People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohammed Seddik Ben Yahia University-Jijel

Faculty of Letters and Languages
Department of English

An Evaluation of Second Year Middle School English Textbook

"My Book of English"

Case Study of Middle School Teachers of English - Jijel-

A Dissertation Submitted in Partial Fulfillment for the Requirements of a Master

Degree in TEFL

Submitted by: Supervised by:

Rim BELEFRIEKH   Radia KHERBOUCHE

Samia ZEGHBIB

Board of Examiners:

Chairperson: Sarra MEZRREGG   University of Mohammed Seddik Ben Yahia- Jijel

Examiner: Fouzia BENNACER   University of Mohammed Seddik Ben Yahia- Jijel

Supervisor: Radia KHERBOUCHE   University of Mohammed Seddik Ben Yahia- Jijel

2018

Dedication

In the name of Allah, most gracious, most merciful, all the praise is due to Allah alone,

the sustainer of all the worlds

Firstly and foremost, I would like to give my undeniable and unforgettable thanks to the most grateful and most compassionate the almightily **(Allah),** that has provided me with a lot of blessing that can never be counted.

My Mother

Which word can i use what expression can i produce   what a hard job to be a mother. Mom you are A strong and gentle soul who taught me to trust in ALLAH, believe in hard work and that so much could be done with little

My Father

You left me behind sweeping my tears, you were my guarding angel, my friend, the dearest person to my heart. I miss your voice, you smile your angry face, ooh my precious rest in peace

My Husband, My Daughter

What can i say a good husband is a rare Perl and you are nickels of rare black pearls

My sweetie MALAK you are my joy, my smile, my happy days God bless you

My Sisters, My brother

I wish you a successful life, happy days and healthy years

Stay strong, face problems with no fear

Belefriekh Rim

I dedicate this work:

to my *Mother* and *Father* with gratitude and love;

to my sisters and brothers.

Zeghbib Samia

Acknowledgement

Abstract

The textbook is the most used classroom material. A good designed textbook would be to the benefit for both teachers and learners. The aim of this study was to analyse second year Middle School English textbook "My Book of English" and to investigate how Middle School teachers evaluate it. In this study it is hypothesised that if Middle School English teachers' attitudes toward the textbook are positive, then the textbook is suitable and effective as a teaching and learning material. To check the validity of this hypothesis, a questionnaire was administered to 60 teachers in different middle schools of Jijel. A detailed analysis of the textbook was also conducted for more reliable result. The obtained results showed that the teachers are not fully satisfied about many aspects of the textbook. Consequently, English middle school teachers hold the belief that most parts of the textbook are not suitable and effective as teaching and learning materials and suggested that the textbook pedagogy should be revised.

List of Abbreviations and Symbols

2MS: second year Middle School

%: percentage

EFL: English as a Foreign Language

ESL: English as a Second Language

List of Tables

Table of Content

General Introduction

Chapter One: Textbook Evaluation

Section two:

2.2. Teacher's Questionnaire Analysis

Appendixes

General Introduction

1. Statement of the Problem

Improving the educational system of a nation is bound to a permanent evaluation and update of many educational components such as curricula, syllabuses, objectives, methods, techniques, materials, etc.

The textbook as a material, especially if it is introduced by the government, reflects the educational policy of the country. In designing textbooks, textbook designers try to reflect on the aims and the objectives of the educational policy in order to come up with a product that well present these aims and objectives.

Because the textbook has a direct impact on students, the necessity to provide them with a good and a reliable source of knowledge impose on researchers to adopt a permanent analysis and evaluation of this material. Thus the evaluation and the update of textbooks play a crucial role.

Starting from these facts, this study is designed to investigate the teachers' attitudes toward the book of second year middle school English textbook "My Book of English". The book was introduced by the Ministry of Education in the educational year of 2017-2018.

2. Aim of the Study

The purpose of this study is to investigate the effectiveness of the Algerian second year Middle School English textbook **"My Book of English"** as a teaching and learning material, and to indicate any pedagogical flaws for further improvements.

3. Research Questions

This study is an attempt to address the following questions:

1- How do teachers evaluate second year middle school English textbook "My Book of English"?

2- Does this textbook fulfil the criteria of a 'good textbook'?

3- To what extant is teachers' evaluation of "My book of English" consistent with a detailed critical analysis of the textbook?

4- What recommendations, if any, do teachers make for the improvement of the textbook?

4. Hypothesis

It is hypothesised that:

If Middle School English teachers' attitudes toward the textbook are positives, then the textbook is suitable and appropriate as a teaching material.

5. Tools of the Research

In order to obtain the necessary data to confirm or refute the hypothesis a detailed analysis of the textbook is done and a questionnaire adapted from different evaluating checklist of different scholars in the field of ELT was administered to the teacher.

6. The Structure of Research

This research is made up of two chapters. The first chapter was dedicated to the literature review. The second was devoted to the practical part.

The theoretical part of this research is a general overview of textbook evaluation. The chapter began by giving a definition of textbook, the benefits and limitations it may produce in the classroom as a teaching material. This chapter also shed light on some approaches and types of textbook evaluation, criteria and checklists of textbook evaluation. Finally, it presented the role of the teacher in EFL classroom as an evaluator and a course adaptor.

The second chapter, and for a comprehensive evaluation, is divided into two sections: the first one is devoted to the analysis of the textbook. The analysis is based on LittleJohn's Textbook Analysis Framework. The second section provided a detailed analysis of data obtained from a teachers' questionnaire.

Chapter one: Textbook Evaluation

Introduction

Textbook evaluation has gained a good deal of attention from the researchers as the textbook is one of the main materials that constitute the teaching and learning process. The quality of the textbook would affect the productivity of the teacher and the attainment of the learners. Therefore, designing a good and a suitable textbook is a great challenge. Furthermore, a process of a systematic evaluation would add to the credibility of the textbook or to its improvement to meet what it is designed for.

This chapter covers some issues and definitions about textbooks and textbook evaluation. It started by introducing some definitions of textbook and evaluation. Then it moved to the role of the textbook in the teaching and learning process from the perspectives of some researchers. After that, it discussed the reasons of textbooks evaluation. Types methods and approaches of textbook evaluation and some characteristics of a good teacher are also dealt with in this chapter.

1. Definition of the Textbook

Although technological development has given a variety of easy accessed resources for language teaching, most educational institutions still depend on textbook and regard it as a reliable source for instruction.

The textbook as an instructional material has been defined by many specialists. Richards and Schmidt (2002, p.550) defined the textbook as "a book on specific subjects used as a teaching-learning guide, especially in a school or college".

Oxford advanced learner's dictionary also defined textbook as "a book that teaches a particular subject and that is used especially in schools and colleges". This definition focuses on the fact that there are many sorts of textbooks from those aimed at developing general English; others may focus on specific skills or subject.etc.

For Hutchinson and Torres (1994 p: 315) "the textbook is an almost universal element of ELT teaching". This indicates that textbook is an essential part in the field of teaching.

2. The Role of the Textbook in EFL Classroom

Despite the widespread use of textbooks as a teaching material, many methodologists are still arguing about its usefulness. Allright (1981), for instance, has questioned its use. He pointed out that the textbook promotes an 'over-involvement of the teacher' and an 'under-involvement of the learner'. Swan (1992, p 33) also warned that:

> The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the Textbook knew what was good for us. Unfortunately this is rarely the case.

On the other hand, O'Neill, "was stimulated by Allwright's article 'what do we want materials for', but in contrast to him, argued "for the use of published textbook materials as a

basis on which to mould the unpredictable interaction which is necessary to classroom language teaching" (O'Neill, 1982. p.104). He also added that "learners who do not work from textbooks may be being deprived of useful medium of orientation and study outside the classroom".

.. Moreover, Hutchinson and Torres (1994, p. 315) promoted its value by viewing it as "an agent of methodological change". They pointed out "we argue that the textbook has a vital and positive part to play in the every day job of teaching and learning English".

From the above arguments, it is obvious that textbooks may play a positive and a negative role in the teaching and learning process. Richards (2001, p. 154) stated that commercial textbooks has both advantages and disadvantages and that depends on how they are used and the context for their use.

2.1.Advantages of Textbooks

Cunnigsworth (1995) argued that textbook is an effective resource for materials, a source of ideas and activities, a reference source for students where they reflect on the learning objectives, it is also a support for less experienced teachers; it is a source of activities, grammar, vocabulary, and pronunciation etc. Richards (2001) added that textbooks 'maintain quality' if the textbook that students use is well-developed. They save time and that by making teachers dedicate time for teaching rather than in preparing materials. Sheldon (1988, p. 237) pointed out "whether we like it or not, these represent for both students and teachers the visible heart of any ELT programme". He observes that textbooks can be used as a method to control large number classes. Textbook writers are experts and up-to-date with research and being elaborated by experts, textbooks would provide teachers with materials they have confidence in.

O'Neill (1982), on his part, put four reasons for using textbooks. First, they offer a grammatical and functional framework within which we could work because ,he thought, that

even each group of learners have specific needs, there is still a "common core of needs shared by a variety of groups in different places studying under different conditions at different times" (p. 106). Second, textbooks enable the learners to prepare for their lessons and to catch up any lesson they miss. Third, generally the good appearance and the good quality of their representation attract the learners and raise their interest. Finally, he admitted that "No textbook can expect to appeal to all teachers or learners" (p.108), but teachers and learners can resort to adaptation.

2.3. Limitations of Textbooks

Despite the benefits of incorporating the textbook as a teaching material, methodologists, even those who are in favour of it, admit its shortcomings. According to Richards (2001, p.155), if textbooks are not well-designed, they can incorporate inauthentic language, which is by no means the language the student needs; furthermore, if teachers has to stick to the textbook and follow it closely, this can deskill teachers and their "role can be become reduced to that of a technician whose primary function is to present materials prepared by other".

Cunningsworth (1995, p. 10) also hold this view and added that this also may lead to a lack of variety in teaching procedures and reduce creativity in teaching techniques and language use. For Harmer (2001 p: 304), it is hard for single textbook to appeal for the different learning styles of the learners if inappropriately used. Thus the textbook would appear to the teacher and the learner as well "as fait accompli, over which they can have little control" (Littlejohn 2011, p. 205).

3. Definition of Evaluation

According to Cambridge dictionary, evaluation is to judge or calculate the quality importance, amount, value of something.

The term evaluation has several definitions; each theorist defined it according to his way of understanding. For instance, Dickens (1994, p. 71-91) gave a sample of definitions as follows:

"Educational evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives".

"Evaluation is the process of marshalling information and arguments which enable interested individuals and groups to participate in the critical debate about a specific program."

"Educational evaluation is a systematic description of educational objects and / or an assessment of their merit or worth".

"Evaluation is the principled and systematic collection of information for purposes of decision making".

4. Types of Evaluation

There are different types of evaluation named: process, impact, and outcome evaluation.

4.1. Process Evaluation

Process evaluation concentrates on the implementation process and tries to determine how successful the programme followed as a technique to check the suitability and the effectiveness of the approaches and methods used in the program. It is applied as soon as the implementation of the programme and also during the operation of an existing program. This approach shows whether the program is acceptable by the target population or not, also to what extent the program is being implemented as a design. Process Evaluation indicates any problem in early time if it occurred and it examines the implementation of programme activities.

4.2. Outcome Evaluation

Outcome Evaluation is the process of determining how a programme accomplished its objectives by scaling the results. Also the Outcome Evaluation defines and measures the objectives and analyses the obtained results from the evaluated programme. The Evaluation takes place after the programme had made the contact with at least one sample. For example: The community.

4.3.Impact Evaluation

Impact Evaluation provides information about an impact made by an intervention. It takes place during the operation of an existing program or at the end of it. This Evaluation shows to which extent the program met its fundamental goal and to inform decision to whether continue or discontinue, also to scale up the intervention.

5. The Need for Textbook Evaluation

Most methodologists though agree that textbook constitutes the fundamental constituent of the teaching and learning enterprise, they hold the belief that there is no perfect textbook. O'Neill (1982, p. 108), for instance, stated that "there can be no model of an ideal teacher, or lesson, or learner (or textbook)".

As a result of this controversial issue about the role of textbook, methodologist suggested that the best way for solving textbooks' shortcomings is by conducting a textbook evaluation. As Sheldon (1987, p. 04) put it "all these problems make the whole question of evaluation of textbooks even more urgent, particularly as their assessment is clearly related to a significant level of chalkface grievance". He maintains that textbook publishing is very costly and time consuming, so a careful evaluation is a necessity because what is wanted is a book that can operate for years.

6. The Purpose of Textbook Evaluation

Evaluation as stated in Cambridge dictionary is "to judge or calculate the quality importance, amount or value of something. Hutchinson and Waters (1987, p 96) state that "evaluation is a matter of judging the fitness of something for particular purpose". Their definition justifies the different perspectives of textbook evaluation as seen by different FLT researchers. Thus Hutchinson and Waters (1987, p. 97) maintained that textbook "evaluation is basically a straightforward, analytical 'matching process: matching needs to available solutions". Thus for them the main point is learners' need coverage. For Cunningsworth (1995, p. 04), there are many reasons for materials evaluation and the most important is for adopting new textbooks. Other reasons may include identifying particular strength and weaknesses in textbooks already in use. Richards (2001, p 256) maintains that evaluation "can only be done by considering something in relation to its purpose". He argues that a book can operate well in a given situation but not in the other. on the other hand, Hutchinson (1987, p 38) states that the purpose of material evaluation should not only aim at selecting teaching material " it can also play a useful role in developing teacher's awareness of the assumptions as to the nature of language learning on which they operate".

6.   Approaches of Textbook Evaluation

In general, methodologists agree on two main approaches: impressionist approach and in-depth approach.

7.1.Impressionist Approach

According to Cunningsworth (1995, p. 1) an impressionistic overview would give us an overall impression about the material. It is appropriate as a preliminary phase for choosing textbooks that meet a pre determined criteria for more detailed analysis.

7.2 In-depth Approach

In-depth evaluation seeks to examine how the textbook is dealt with specific items especially "those which relate to students' needs, syllabus requirements, how different aspects of language are dealt with, etc." (ibid. p. 2). In summary it is the analysis that aims at matching the textbook content and the requirement of the learning and teaching situation.

8. Types of Materials Evaluation

8.1.Cunningsworth Types of Materials Evaluation

Cunningsworth (1995) suggested three types of materials evaluation:

Pre-use Evaluation: the most common and the most difficult. This evaluation takes place before a textbook is used for the prediction of its potential performance.

In-use Evaluation: it is conducted whilst the textbook is in use to see if it should be considered for replacement.

Post-use Evaluation: it is an assessment performed after the textbook has been used to identify its strength and weaknesses while it was in use.

8.2.Predictive and Retrospective Evaluation by Ellis(1997)

Rod Ellis (1997, p. 36) distinguished between two types of materials evaluation namely predictive evaluation and retrospective evaluation. Predictive evaluation is used to evaluate a material that is planned to use whereas retrospective evaluation is designed to assess materials that have actually been used to test or evaluate its effectiveness and whether it has helped in achieving the pre set objectives or not.

He states that teacher can carried out predictive evaluation by looking at works done by "'expert' reviewers" or they themselves conduct the evaluation with the help of checklists and guidelines developed by scholars. He also considers that this type of evaluation is not reliable as it lacks the scientific rigour because of its subjectivity. On the other hand retrospective evaluation is, to some extent, scientifically valid because it is used after the materials have

been used. Generally, retrospective evaluation can be impressionistic or empirical. Empirical evaluation can be managed using a micro-evaluation which means the selection of one particular task by the teacher and submit it to a detail investigates. Micro-evaluation can provide information for a later macro-evaluation which is "an overall assessment of whether an entire set of materials has worked" (Ellis 1996, p. 37).

8.3. External and Internal Evaluations by Donough and Shaw(2003)

McDonough and Shaw (2003, p.59) propose two stages of material evaluation: external evaluation (macro-evaluation in Ellis term) and internal evaluation (micro-evaluation in Ellis term). External evaluation offers a general overview of the organization of the textbook (cover, introduction, table of content). The aim is to examine the explicit claims made by the author/publisher about the textbook to determine if these claims are what the evaluator searching for the intended use of the textbook. If the external evaluation showed that the textbook was suitable for the situation and the pre set objectives, then the teacher or the researcher would move to an internal evaluation. Internal evaluation is a more detailed process by which the teacher or the researcher to analyse in-depth the textbook to see to what extent the highlighted factors in the external evaluation are match up with the internal content.

9. Criteria and Checklists Of Textbook Evaluation

There are many different criteria and proposals for textbook evaluation. Scholars and researchers have no agreement on one set of criteria or one way of evaluation since they have conflicting points of view about what is a good textbook. Thus many researchers created checklists to help teacher when deciding on a textbook, in which they listed criteria they thought should be present in a good teaching materials.

9.1.Breen and Candlin's(1987)Criteria of Textbook Evaluation

Breen and Candlin (1987) suggest a step-by-step guide for textbook evaluation composed of two phases. The first phase concerns with general questions about the 'usefulness' of the materials which they specify as follow:

(a) what the aims and content of the materials are

(b) what they require learners to do

(c) what they require you, as a teacher, to do

(d) what function they have as a classroom resource

The second phase evaluates these questions more deeply by proposing criteria that can be exploited with a particular group of learners in specific classroom situations. In this phase the following issues are addressed:

(a) learner needs and interest;

(b) leaner approaches to language learning;

(c) The teaching/learning process in your (teachers) classroom.

Sheldon's checklist framework (1988) suggested criteria such as availability, layout and graphics, authenticity, educational validity and more others.

9.2. Cunningsworth (1995) Criteria of Textbook Evaluation

Cunningsworth (1995) specifies four guidelines for evaluating textbooks:

1- They should correspond to learners' needs. They should match the aims and objectives of the language learning programme.

2-   They should reflect the uses (present and future) which learners will make of the language. Textbooks must be chosen that will help students to use language effectively for their own purposes.

3-   They should take into account the students' needs and should facilitate their learning process.

4-   They should have a clear role as a support for learning. Like teachers, they should "mediate" between the target language and the learner.

These guidelines underline many more specific criteria which Cunningsworth presents in the form of a checklist classified under the following categories: aims and approaches, design and organization, language content, skills, topic, methodology, teacher's books, practical considerations.

9.3. McDonough and Shaw(2003) Criteria of Textbook Evaluation

McDonough and Shaw (2003) specify criteria for each stage of the evaluation. In the external stage the evaluators should take into account the following factors:

1- Are the materials to be used as the 'core' course or to be supplementary to it?

2- Is a teacher's book in print and locally available?

3- Is a vocabulary list/index included?

4- What visual material does the book contain (photographs, charts, diagrams) and is it there for cosmetic value only or is it integrated into the text?

5- Is the layout and presentation clear or cluttered?

6- Is the material too culturally biased or specific?

7- Do the materials represent minority groups and /or women in a negative way?

The internal stage on the other hand addresses the following factors:

1- the presentation of the skills in the materials

2- The grading and sequences of the materials.

3- Where reading/'discourse' skills are involved, is there mach in the way of appropriate text beyond the sentence?

4- Where listening skills are involved, are recordings 'authentic' or artificial?

5- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?

6- The relationship of tests and exercises to (a) learner needs, and (b) what is taught by the material.

7- Do you feel that the material is suitable for different learning styles?

9.4. Tomlinson's (2003) Criteria of Textbook Evaluation

Tomlinson (2003) claimed that material evaluation is a procedure that involves measuring some or all of the following:

- the credibility of the materials to learners, teachers, and administrators;

- the validity of the materials;

- the reliability of the materials;

- the ability of the materials to interest the learners and the teachers;

- the ability of the materials to motivate the learners;

- the value of the materials in terms of short-term learning;

- the value of the materials in terms of long-term learning;

- the learners' perceptions of the value of the materials;

- the teachers' perceptions of the value of the materials;

- the assistance given to the teacher in terms of preparation, delivery and assessment;

- the flexibility of the materials;

- the contribution made by the materials to teacher development; and

- the match with administrative requirements.

9.5. Littlejohn's(2011) Criteria of Textbook Evaluation

Littlejohn (2011) on his part points out that the aspects or criteria focused on when evaluating textbooks depend on the purposes of the evaluation. The evaluator could examine the materials in term of the price, the quality of paper, the layout, and size and so on. However, a pedagogic focus evaluation is more likely to reveal those aspects of materials that directly aid the teaching and learning process.

Viewing textbook as a 'pedagogic' tool, Littlejohn focuses his analysis on two main dimensions: publication and design. Publication refers to the 'tangible' or physical aspects of the material (e.g. the layout, the accompanying materials, etc). Design, he stated "(following Richards and Rodgers (2001) relates to the thinking underlying the material" (Littlejohn, 2011, p. 138). Thus Design is concerned with the aims, how the tasks, language and content are selected and sequenced, the nature and focus of the content. Littlejohn (ibid) also considers the analysis of the nature of the learning and teaching activities of the materials as the heart of the analysis process. He saw that the analysis of the learning/teaching activities requires a close focus on what learners are asked to do and how this relates to Breen and Candlin's (1987) notion of process competence. Process competence relates to learners' capacity on drawing upon their knowledge, abilities, skills and affects. An analysis of the learning/teaching activities can also provide the mode of classroom participation.

10. The Need for Course Adaptation

The teacher as a mentor has the ability to recognise the weaknesses of his students. The learners' abilities differ from one to another. The teacher can made some changes concerning the used material in the course to make it suitable for the learners' needs and course objectives. Tomlinson (1988) identified adaptation as the process of reducing, adding, omitting, modifying and supplementing. Griffiths preferred to use the term variation instead of adaptation while suggesting additional different ways of doing activities, the purpose of these variations may be:

To improve the activity to suit a particular type of learners according to age, level and the size of the class.

- To change the language focus, it means keeping the stages of the activity the same but looking at different language areas.

- To limit the language use according to level.

- To provide an alternative simpler activity.

- To add or provide something which you might prefer.

McGrath (2002, p. 64) cites that there are two main purposes for adaptation which are:

- To make the material more suitable to the target students and the target context by making some changes in the textbooks;

- to make up for the most important and basic deficiencies in the materials such as linguistic inaccuracies, out-of datedness, lack of authenticity or lack of variety.

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

- The dynamics of the classroom

- The personalities involved

- The constraints imposed by syllabuses

- The availability of resources

- The expectations and motivation of the learners.

Spratt, Pulverness and Melanie Williams (2005, p. 111) listed some materials adaptation in the case of unsuitability of the course material. They are well classified in table1

Table 1

Ways to adapt materials that is not suitable for particular teaching situation

Strategies	Problems	Possible Solution
Extending Material	- The task or exercise is too short. - The learners need more practice	Write extra items, following the same pattern.
Shortening Material	The task or the exercise is too long. - The learner's font need so much practice.	-Use as much as you need but do not feel you have to use it all - Give different parts of the text or the task to different learners
Changing the form of the tasks	- The task doesn't suit the learners' learning style. - You want a change of place. - The course book often repeats the same kind of task.	- Change the interaction pattern, e. g. use a matching task as a mingling activity (i. e. one in which learners move around the class, in this case to find their partners).
Changing the level of the material	-The texts or tasks are too easy or too different	- Make material more challenging, e.g. learners try to answer comprehension questions before reading. - Make material less challenging, e.g. break up a long text into shorter sections.
Reordering Material	- The activities in the unities in the book always follow the same sequence. - The learners need to learn or practice things on a different order.	- Change the order of the material, e.g. ask learners to cover up a page, so that they focus on what you want them to do first.
Making use of all the resources in the book	-There is not enough practice material in a particular unit. - The learners need to revise particular items. - You want to preview material in a future unit.	- Use extra material from the book: grammar summaries, word lists, lists of irregular verbs ect. - Give whole book tasks, e.g. searching through the book for texts, pictures, language examples.

11. The Teacher in EFL Classroom

The teacher in EFL classes is the most important element for the success of the teaching process. He is the mentor and the guide of students in very wide field of information. Thus an EFL teacher must be competent in all aspects of the target language because his competence may affect the attainment of language by learners. For instance, a teacher with low competence will not be able to transmit his knowledge in adequate manner and his students will fail in the learning process.

12. Characteristics of an Effective EFL Teacher

According to Brown (2001), successful teaching depends on the teachers' language proficiency, language-teaching skills, interpersonal communication ability and personality. Curtis and Cheng (2001) suggested that successful teachers have extreme knowledge, excellent skills and unique personality characteristics. As far as Burton (2000) good teachers need to have knowledge, uniqueness, and professionalism.

The teacher has the major part in EFL classes here as some of good teacher:

- has a practical command of English skills – speaking, understanding, reading and writing; has a sound knowledge of the English sound system, grammar and lexis; -

- is a master of communicative techniques, functions and notions;

- is a drill master;

- is a motivator;

- is an evaluator;

- has knowledge of applied linguistics;

- is trained in psycholinguistiques as well as sociolinguistiques;

- has a good language of English culture or literature;

- is interested in the job and is professionally well-informed;

- has personal charm, patience, a sense of humour and a talent for disciplines;

- has a friendly attitude towards the language, pupils and colleagues

Conclusion

From the points dealt with in this chapter, it seems that textbook evaluation is a crucial operation that needs careful attention. A comprehensive textbook evaluation would offer valuable recommendations and suggestions for textbook designers and teachers as well. These recommendations and suggestions will be exploited for creating a suitable teaching and learning material that meets the pre set aims and objectives.

Chapter two: Field work

Introduction

This chapter is devoted for the practical side of the study. In this study and for more reliable results two procedures were followed. First, a detailed analysis of the text book was conducted based on Littlejohn's (2011) Analysis Framework. Second, a questionnaire was administered to middle school teachers to get their views about some aspects of the textbook of English "My Book of English". This chapter, then, consists of two sections: textbook analysis and teachers' questionnaire analysis.

Section One

2.1. The analysis of the Algerian second year Middle School English textbook "My Book of English".

2.1.1. Aim of the Analysis

Textbook analysis is considered a preliminary step to any evaluation process. So, a textbook analysis is conducted to assess the textbook of the current study **"My Book of English"** which is designed for second year middle school pupils.

2.1.2. Description of the Analysis

The textbook was analyzed using a framework designed by Littlejohn (2011). The framework is made up of three levels. By focsing on tangible components of the textbook, the first level asked What is there? Which describes the following categories: target group of users, stated aims, balance of information, and sequence-focused analysis of the textbook. The second level provided a deep focus on the second sequence of the textbook **"My Book of English"** which is entitled **"ME AND MY SHOPPING"** and asked: What is required of users? In this level an analysis of the tasks was conducted by specifying: what is the learner expected to do? Who with? and With what content? The tasks are categorized according to the Task Analysis Sheet designed by Littljohn (2011, see Appendix I). Building on the previous

two levels, the third level raised the question: What is implied? So, in this level we draw on the results of the analysis to deduce the aims, principles of selection and sequence, deducing the teacher and learner's roles, and deducing demands on learner's process competence.

2.1.3.   Textbook Analysis

2.1. 3.1. Level 1: What is there?

   a) The target group

   The textbook is designed for second year Middle School pupils. It is entitled **"My Book of English"**. It is introduced by the Ministry of Education in the school year of 2017-2018. It is designed to comply with the new Curriculum of English for Middle School Education which set up on 2015.

   b) The stated aims and objectives

   The objectives of the textbook as stated in the Curriculum of English for Middle School Education (May 2015, p.56) focuses on three major principles:

   a. The development of communication competence in English: The goal is to prepare the learner for oral and written communication

   b. The learner is in the centre of the learning process: the pedagogical act is no longer based on the transmission of knowledge but it involves the construction of knowledge, taking into account the learner's interest, likes and dislikes, etc ('me, my world, the world).

   c. There is a constant interaction between teacher, learner, and resources, at school and outside school: The role of the teacher is to involve the child in his own learning and to help him to learn how to learn. He gives him opportunities to become autonomous at all stages of learning, and to evaluate his own performance. a good student-teacher relationship will create a favourable climate where shared values are essential to shape a good and responsible citizen.

c) Balance of information

The textbook "My Book of English" is part of a package that consists of a teacher's guide and a CD for the listening scripts. The support facilities i.e. answer keys, transcript, are provided for the teacher only. Most of the tasks cannot be used independently of the teacher's material because most of the tasks depend on listening scripts which are not included in the textbook. The textbook is the focal point of classroom work, it is the only material the learners have. Hence, it can be said that the textbook gives the control to the teacher.

d) Sequence- balanced Analysis

The textbook is monolingual with a Trilingual Glossary (English, Arabic and French) for keywords of the subject dealt with in the four sequences. The textbook is a durable material. The sequences are distinguished each with a different colour.

The textbook is divided into four sequences each with a distinct theme 'Me, my friends and my family', 'Me and my shopping', 'Me and my health', 'Me and my travel' respectively. Each sequence consists of ten sections arranged as follow: I listen and do, I pronounce, my grammar tools, I practise, I read and do, I learn to integrate, I think and write, now I can do, I play and enjoy, I read for pleasure. The sequences are not fully identical concerning the number of tasks in each sequence. Below are the sections that constitute each sequence:

-I listen and do: This section consists of listening tasks which depend on listening scripts. There is no standardised number of tasks for this section since each sequence has a different number of tasks. The listening tasks involve as their developer claim "both receptive and productive skills" and "require learners to integrate all communicative skills" (2MS Teacher's Guide 2017-2018)

- My Pronunciation Tools/I pronounce: this section is concerned with rules of phonemic pronunciation. It consists of listening and repetition. The rules dealt with are chosen in relation to what is dealt with in the sequence.

"I pronounce" is the practical part of 'My pronunciation tools'. It consists of tasks for practicing the rules dealt with in the previous section.

- *My Grammar Tools*: as it is mentioned in the 'teacher's guide' this section consists of grammar rules aimed to be used as learning aids. Its pedagogical function is to summarize the grammar point dealt with in each sequence and to make the learner aware of these rules.

- *I practice*: as its name implies, this section is for practicing the language of the proceeding teaching points "it aims at consolidating and reusing the acquired knowledge in meaningful context" (2MS Teacher's Guide 2017-2018).

- *I read and do*: it consists of a reading text for comprehension or to perform a task.

- *I learn to integrate*: it is an integrated section which draws on the previous tasks in the sequence to summarize knowledge, skills, and attitudes to perform a task which is, in most of the times, writing an email.

- *I think and write*: this section aimed at training learners to acquire the conventions of writing. Thus, the section begins with questions to be answered which would help the learner to arrange his ideas before commencing the writing. It contains one task.

- *Now I can do*: this section is for learners to express freely what they can do and what they cannot do through a suggested rubric. It is a kind of self-assessment. It helps the teacher to know what he has to work more on.

- *I play and enjoy*: it is designed as joyful section where learners would learn and at the same time get fan. It may include songs, riddles, idioms, proverbs, word search, etc.

- *Read for pleasure*: this section incorporates short texts on the topic already dealt with in the sequence. They are designed as extra text for learners to enjoy reading and at the same time to enrich their vocabulary and most importantly to develop a reading habit in the learners (2MS Teacher's Guide 2017-2018).

2.1.3.2. Level 2: What is required of Users?

The textbook is claimed to follow the communicative approach, so the activities are in the form of tasks. A task as defined in the literature on Task-Based Language Teaching (TBTL) is "a classroom work which requires learners to engage in the negotiation of meaning, and thereby make the language input that they receive comprehensible and thus suitable for acquisition" (Littlejohn 2011, p 188). Littlejohn's Task Analysis Sheet (TAS) is used in analysing the tasks of the second sequence of the textbook **"My Book of English"** (56 tasks) which is entitled **"ME AND MY SHOPPING"** because we found it more concrete and easy to use. Littlejohn's Task Analysis Sheet addresses the following questions: What is the learner expected to do? Who with? With what content?

The use of Littlejohn's taxonomy of task was very difficult because the tasks are not well uttered and many tasks are just a repetitive of the previous task, so the analysis of the textbook's tasks is carried out by taking the tasks as they are and taking into account Littlejohn's taxonomy of task when filling the tables.

I.   What is the learner expected to do?

A. Turn-Take

Table 2

Frequency and Percentage: Turn-take

	Frequency	%
Initiate	03	5.5
Scripted response	48	88.88
Not required	03	5.5
Total	54	100

Turn-take is the role the learners expected to take in the classroom discourse. They are of three kinds: scripted responses when the learners respond to direct questions which they find in the textbook; initiate is when the learners are asked to respond or to express themselves using language not supplied in the textbook; not required is when the learners are not taking any direct interactive role, for example, when they are just listening or when asked to check their answers.

As Table 2 shows only 5.5% of the tasks in My Book of English require "initiation". 88.88% include "scripted responses" and 5.5% of the tasks do not require learners to initiate or respond. These results show that most the tasks do not encourage learner to use free language to express themselves. Most of time they have to stick to what is provided for them (scripted responses). Thus, the textbook limited the role of the learner in the classroom.

B. Focus

Table 3

Frequency and Percentage: Focus on

	Frequency	**%**
Language system (rules or form)	23	41.07
Meaning	30	53.57
Meaning/system relationship	03	5.35
Total	56	100

Focus relates to whether the learners, when doing the task, are concentrating their attention on the form of language, its meaning or both.

The results in the table above show that the tasks that draw the learners' attention on language meaning represent 53.57% followed by those focusing on language system

(41.07%). tasks that require learners to relate meaning to system are only 5.35%. These results reveal textbook's pedagogy in making learners comprehend the language naturally.

C. Mental Operations

Table 4

Frequency and Percentage: the Mental Operations

	Frequency	%
Decode semantic meaning	09	13.85
Select information	04	6.15
Repeat identically	07	10.76
research	01	1.53
Express own ideas/ information	02	2.46
Built text	03	4.61
Relate sounds to objects	21	32.31
Deduce language rules	02	3.07
Apply language rules	16	24.61
Total	65	100

When doing a task, learners are directed to operate different mental operations for comprehending and producing language. There are a wide range of these mental processes some are illustrated in the table above.

The Table 3 analyses the mental processes that learners operate when doing My Book of English textbook's tasks. As the table shows the tasks that require learners to 'relate sound to object' are the highest (32.31 %), and this implies that the activities that utilise auditory and visual channels for providing input to learners are more frequent. This may be considered as a good point in the textbook because this fosters learners' motivation.

The activities that make learners 'apply language rules' constitute 24.61 % of the tasks whereas activities where learners have to deduce language represent 3.07%. Even though the grammar rules are included in a separate section named My Grammar Tools, almost all the tasks asked the learners to read the rules before doing the task.

The activities that require learners to 'decode semantic meaning' are relatively high (13.85 %), even though the textbook lack reading comprehension texts, and this is due to the fact that the textbook has many listening tasks that require learners to concentrate on the meaning to understand.

Repeat identically is when the learners repeat pieces of language as they are without any additional information and this constitutes 10.76 %. Most 'repeat identically' tasks in the textbooks represent the role play that the learners engage in.

Select information is the mental process that learners use to reply to reading comprehension questions whose answers are in the text. Due to the textbook shortage of reading text the proportion of this mental operation is very low (6.15 %).

The activities that require learners to 'build text' (a piece of language that is longer than a sentence) are (4.61 %). This very low percentage confirms the textbook weakness in promoting the written medium.

Tasks that let learners 'express their ideas and information' represent 2.46 % of the tasks. This percentage shows the textbook lack of activities that help learners to speak freely and express themselves despite the fact that this is in the heart of the communicative approach.

II. Who With?

Table 5

Frequency and Percentage: Who with?

	Frequency	%
Learners individually simultaneously	35	62.50
Learner to whole class	02	3.57
Learner in pair outside the class	0 1	1.78
Learners in pairs/groups	18	32.14
Total	56	100

This question examines learners' participation. As the Table shows activities which require learners to carry out a task individually simultaneously compose 62.50% of the tasks and 32.14% of the tasks are performed in pairs. The activities that require learners to report to the whole class represent 3.57% and almost the same proportion for tasks that learner accomplish in pair outside the class (3.57%) with noticing that these tasks concern the project works that learners do in each semester as illustrated in the textbook.

These results show that even though the percentage of pair work is less than that of individual work, it is considered a high percentage and this reflects the attempt of the textbook authors to develop sociability in learners. Pair and group work are also part of the constructivist pedagogy that the authors claim they have exploited in the textbook. It is also noticed that the textbook utilises role play. The main aim of role plays as stated by psychologists is to develop interpersonal relations. But to do so role play should be open ended that is, the learner is given the opportunity to express his own ideas; however, most of the textbook role plays are closed or with a limited extension.

III. With What Content?

This third question asks about an important aspect of a textbook which is the type of input given to the learners and the output expected from them. It is consisted of three parts: form, source and nature. Form relates to whether it is written or spoken? Is it individual words/sentences or extended discourse? Source sees if the task is supplied by the materials, the teacher or the learners. Nature is concerned with the nature or the type of the task, for example, is it fiction (i.e. tales, personal accounts etc.), Non-fiction, personal information and so on.

The variety of the content reflects the textbook success in catering for learner with different learning styles and preferences.

A. Input To Learners

a. The form of the Input

Table 6

Frequency and Percentage: the Form of the Input

	Frequency	%
Words/phrases/sentences: aural	22	27.50
Extended discourse: aural	00	00
Words/phrases/sentences: written	45	56.25
Extended discourse: written	02	2.5
Graphic	11	14.10
Total	80	100

As it can be seen in the table the written words/phrases/sentences input constitutes the highest ratio (56.25%) followed by aural words/phrases/sentences input (27.50). There are no extended aural discourses and this can be related to learner's level, but there is no reason for

the lack of extended written discourse (2.5%). Although teachers are asked (in teacher guide) to provide more reading texts, it would be better if they were integrated in the textbook for better exploitation, especially for inexperienced teachers. Graphics make up 14.10% and this implies that the textbook contains a good deal of illustrative pictures, photos, diagrams, etc.

b. The source of the input

Table 7

Frequency and Percentage: the Source of the Input

	Frequency	%
Materials	52	96,26
Learners	01	1.85
Outside the course/lesson	01	1.85
Total	54	100

Table 6 clearly shows that the textbook provides almost all the materials and contents for the lessons (96.26%). Learners participate with only 1.85% the same proportion for materials outside the lesson. These results show that the tasks do not give many opportunities for learners to be parts of the teaching and learning process. However, it is worth mentioning that the teacher has the right to modify the material and the content.

c. The Nature of the Input

Table 8

Frequency and Percentage: the Nature of the Input

	Frequency	%
Fiction	01	1.75
Non-fiction	53	92.98
Song	01	1.75
Game	02	3.50
Total	57	100

As Table 8 shows most of the content is non-fiction i.e. facts (92%). Fiction materials constitute 1.75% and Song/games constitute 5.26%. Focusing on facts is part of the pedagogy that insists on the functional use of language. However, fiction is considered by many scholars an attractive way as it provides learners with a rich linguistic input, it inspires learners' imagination and it is an effective stimulus for learners to express themselves.

B. Output From Learners

a. The Form of the Output

Table 9

Frequency and Percentage: the Form of the Output

	Frequency	%
Word/phrases/sentences: oral	07	12.50
Extended discourse: oral	01	1.78
Word/phrases/sentences: written	45	80.35
Extended discourse: written	03	5.35
Total	56	100

As it can be seen in the Table 9, the predominant output expected from the learners is the written medium in the form of short words, phrases or sentences (80.35 %) followed by oral word, phrases or sentences (12.50%). There is only (1.78%) of extended oral discourse and this may be due to the learner level. Extended written discourse constitutes only 5.35%. The results indicate that the book cannot be a good material for developing the oral and written competencies which are the basis for developing a communicative competence though this is one of the major aims stated for the textbook.

b. The source of the output

Table 10

Frequency and Percentage: the Source of the Output

	Frequency	**%**
Materials	52	92.85
Learners	03	5.35
Outside the course/lesson	01	1.78
Total	56	100

Table 10 demonstrates that the main source of learners' output is the material (92.85%). Learners share with 5.35 %. Sources outside the lesson represent 1.78 % which represents the project works that the learners have to do in each semester. This illustrates the limited role of the learners in the learning and teaching process.

c. The Nature of the Output

Table 11

Frequency and percentage: the nature of the output

	Frequency	%
Fiction	05	8.62
Non-fiction	47	81.03
Personal information	03	5.17
Song	01	1.72
Game	02	3.44
Total	58	100

Most of the learners' output is facts (81.03%) as the dominant input is also facts. Fiction concerns only 8.62% of the tasks followed by personal information with 5.17 % and songs and game with 1.72 % and 3.44 % respectively. These results reflect the input which in turn based on factual facts.

2.1.3.3. Level 3: What is implied?

This analysis of the textbook reveals good points in the book as well as bad ones but the analysis reveals that the shortcomings outnumber the good points.

The analysis shows that the layout of the sequences is not good; the analysis also shows that the textbook does not well reflect the objectives of the textbook in developing the communicative competence of the learner, and this is due to the fact that the textbook's tasks rely heavily on listening rather than speaking. One other objective of the textbook is developing the writing skill; however, the textbook does not contain satisfactory number of tasks that engage learners in writing extended discourses. The analysis also revealed that the teacher has a dominant role in class and the learner role is marginalised.

Section Two: The Analysis of the Teacher's Questionnaire

2.2.1. Description of the Questionnaire

The questionnaire contains three main sections; each section focuses on a particular aspect of the study.

Section One: this section is devoted to get information about the chosen sample of teachers. Question one **(Q1)** required teacher to specify their qualifications and **(Q2)** enquired about their experience in teaching.

Section Two: it is composed of statements that are analyzed according to Likert Scale. The statements are selected from different textbook evaluation checklists and grouped as follow:

1. Design and Organisation: it contains two questions were teachers are supposed to give their views about the layout of the textbook and the grading of the sequences.

2. Aims and Objectives: the aim of this section is to get information from the teachers to determine if the textbook is good in matching students' needs with the aims and objectives.

3. Language Content (grammar-vocabulary): this section seeks to provide information about grammar suitability and vocabulary load of the textbook sequences.

4. Skills: in this part teachers are questioned about the 4 skills speaking materials and activities, listening activities, reading passages and writing activities.

5. Tasks and Activities: this part tends to determine if the activities are designed to develop learners' communicative competence.

6. Subjects and Topics: this sub-section is about the topics included in the textbook and whether they are interesting and motivating and give students the opportunity to express themselves and think critically.

7. Methodology: the questions of this part enquire about the suitability of the techniques used in the textbook and whether the teacher has the right to adopt and supplement the textbook content.

8. Cultural Component: the questions of this sub section are designed to know if the textbook contains cultural and intercultural contents.

Section three:

This section contains 2 statements: the first one is about the components of the total package of the textbook; the second teachers are asked to provide suggestions and comments about the textbook.

2.2.2. Analysis of the Results

Section One: Personal Information

Q1. What is your qualification degree?

Table 12

Academic Degree

Academic Degree	Number of teachers	%
Licence	36	60%
Master	24	40%
Magister	0	0%

In this question, teachers were asked to give information about their qualifications. The data obtained reveals that (60%) of the respondents have Licence degree (40%) of them have Master degree, while (0%) of them have Magister degree.

Q 2: How long have you been teaching English?

Table 13

Teachers' work experience

Years of Teaching	Number of teachers	%
Less than 5 years	15	25%
5 to 15 years	27	45%
More than 15 years	18	30%
Total	60	100

As it is shown in the table above, 25% of the participants have worked for less than5 years, 45% have worked for 5 to 15 years, and about 30% have worked for more than 15 years. These results indicate that those teachers have a clear understanding of the teaching nature and its requirements through their experience.

Section Two: In this section teachers are asked to tick one of the choices strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

1. Design and Organisation

Item1. The layout of the textbook is appropriate and clear.

Table 14

The Suitability and Clearness of the Layout of the Textbook

Scale	Number of Teachers	%
Strongly Agree	03	05%
Agree	05	08.33 %
Disagree	22	36,66%
Strongly Disagree	30	50%
Total	60	100

The layout of the textbook constitutes its content, format, design and how its components and elements form a coherent whole. A good sequenced textbook would facilitate the teaching and learning process.

From the data obtained 50% of the respondents strongly disagreed about the appropriateness of the layout of the textbook and 36, 66 % disagreed; however, 5% of them strongly agreed and 8.33 % of them disagreed.

This reveals that the majority of the teachers think that the textbook layout is not good and the textbook is not well organised.

Item2: The grading and progression of the sequences are appropriate for the learner's level.

Table15

The Appropriateness of the Grading of the Sequences for Learners' Level

Scale	Number of Teachers	%
Strongly Agree	07	11,66
Agree	30	50
Disagree	06	10
Strongly Disagree	18	30
Total	60	100

The grading and the progression of the sequences should follow the principal of 'from the easy to the difficult' to meet the learners' pace of learning.

As it is presented in the table above 11, 66 % of the teachers strongly agreed and 50 % agreed about the appropriateness of the grading and progression of the sequences to learners' level; however, 10 % disagreed and 30% of them strongly disagreed.

These results indicate that most teachers are satisfied about the progression of difficulty from one sequence to the other.

2. Aims and Objectives

Item 1: The textbook is good in matching learners' needs with the aims and objectives of the teaching program**.**

Table16

The Matching of Learners' Needs with the Aims and Objectives.

Scale	Number of Teachers	%
Strongly Agree	03	05
Agree	15	25
Disagree	30	50
Strongly Disagree	12	20
Total	60	100

In any educational setting the aims and objectives should be specified in advance to meet learners' needs and the teaching materials is designed to meet these aims and objectives.

More than half of the teachers disagreed (20 %) or strongly disagreed (12 %) and believed that the textbook is not good in matching students need with the aims and objectives that are pre set to achieve; however, only 5 % strongly agreed and 25 % of them agreed.

Item 2: The textbook is flexible i.e. does it allow different teaching and learning styles

Table17

The Flexibility of the Textbook for Different Teaching and Learning Styles

Scale	Number of Teachers	%
Strongly Agree	02	3.33
Agree	16	26.66
Disagree	36	60
Strongly Disagree	06	10
Total	60	100

The textbook is flexible when it exploits different learning and teaching styles.

The results indicate that only 2% of the teachers strongly agreed on the flexibility of the textbook, 10% of them agreed; however 60 % disagreed and 10 % strongly disagreed and thought that the textbook is not flexible and it does not cater for different teaching and learning styles.

3. Language Content (grammar-vocabulary)

Item1: The grading and progression of grammatical rules are suitable for the learners

Table18

Grammatical Rules Suitability for Learners

Scale	Number of teachers	%
Strongly Agree	09	15
Agree	32	53.33
Disagree	10	16.66
Strongly Disagree	09	15
Total	60	100

The results demonstrate that 15% of the teachers strongly agreed and 53.33% agreed and believed that grammatical rules are graded in a suitable way to match the learners' level while 16.66 % of them disagreed and 15 % strongly disagreed and thought that the grammar rules are not graded in a suitable way.

Item2: The vocabulary load (the number of new words in each lesson) is reasonable for the level of the learners.

Table 19

Vocabulary Load

Scale	Number of Teachers	%
Strongly Agree	0	0
Agree	6	10
Disagree	42	70
Strongly Disagree	12	20
Total	60	100

Methodologists suggested that the number of new words that the learners should meet in each new lesson depend on their level.

The results reveal that only 6 % of the teachers agreed and no one strongly agreed that the vocabulary load is appropriate for the learners' level; however, more than half of the teachers (70%) disagreed and (20%) of them strongly disagree and believed that the number of new vocabulary in each lesson of the textbook are too much for learner at this level to process.

Item3: The progression of difficulty of vocabulary items is appropriate

Table 20

The Appropriateness of the Progression of Difficulty of Vocabulary

Scale	Number of teachers	%
Strongly Agree	15	25
Agree	28	46.66
Disagree	11	18.33
Strongly Disagree	06	10
Total	60	100

Vocabulary in a good textbook should be graded to move from the most familiar to include in the subsequent chapters a determined number vocabulary to be easy for learners to comprehend.

The table above shows that 25% of the teachers strongly agreed and 46, 6 % agreed and indicated that the progression of vocabulary difficulty is appropriate for the learners' level, while 18.33 % disagreed and 10 % strongly disagreed.

4. Skills

Item1: Listening passages and associated activities are suitable for your students' level.

Table 21

Listening Passages and Associated Activities

Scale	Number of Teachers	%
Strongly Agree	12	20
Agree	36	60
Disagree	12	20
Strongly Disagree	00	00
Total	60	100

The majority of the teachers, (60%) agreed and (20 %) strongly agreed, that the level of the students have been taken into consideration when the activities and the listening passages were designed; however, 20% of them disagreed no one strongly disagreed.

Item2: Podcasts for listening and pronunciation practice are authentic

Table22

Podcasts Authenticity

Scale	Number of Teachers	%
Strongly Agree	04	06.66
Agree	05	08.33
Disagree	33	55
Strongly Disagree	18	25
Total	60	100

A good textbook should depend on authentic materials.

Most teachers believed that podcasts for listening and pronunciation practice are not authentic (80 %). Teachers who indicated that the podcasts are authentic constitute (20%). These contradictory results indicate that some teachers do not even know if there is podcasts for listening script or not.

Item3: Speaking materials (dialogues, role-play, etc) are well designed to equip learners for real-life interaction

Table 23

Speaking materials

Scale	Number of Teachers	%	
Strongly Agree	21	35	
Agree	27	45	
Disagree	12	20	
Strongly Disagree	0	0	
Total	60	100	

As part of the communicative approach is the use of language as a functional tool. As the table shown the majority of the teachers, agreed that the speaking materials are well designed to equip learners for real-life interaction; however, 20% of the teachers disagree. Middle school teachers believed that role-plays and dialogues help students in real-life situation and give them opportunity to learn how to interact in face to face situations.

Item4: Speaking activities are interesting and motivating.

Table24

Speaking Activities and the Fostering of Interest and Motivation.

Scale	Number of Teachers	%
Strongly Agree	27	45
Agree	20	33.33
Disagree	12	20
Strongly Disagree	01	01.66
Total	60	100

Research has shown that learners learn better when the topics interest them. Most teachers maintained that speaking activities are interesting and motivating; whereas, a small number disagreed.

Item5: There are sufficient oral practices that lead to the communicative use of the language

Table 25

The Sufficiency of Oral Practices that lead to the Communicative Use of the Language.

Scale	Number of Teachers	%
Strongly Agree	0	0
Agree	8	13.33
Disagree	45	75
Strongly Disagree	7	11,66
Total	60	100

To develop the oral communication, learners are trained to use the language to express themselves not just listen and repeat. The results obtained indicate that most of the teachers,

75 % disagreed and 11.66 % strongly agree, thought that oral practices that develop the communicative use of language are not common in the textbook. Few teachers indicated the opposite.

Item6: There are sufficient reading materials

Table 26

The Sufficiency of the Reading Materials

Scale	Number of Teachers	%
Strongly Agree	04	07
Agree	12	20
Disagree	35	58
Strongly Disagree	9	15
Total	60	100

Reading materials encourage learners to enhance their vocabulary load, fluency in reading and moreover to develop their imagination when it incorporates fiction. The table 25 demonstrates that most of the teachers observed that there are not sufficient reading materials in the textbook (73 %) whereas, 27 % observed that there are a sufficient number of the reading materials.

Item7: Many of the reading passages are up-to-date

Table27

Up-to-date reading passages

Scale	Number of teachers	%
Strongly Agree	10	17
Agree	25	42
Disagree	15	25
Strongly Disagree	10	17
Total	60	100

Methodologists insist on the use of up-to-date material. As the table above indicates 17% of the population strongly agreed and 42% of them agreed that reading passages are up-to-date. On the other hand 25% disagree, and 17% strongly disagree. According to the results teachers agreed that the reading passages in the textbook are modern and they are designed to reflect our real life situations.

Item8: The reading passages are authentic

Table 28

The a*uthenticity of the reading passages*

Scale	Number of Teachers	%
Strongly Agree	20	33
Agree	30	50
Disagree	10	17
Strongly Disagree	00	0
Total	60	100

A good textbook should stick to an authentic language. The results obtained, as shown in table 27, indicate that most of the teachers agreed or strongly agree that the textbook passages are authentic; however, only 17 % of them disagree. Most of the teachers thought that ''My Book of English'' passages are authentic and real, in other words, the passages contain real information based on true facts, and experiences.

Item9: Most of reading passages are easy for most of the students to deal with (appropriate for their level)

Table 29

Appropriateness and easiness of reading passages for learners

Scale	Number of teachers	%
Strongly Agree	06	10
Agree	15	25
Disagree	33	55
Strongly Disagree	06	10
Total	60	100

The results shown in the table demonstrate that most of the teacher which represent 65% of the population believed that the reading messages are not appropriate and easy for learners to comprehend; whereas 35% of them agreed and thought the opposite is true.

Item10: The textbook's writing activities are good in improving the learners' writing skills.

Table 30

The writing activities are good in enhancing writing skills

Scale	Number of teachers	%
Strongly Agree	15	25
Agree	36	60
Disagree	09	15
Strongly Disagree	00	00
Total	60	100

The writing skills are one of the important skills that any English learner should acquire. From the table we can observe that 85 % of the teachers either agreed or strongly agreed that the writing activities of the textbook help learners to develop their writing skills; however, 15% of them disagree.

Item11: There is sufficient written practice that leads to communicative use of the language.

Table 31

The Sufficiency of the Writing Practices Which Leads to Communicative Use of Language.

Scale	Numbers of teachers	%
Strongly Agree	22	37
Agree	35	58
Disagree	3	05
Strongly Disagree	0	0
Total	60	100

The written activities help the learners to acquire the communicative competence when the learners move from the production of short sentences to the production of extended written passages. The data in the table show that 37% of the teachers strongly agreed and 58% agreed that the textbook contains sufficient written practices that lead to the communicative use of language. On the other hand, 5% of them disagreed.

5. Tasks and activities.

Item1: The activities incorporate: individual, pair and group work

Table 32

The Activities incorporate Individual, Pair and Group Work

Scale	Number of Teachers	%
Strongly Agree	07	12
Agree	40	67
Disagree	13	22
Strongly Disagree	00	0
Total	60	100

Pair and group work help learners to negotiate meaning. It also reduces learner's anxiety. Most of the teachers (70%) indicated that the activities incorporate individual, group work and pair work, while 22% of them indicated the contrary.

Item2: The activities are sufficient for communicative and meaningful practice

Table 33

The Sufficiency of Communicative and Meaningful Practice

Scale	Number of Teachers	%
Strongly Agree	00	00
Agree	25	42
Disagree	35	58
Strongly Disagree	00	00
Total	60	100

The results in the table above demonstrate that 42 % of the revealed that there are sufficient activities for communicative and meaningful practice. 58% disagree and indicated that there are not activities of this kind. In any textbook activities are important for teachers to test their students' level and the effectiveness of teaching/learning process.

 Item3: the activities promote creative, original and independent responses**.**

Table 34

The Activities and the Promotion of Creative, Original and Independent Responses

Scale	Number of Teachers	%
Strongly Agree	00	00
Agree	17	28
Disagree	30	50
Strongly Disagree	13	22
Total	60	100

The results shown in the table above illustrate that 50 % of the teachers believed that the activities of the textbook do not make learners generate new and original language with 13 % strongly disagree; whereas, 28 % thought it do so. This results show that textbook activities do not allow students to be creative and original in expressing their own ideas because activities restrict them to follow a scale.

6. Subjects and Topics Content

 Item1. The Topics covered in the Textbook are Interesting and Motivating

Table35

The topics are Interesting and Motivating

Scale	Number of teachers	%
Strongly Agree	03	05
Agree	42	70
Disagree	10	17
Strongly Disagree	05	08
Total	60	100

In any field, choosing a good and interesting topic to deal with is the key to a successful teaching and learning process. From the table above it is noticed that the majority of the teachers (70 %) agreed that the topics in the textbook are interesting and motivating. On the other hand, 17 % did not agree.

Item2: The topics allow students to express their own views

Table36

The Topics and Students' own views

Scale	Number of Teachers	%
Strongly Agree	00	00
Agree	16	27
Disagree	38	63
Strongly Disagree	06	10
Total	60	100

According to the above result the majority of teachers, which represent 73 %, did not hold with the belief that the textbook topics let student express their own views; however, 27 % believed they did not. From the results it can be noticed that teachers believed that textbook not give students the opportunity to challenge their selves and think beyond the cover.

Item4: The topics allow students to think critically

Table 37

The Topics and the Development of Critical Thinking

Scale	Number of Teachers	%
Strongly Agree	00	00
Agree	26	38
Disagree	37	62
Strongly Disagree	00	00
Total	60	100

The aim of teaching is to make an independent and tolerant person who can think critically. A good textbook should take this consideration when designing the activities.

62 % of the teachers indicated that the textbook topics do not allow students to think critically and 38 % believed they do so.

7. Methodology

Item1: The techniques used in the textbook for representing and practicing new language items are varied and suitable for your learners.

Table 38

The Suitability of the Techniques of Teaching for Learners

Scale	Number of teachers	%
Strongly Agree	00	00
Agree	20	33
Disagree	40	67
Strongly Disagree	00	00
Total	60	100

Research has shown that each learner has its style of learning and a good textbook should contain a variety of teaching techniques to cater for as much as possible. The results shown in the table above indicate that most of the teachers (67 %) did not agree that the textbook contain varied techniques of teaching to cater for different learning styles.

Item2: You have the right to adapt and supplement the textbook content

Table 39

The Right Of Teachers To Adapt And Supplement The Content Of The Textbook

Scale	Number of Teachers	%
Strongly Agree	56	96
Agree	04	07
Disagree	00	00
Strongly Disagree	00	00
Total	60	100

All the teachers indicated that they have the right to adapt and supplement the textbook content. When the teacher has the right to adapt the textbook, this may help in repairing some of its flaws.

8. Cultural Components

Item 1: The textbook contains cultural components.

Table 40

The Cultural Components

Scale	Number of Teachers	%
Strongly Agree	00	00
Agree	60	00
Disagree	00	00
Strongly Disagree	00	00
Total	60	100

The teachers indicated that the textbook contains cultural components.

Cultural components help learners to be aware about their culture. The cultural components help learners to talk about their culture explicitly. They also part of the intercultural competence.

Item 2: The book contains intercultural components

Table 41

The Intercultural Components

Scale	Number of Teachers	%
Strongly Agree	00	00
Agree	60	100
Disagree	00	00
Strongly Disagree	00	00
Total	60	100

All the teachers confirmed that the textbook contain intercultural components. The intercultural components are very important, because they constitute the sum total of the intercultural competence.

Item 3: the intercultural components are introduced in a way that protects learners from the negative impacts.

Table 42

Intercultural Components

Scale	Number of Teachers	%
Strongly Agree	00	00
Agree	60	100
Disagree	00	00
Strongly Disagree	00	00
Total	60	100

The intercultural components are important but they should be introduced in a way that makes learners aware of difference between their culture and the other cultures and hence accept theirs and tolerate the other cultures.

Section three:

9. The components that make up the total textbook.

Q 1: Is there a teacher book?

Table 43

The Availability of Teacher Book

Option	Number of Teachers	%
Yes	60	100
No	00	00
Total	60	100

The teachers affirmed that there is a teacher book.

Q2. Is there a workbook?

Table44

The Availability of Workbook

Scale	Number of Teachers	%
Yes	36	60
No	24	40
Total	60	100

The teachers do not agree about the answer, 60% of them said yes there is a work book, while 40% of them said that there is no workbook. This may be because

Q3: Are there cassettes/CDs for authentic listening and pronunciation practice?

Table45

T*he Availability Of Cds For* Listening And Pronunciation Practice

Scale	Number of Teachers	%
Yes	20	20
No	40	40
Total	60	100

Some teachers (20 %) revealed that there are CDs for listening and pronunciation practice, other indicated that there are not. Using listening media is a good way to use for developing listening skill and it is a way for attracting learners' interest.

10. Would you please give further suggestions or comments on how the book would be richer.

- **The teachers' comments and suggestions:**

-The textbook should be adopted to meet the needs and levels of the students.

-The tasks should be more relevant and meaningful and go hand in hand with the curriculum.

-The textbook should contain simple and clear language.

-Activities should be designed to be suitable for many learning styles.

-The sequences are too long and not well organised

-To enrich listening and pronunciation practices we suggest to provide learners with the necessity materials to listen effectively including CDs, cassettes and the listening practices should accommodate with learners interest and likes.

3. Discussion of the Results

The analysis of the teachers' questionnaire has shown many facts about the teachers' views about the evaluation of the textbook "My Book of English". Many of these facts correlate with the results obtained from the analysis of the textbook. Teachers indicated that the layout of the textbook is not appropriate and clear, moreover, vocabulary load is not reasonable for the learners' level, the lack of reading texts, and oral practices are not sufficiency leads to communicative use of language. Furthermore, the obtained results showed that the textbook activities do not promote creativity, originality and critical thinking as the analysis showed the lack of tasks that let learners express themselves. In the communicative approach the learner is the centre of teaching and learning process, but the analysis showed that the learner has given few opportunities to participle in this process; in most of the tasks of the textbook the learner has to response to scripted responses.

The study also revealed good points in the textbook, for example, the tasks are built to promote the functional use of language as many tasks train learner to assimilate roles of everyday situations. The analysed sequence (i. e. the second sequence of the textbook " ME AND MY SHOPPING"), includes situations the learners may encounter when shopping going shopping like asking about price size, etc.

Answering Research Questions

1. How do teachers evaluate second year middle school English textbook "My Book of English"?

   From the result obtained we conclude that the teacher evaluate the textbook negatively. They believed that the textbook "My Book of English" does not much help them in their teaching.

2. Does this textbook fulfil the criteria of a 'good textbook'?

   Scholars do not agree about what is a good textbook is, because most of them think that this do not depend only on the pedagogical value of the textbook, but also on the situation in which the textbook is used and the teachers' training. Thus, teachers' views are important in deciding on the goodness of the textbook. Most teachers in this study thought that the textbook lack many of the criteria of a good textbook. The detailed analysis of the textbook also revealed many pedagogical flaws in the textbook.

3. To what extant is teachers' evaluation of "My book of English" consistent with a detailed critical analysis of the textbook?

   Many of teachers' views were congruent with the results of the detailed analysis of the textbook.

4. What recommendations, if any, do teachers make for the improvement of the textbook? The teachers gave many suggestions listed in question ten of the questionnaire.

Confirming the Hypothesis

This investigation showed that teachers are not fully satisfied about second year middle school English textbook. We hypothesised that if the teachers' views were positive, so the textbook is suitable as a teaching material. Therefore, we conclude that the textbook is not suitable as a good teaching and learning material.

4. Recommendations

At the end of the study, several recommendations and suggestions are to be taken into consideration in order to enrich and provide the textbook ''My Book of English'' to overcome its shortcomings listed as follow:

- More teaching and learning styles should be exploited.

- The vocabulary load in each lesson of the textbook should be reconsidered.

- More reading materials should be added to the textbook

- More exercises for extended written

- Some activities that make learners generate new and original language should be added.

5. Limitation of the Study

Several limitations within this study presented a challenge to complete our study:

- When conducting the detailed analysis of the tasks using Littlejohn's Task Analysis Sheet, it was very difficult to decide on many criteria, especially on the mental operations the learners utilise when they do tasks, because many overlap. Thus, that may be there are other mental operations we were not able to identify.

- The third level of the analysis is very abstract and needs more attention to decide about the results of the analysis of the tasks.

- Some respondents did not give the questionnaire back.

- This study dealt with a limited size of the whole population, so the results cannot be generalised.

- The time constraints constituted the great limitation. The short time forces us not to cover all the areas of the topic.

- Finally, despite our attempt to be objective in this analysis, our subjectivity may influence the analysis.

Conclusion

This research aimed at investigating teacher's evaluation of the effectiveness and suitability of second Middle School English language textbook "My Book of English".

The research is divided into two chapters. The first chapter constitute the theoretical part of the study while the second one constitutes the practical part.

In this study it has been hypothesised that if Middle School English teachers' attitudes towards the textbook are positive, then the textbook is effective and appropriate and if Middle school English teachers' attitudes toward the textbook are negative, then the textbook is neither suitable nor appropriate. The hypothesis is confirmed as most Middle School English teachers agree that the negative points of the textbook outnumber the positive ones. What most teachers generally not satisfied with is the layout of the textbook, the lack of the reading materials, and activities that enhance the oral performance. The textbook also does not well match the objectives that it set to fulfil. These results correlate with the detailed analysis of the textbook's tasks.

Finally, it is believed that there is no best method for teaching or best textbook but teachers should use principled approaches that suit the learners in their context. In this regard the textbook gives the teachers the right to adapt the tasks; however, most teachers lack training and find it difficult not to stick to the textbook. Thus, a good designed textbook would be a necessity for novice teachers.

References

Alderson, C. (1992). Guidlines for the Evaluation of Language Education. ELT Journal,

Alderson. C, & Bretta, A. (1992). Evaluating Second Language Education. Cambridge:

       Cambridge University Press,

Allwright, R. (1981). 'What do we want teaching materials for?' ELT. Journal 36/1: 5-18.

Breen,M. P. & Candlin,C.N. (1987) 'which materials?: a consumer's and designers guide', in

       L.E. Sheldon ELT Textbooks and Materials: Problems in Evaluation and

       Development. ETL Documents 126. London: Modern English Publication/ The

       British Council, pp. 13-27.

Brown,.H. D. (2000). Principles of Language Learning and Teaching. New York: Longman,.

Brown,.H. D. (2001). Principles of Language Learning and Teaching. New York: Longman.

Burton. J. (2000) Learning from Teaching Practice: a Case Study Approach. ELT Journal,pp.

15-21.

Cunningsworth, A.(1995). Choosing your Coursebook. Oxford: Heinmann.

Curtis, A. and Cheng, L(2001). Teachers' Self-evaluation of Knowledge, Skills and

Personality Characteristics Needed to Manage Change. Asia- Pacific Journal of Teacher

Education,pp. 139-152.

Dat , B. (2003). Localizing ELT Materials in Vietnam. ELT Journal. pp. 170-191

Davison , W.F. (1975). Factors in Evaluation and Selecting Texts for Foreign Language

       Classroom. ELT Journal, pp. 310-314

Ellis, R. (1988). Second Language Pedagogy: Classroom Second Language Development.

       UK: International Group LTD.

Ellis, R. (1998). The evaluation of communicative tasks. In B. Tomlinson (Ed.), Developing

       materials for language teaching (pp. 217-238). London: Continuum.

Harmer,J. (2001). The practice of English language teaching, (3[th]ed). London: Longman.

Hutchinson, T. (1987). What's underneath?: an interactive view of materials evaluation. In L. E. Sheldon (ED.), ELT and textbook and materials : problems in evaluation and development (pp. 37-44). Oxford: Modern English Publication

Hutchinson, T., &Torres, E. (1994). the textbook as agent of change. ELT journal 4 ,pp 315-328.

Littlejohn, A. (2011). 'The analysis of language teaching materials: inside the Trojan Horse. In Tomlinson, B. (Ed.) Materials Development language Teaching. Cambridge: Cambridge University Press, pp.179-211

Littlejohn. A. The Analysis of Language Teaching Materials. Cambridge: Cambridge University Press, 1998.

McDonough, J., & Shaw, C. (2003) materials and methods in ETL. Oxford: Blackwell

McGrath. I.(2002). Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press,

McGrath. I.(2002). Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press,

Ministry of National Education, Algeria. 2MS Teacher's Guide 2017-2018

Ministry of National Education. (2015). Curriculum of English for Middle School Education.

O'Neill, R. (1982). Why use textbooks? . ELT journal, 36 (2), pp.104-111.

O'Sullivan. T. (1988) Foreign Language Course books: Ask Your Pupils. pp. 274-304.Press,.

Rea-Dickins. P. (1994). Evaluation and English Language Teaching. ELT Journal,

Richards, J. C. (2001). Curriculum development in language teaching. New York: Cambridge University Press.

Richards, J.C., & Schmidt, R.(2002). Longman Dictionary of Language Teaching and Applied Sheldon, L .E. (1988). Evaluation of ELT textbooks and materials. ELT Journal, 42 (4),pp. 237-244

Sheldon, L. E. (Ed.). (1987).ETL textbooks and materials. Problems in evaluation and development. Modern English Publication.

Sheldon, L.E (1988). evaluating ETL textbooks and materials. ELT journal, 42(4), 237-246.

Spratt.M., Pulverness. A.,& M.Williams.(2005).Cambridge University

Swan, M.1992. 'The textbook: bridge or wall?'. Applied Linguistics and Language Teaching 2/1 ,pp. 32-5

Tomlinson. B. (1988). Materials Development in Language Teaching. Cambridge: Cambridge University Press,.

Tomlinson. B. (2003). Developing Materials for Language Teaching. London and New York: Continum,

Williams, D. (1983). Developing criteria for textbook evaluation. ELT Journal, 37(3), pp. 251-255.

Appendix: A

Level of analysis of language materials

1. 'WHAT IS THERE'	'objective inference'

- statements of description
- physical aspects of the material
- main steps in the instructional sections

2. ' WHAT IS REQUIRED OF USERS'   'subjective inference'

- subdivision into constituent tasks
- an analysis of tasks: what is the learner expected to do? with what content?

3. 'WHAT IS IMPLIED'   'subjective inference'

- deducing aims, principles of selection and sequence
- deducing teacher and learner roles
- deducing demands on learner's process competence

Appendix: B

Littlejohn's Task analysis sheet

Task number																				
I. What is the learner expected to do?																				
A. TURN- TAKE																				
initiate																				
Scripted response																				
Not required																				
B. FOCUS ON																				
Language system (rules or forms)																				
meaning																				
Meaning/system/form relationship																				
C. MENTAL OPERATION																				
Identified according to what																				
is found in the material.																				
II. WHO WITH?																				
Identified according to what																				
is found in the material.																				
III. WITH WHAT CONTENT?																				
A. INPUT TO LEARNERS																				
form																				
source																				
nature																				
B: OUTPUT FROM THE LEARNERS																				
form																				
source																				
nature																				

Appendix: D

Task analysis sheet 01:

Section one of the textbook

Task analysis sheet	I listen and do																			
Task number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
I. What is the learner expected to do?																				
D. turn- take																				
initiate																				
Scripted response	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
Not required																				
E. focus on																				
Language system (rules or forms)																				
meaning																				
Meaning/system/form relationship																				
F. mental operation																				
Decode semantic meaning															×	×			×	×
Select information																×				
Repeat identically			×				×									×				
research																				
Express own ideas/ information																				
Built text																				
Relate sounds to objects																				
Deduce language rules																				
Apply language rules																				
II. Who with?																				
Learners individually simultaneously	×	×				×	×			×	×	×	×	×	×	×		×	×	
Learner to whole class																				
Learner individually outside the class																				
Learners in pairs/groups			×	×			×	×					×		×	×				×
III. with what content?																				
A. input to learners																				
a. form																				
Word/phrases/sentences: aural																				
Extended discourse: aural	×	×				×	×			×	×	×	×	×	×	×		×	×	×
Word/phrases/sentences: written	×	×		×		×	×			×	×	×	×	×	×	×	×	×	×	×

AN EVALUATION OF SECOND YEAR ENGLISH TEXTBOOK

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Extended discourse: written																			
graphic		×				×				×									
b. source																			
Materials	×	×		×		×	×	×	×	×	×	×	×	×	×	×		×	×
learners																			
teacher																			
Outside the course/lesson																			
c. nature																			
fiction																			
Non-fiction	×	×		×		×	×	×	×	×	×	×	×	×	×	×	×	×	×
Song																			
game																			
B. expected output from the learners																			
a. form																			
Word/phrases/sentences: oral			×				×							×					
Extended discourse: oral																			
Word/phrases/sentences: written	×				×	×	×		×	×	×	×	×	×		×	×	×	
Extended discourse: written																			
b. source																			
materials	×	×		×		×	×	×	×	×	×	×	×	×	×	×	×	×	
learners																			
c. nature																			
Personal opinion																			
fiction																			
Non-fiction	×	×		×		×	×	×	×	×	×	×	×	×	×	×	×	×	
Personal information																			
Song																			
game																			

AN EVALUATION OF SECOND YEAR ENGLISH TEXTBOOK

Appendix: E

Task analysis sheet 02:

Section two of the textbook

	I pronounce																			
Task number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
I. What is the learner expected to do?																				
G. turn- take																				
initiate																				
Scripted response	×	×	×	×	×	×	×	×												
Not required		×							×	×										
H. focus on																				
Language system (rules or forms)	×	×	×		×	×	×	×	×	×										
meaning																				
Meaning/system/form relationship																				
I. mental operation																				
Decode semantic meaning																				
Select information																				
Repeat identically				×								×								
research																				
Express own ideas/ information																				
Built text																				
Relate sounds to objects	×	×	×		×			×	×											
Deduce language rules	×	×			×		×													
Apply language rules			×					×	×											
II. Who with?																				
Learners individually simultaneously	×		×		×	×		×	×											
Learner to whole class																				
Learner individually outside the class																				
Learners in pairs/groups		×		×		×			×											
III. with what content?																				
C. input to learners																				
d. form																				
Word/phrases/sentences: aural																				
Extended discourse: aural																				
Word/phrases/sentences: written	×	×	×		×		×		×											

AN EVALUATION OF SECOND YEAR ENGLISH TEXTBOOK

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Extended discourse: written	×	×	×		×	×		×	×															
graphic																								
e. source																								
Materials	×	×	×	×	×	×	×	×	×	×														
learners																								
teacher																								
Outside the course/lesson																								
f. nature																								
fiction			×	×																				
Non-fiction	×	×			×	×	×	×	×	×														
D. expected output from the learners																								
d. form																								
Word/phrases/sentences: oral				×						×														
Extended discourse: oral																								
Word/phrases/sentences: written	×	×	×		×	×	×	×	×															
Extended discourse: written																								
e. source																								
materials	×	×	×	×	×	×	×	×	×															
learners																								
f. nature																								
Personal opinion																								
fiction			×	×																				
Non-fiction	×	×			×	×	×	×	×															
Personal information																								
Song																								
game																								

Appendix: F

Task analysis sheet 03:

Section three of the textbook

	I practice																			
Task number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
I. What is the learner expected to do?																				
J. turn- take																				
initiate																				
Scripted response	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×		
Not required																				
K. focus on																				
Language system (rules or forms)	×	×	×	×	×	×	×	×	×	×	×	×			×		×			
meaning													×	×	×		×			
Meaning/system/form relationship																				
L. mental operation																				
Decode semantic meaning																	×			
Select information																				
Repeat identically													×							
research																				
Express own ideas/ information																				
Built text																				
Relate sounds to objects																				
Deduce language rules	×	×	×	×		×	×	×	×	×	×	×	×							
Apply language rules	×	×	×	×	×	×	×	×	×	×	×	×	×			×		×		
II. Who with?																				
Learners individually simultaneously	×	×	×		×	×	×		×		×		×	×	×		×			
Learner to whole class																				
Learner individually outside the class																				
Learners in pairs/groups				×			×		×			×				×		×		
III. with what content?																				
E. input to learners																				
g. form																				
Word/phrases/sentences: aural																				
Extended discourse: aural																				
Word/phrases/sentences: written	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×		

AN EVALUATION OF SECOND YEAR ENGLISH TEXTBOOK

Extended discourse: written																			
graphic	×	×	×	×			×		×				×	×		×			
h. source																			
Materials	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×		
learners																			
teacher																			
Outside the course/lesson																			
i. nature																			
fiction																			
Non-fiction	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×		
Song																			
game																			
F. expected output from the learners																			
g. form																			
Word/phrases/sentences: oral																			
Extended discourse: oral																			
Word/phrases/sentences: written	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			
Extended discourse: written																		×	
h. source																			
materials	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×		
learners																			
i. nature																			
Personal opinion																			
fiction																			
Non-fiction	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×		
Personal information																			
Song																			
game																			

AN EVALUATION OF SECOND YEAR ENGLISH TEXTBOOK

Appendix: I

Task analysis sheet four:

Section four of the textbook

	I read and do (1), I learn to integrate(2), I think and write (3), I play and enjoy (4, 5, 6), I read for pleasure (7), project work (8).								
Task number	1	2	3	4	5	6	7	8	9
I. What is the learner expected to do?									
M. turn- take									
initiate		×	×				×		
Scripted response	×			×	×	×	×		
Not required									
N. focus on									
Language system (rules or forms)									
meaning	×			×	×	×	×	×	
Meaning/system/form relationship		×	×						
O. mental operation									
Decode semantic meaning	×			×		×	×		
Select information	×			×					
Repeat identically					×				
research							×		
Express own ideas/ information		×	×						
Built text									
Relate sounds to objects									
Deduce language rules									
Apply language rules		×	×						
II. Who with?									
Learners individually simultaneously	×	×		×	×	×	×		
Learner to whole class			×						
Learner individually outside the class									
Learners in pairs/groups									
III. with what content?									
G. input to learners									
j. form									
Word/phrases/sentences: aural					×				

AN EVALUATION OF SECOND YEAR ENGLISH TEXTBOOK

	1	2	3	4	5	6	7	8															
Extended discourse: aural																							
Word/phrases/sentences: written	×			×	×	×	×																
Extended discourse: written		×	×					×															
graphic																							
k. source																							
Materials	×	×	×	×	×	×	×																
learners																							
teacher																							
Outside the course/lesson								×															
l. nature																							
fiction	×																						
Non-fiction		×	×	×	×	×	×	×															
Song																							
game																							
H. expected output from the learners																							
j. form																							
Word/phrases/sentences: oral				×																			
Extended discourse: oral																							
Word/phrases/sentences: written	×	×	×	×		×	×																
Extended discourse: written																							
k. source																							
materials	×			×	×	×	×																
learners		×	×					×															
l. nature																							
Personal opinion																							
fiction	×																						
Non-fiction	×	×	×	×	×	×	×	×															
Personal information																							
Song				×																			
game					×	×																	

Appendix: G

Teachers' Questionnaire

This questionnaire is designed to investigate middle school teachers' evaluation of the effectiveness of second year English textbook **"My Book of English"**.

We would appreciate your collaboration if you could fill in this questionnaire.

Please tick (√) the chosen item or make full statements were necessary. We would be grateful if you answered all the questions.

Thank you in advance for your cooperation and we would highly appreciate your patience.

Section one:

Personnel information:

1. What is your qualification?

    a. Licence ☐

    b. Master ☐

    c. Magister ☐

2. How long have you been teaching English?

    a) less than 5 years ☐

    b) from 5 years to less than 15 years ☐

    c) 15 year or more ☐

Section two:

On a four point scale, read each item and then tick the relevant column that best reflects your opinion.

(SA) strongly agree, (A) agree, (D) disagree, (SD) strongly disagree.

3. Design and organization

Statements	SA	A	D	SD
1-The layout of the textbook is appropriate and clear				

2- The grading and progression of the sequences are appropriate for the learners' level.				

4. Aims and Objectives

Statements	SA	A	D	SD
1-The textbook is good in matching learners' needs with the aims and objectives of the teaching program.				
2- The textbook is flexible i.e. does it allow different teaching and learning styles.				

5. Language Content: (grammar – vocabulary)

Statements	SA	A	D	SD
1-The grading and progression of grammatical rules are suitable for the learners.				
2-The vocabulary load (the number of new words in each lesson) is reasonable for the level of the learners.				
3-The progression of vocabulary items is appropriate.				

6. Skills

Statements	SA	A	D	SD
1- Listening passages and associated activities are suitable for your students' level.				
2- Podcasts for listening and pronunciation practice are authentic.				
3- Speaking materials (dialogues, role-play, etc) are well designed to equip learners for real-life interaction.				
4- Speaking activities correspond to the diversity of				

student abilities, interests and learning styles.				
5-There is sufficient oral practice that leads to communicative use of the language.				
6-There is sufficient reading material.				
7-Many of the reading passages are up-to-date.				
8-The reading passages are authentic.				
9-Most of the reading passages are easy for of most of the students to deal with (appropriate for their level).				
10- The writing activities are good in improving the learners' writing skills.				
11-There is sufficient written practice that leads to communicative use of the language.				

7. Tasks and Activities

Statements	SA	A	D	SD
1- The activities incorporate: individual, pair and group work				
2- The activities are sufficient for communicative and meaningful practice.				
3- The activities promote creative, original and independent responses.				

8. Subjects and Topics Content

Statements	SA	A	D	SA
1- The topics covered in the textbook are interesting and motivating.				

2- The topics allow students to express their own views.				
3- The topics allow student to think critically.				

9. Methodology

Statements	SA	A	D	SD
1- The techniques used in the textbook for representing and practicing new language items are varied suitable for your learners.				
2- You have the right to adapt and supplement the textbook's content.				

10. Cultural Components

Statements	SA	A	SD	SA
1- The textbook contain cultural components				
2- The textbook contain intercultural components				
3- The intercultural content is introduced in a way that protects the learner from acculturation.				

Section Three:

11. **The components that make up the total textbook**.

   a. Is there a teacher book? yes ☐   No ☐

   b. Is there a workbook?   yes ☐   No ☐

   c. Are there cassettes/CDs for authentic listening and pronunciation practice?

     Yes ☐   No ☐

12. **Would you please give further suggestions or comments on how it would be richer.**

    ....

    ....

AN EVALUATION OF SECOND YEAR ENGLISH TEXTBOOK

Résumé

Le manuel scolaire est le matériel de classe le plus utilisé. Un manuel bien conçu serait avantageux tant pour les enseignants que pour les apprenants. Le but de cette recherche était d'enquêter sur la façon dont le professeur de l'école secondaire évalue le manuel de deuxième année "My Book of English". Dans cette recherche, nous avons émis l'hypothèse que si les attitudes des enseignants d'anglais du 2ème Année Moyenne vis-à-vis du manuel sont positives, alors le manuel est approprié. Pour vérifier la validité de cette hypothèse, un questionnaire a été administré à 60 enseignants de différents collèges de Jijel. Une analyse détaillée du manuel a également été réalisée pour un résultat plus fiable. Les résultats obtenus ont montré que les enseignants ne sont pas entièrement satisfaits de nombreux aspects du manuel. Par conséquent, les enseignants sont convaincus que la plupart des parties du manuel ne sont pas adaptées et efficaces en tant que matériel d'enseignement et d'apprentissage et ont suggéré que la pédagogie des manuels scolaires soit révisée.

AN EVALUATION OF SECOND YEAR ENGLISH TEXTBOOK

ملخص:

يعتبر الكتاب المدرسي من أكثر الوسائل التعليمية استخداما في الفصل الدراسي. ولهذا فإن التصميم الجيد لهذا الكتاب سينصب حتما لصالح المعلمين والمتعلمين معا. لقد كان الهدف من هذه البحث هو معرفة تقييم أساتذة السنة الثانية للغة الانجليزية للطور المتوسط للكتاب المدرسي "My Book of English." في هذه البحث ﹺ افترضنا أنه إذا كانت مواقف مدرسي اللغة الإنجليزية للسنة الثانية ا تجاه الكتاب الدراسي إيجابية ﹺ فإن هذا الكتاب يعتبر مرجع جيد لتعليم اللغة الانجليزية لهذا المستوى.و للتحقق من صحة هذه الفرضية ﹺ تم الاعتماد على استبيان شمل 60 استادا من مختلف متوسطات ولاية جيجل. كما تم إجراء تحليل مفصل للكتاب الدراسي للحصول على نتيجة أكثر موضوعية.أظهرت النتائج التي تم الحصول عليها أن الاساتذة ليس لديهم رضى تام عن العديد من جوانب هذا الكتاب. وبالتالي, فإنهم يعتقدون أن هذا الكتاب يحتوي العديد من النقائص واقترحوا اجراء مراجعة لمحتويات الكتاب.