(Adapted from Paul Thacker, *Popular Science*, p. 35, July, 2001)

② Read the text again and answer these questions.

- A. How do vehicles and factories poison the environment?
- B. Which gas is responsible for air pollution?
- C. What are the main diseases caused by pollution in towns?
- D. How would you explain the negative impact of modern agriculture on people's health?

③ Guess the meaning of the underlined words in the text above using the guidelines in the box below.

A. What part of speech is the word?

- It's a verb/a noun /an adverb.

B. How do you know?

- Is it because it comes after "a"/ it comes before a noun/it comes after a verb?

- Is it because it has the suffix "-ly" ...?

C. Look closely at the text. What help does the context provide?

The word has a synonym in the text./ The word has an antonym.

D. So the meaning of the word (for example **swallow**) in the text is ...

E. If you think it necessary, look it up in the dictionary now.



READING AND WRITING



READ AND CHECK

① Read the text below and check your answer to exercise 2 on the previous page. Did you guess right or wrong? Explain?

Okonkwo was well-known throughout the nine villages. He was tall and huge. He had a very dark complexion, a wide nose and bushy eyebrows which gave him a fierce look. At the age of eighteen he won a wrestling match against Amalinze the Cat. Amalinze was the greatest wrestler of the time. He was called the Cat because his back never touched the earth. It is this man whom Okonkwo threw to the ground twenty years ago. His victory against Amalinze made him very famous in his village, Umuofia. In addition, Okonkwo was a very hard worker. During the planting season, he worked daily from cock-crow until the chickens went to roost. He became a wealthy farmer and one of the greatest men

of his time. §1

Unoka was Okonkwo's father. He was a thin, handsome man with a gentle look. He was always in his *agbada*. In his day, he was lazy and improvident and was incapable of bringing food to his wife and children who were always hungry. He spent most of his time playing on his flute. Unoka was never happy when people talked about war. In fact, he was a coward and preferred to talk about music. §2

Okonkwo was different from his father. He was a man who liked action, so he was the first to take up arms in defence of his village. His courage against the British invaders won him a place among the heroes of his tribe. ... §3

(Adapted from *Things Fall Apart*)

② Complete the table below with information from the text above.

CHARACTER TRAITS	OKONKWO	UNOKA
PHYSICAL APPEARANCE A. What did he look like ?		
PERSONALITY B. What was he like?		
LIKES AND DISLIKES? C. What did he like/dislike?		

③ What tense is used in the text above? Why?

Résumé

La présente étude vise à évaluer les composantes de lecture du manuel d'anglais de première année intitulé 'At the Crossroads'. Elle tente de trouver si les éléments de lecture du manuel d'anglais de première année correspondent avec les principes de l'approche par compétence et les besoins et intérêts des étudiants. Cette étude repose sur l'hypothèse voulant que les enseignants appliquent les principes de l'enseignement par compétences et que les éléments de lecture correspondent aux intérêts et aux besoins des apprenants pour que l'enseignement et l'apprentissage de la lecture soient efficaces à l'aide du manuel. Mis en pratique, des outils de recherche qualitatifs et quantitatifs ont été utilisés, une liste de contrôle adaptée permettant d'évaluer les points forts et faibles du manuel en termes de composantes et d'activités de lecture, est utilisée. De plus, un questionnaire a été soumis à un échantillon de 21 enseignants d'anglais de niveau secondaire à Jijel sur 114, afin de connaître leur point de vue sur l'adéquation des éléments de lecture inclus dans le manuel de la première année du secondaire et sur la correspondance des pratiques des enseignants aux principes de l'approche par compétence. Les résultats de la recherche ont révélé que l'enseignement de la lecture n'était pas toujours fait comme suggéré par l'approche par compétence et que les composantes de lecture présentées dans le manuel ne répondent pas aux besoins et aux intérêts des apprenants, aux attentes des enseignants et à la plupart des critères proposés par la liste de contrôle. Ainsi, les résultats confirment l'hypothèse formulée précédemment et révèlent que les enseignants ne sont pas très satisfaits de l'enseignement de la lecture à l'aide du manuel. Sur la base de ces résultats, certaines recommandations pédagogiques sont suggérées pour un enseignement plus efficace de la lecture.

ملخص

الدراسة الحالية تهدف إلى تقييم مكونات القراءة في كتاب السنة الأولى للغة الانجليزية " At the Crossroads" يتم توجيه هذه الدراسة من خلال الفرضية القائمة على انه يجب على الأساتذة تطبيق مبادئ المقاربة بالكفاءات و مكونات القراءة التي يجب أن تتوافق مع اهتمامات المتعلمين و احتياجاتهم من اجل التعليم و التعلم بشكل فعال باستخدام الكتاب المدرسي. في الممارسة العملية تم استخدام كل من أدوات البحث النوعية و الكمية. استخدمت قائمة مرجعية مكيفة لتقييم نقاط الضعف و القوة فيما يخص مكونات و تمارين القراءة بالإضافة إلى ذلك تم توزيع استبيان لفائدة واحد وعشرون أستاذ للغة الانجليزية للطور الثانوي في مدينة جيجل من أصل مئة و أربعة عشر أستاذ من اجل جمع البيانات اللازمة حول آرائهم عن مدى ملائمة مكونات و تمارين القراءة المدرجة في الكتاب ومدى مطابقة ممارسات الأساتذة لمبادئ منهج المقاربة بالكفاءات.تظهر نتائج البحث أن تعليم القراءة لم يتم دائماً وفقاً لما اقترحه النهج القائم على المقاربة بالكفاءات وأن عناصر القراءة المقدمة في الكتاب لا تلبي احتياجات و اهتمامات المتعلمين وتوقعات الأساتذة ومعظم المعايير التي تقترحها القائمة المرجعية. وبالتالي ، فإن النتائج تؤكد الفرضية السابقة وبيئت أن الأساتذة لم يكونوا راضين للغاية عن تدريس القراءة في هذا الكتاب . بناءً على هذه النتائج، تم اقتراح بعض التوصيات التربوية ليكون تدريس القراءة فعالاً و ناجحاً.

