

**People's Democratic Republic of Algeria**  
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**University of Mohammed Seddik Ben Yahia, Jijel**  
**Department of English**



**An Evaluation of the Writing Component of the First Year Secondary  
School Textbook « At the Crossroads » from Teachers' Perspectives  
The Case of First Year Secondary Schools, El-Milia, Jijel**

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Didactics of English.

**Submitted by:**

Nesrine BOULTIF

Sarra ALLOUACHE

**Supervised by:**

Mrs. Safia NEGHIZ

**Board of Examiners**

**Chairperson:** Abdeljalil BOUZENOUN

Mohammed Seddik Ben Yahia University

**Supervisor:** Safia NEGHIZ

Mohammed Sadikk Ben Yahia University

**Examiner:** Chadia CHIOUKH

Mohammed Sadikk Ben Yahia University

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An Evaluation of the Writing Component of the First Year Secondary School Textbook  
« At the Crossroads » from Teachers' Perspectives : The Case of First Year Secondary  
Schools in El-Milia/Jijel

Nesrine BOULTIF

Sarra ALLOUACH

Mohammed Seddik Ben Yahia University, Jijel

### **Dedication**

This work dedicated to :

My dear parents ; no words can ever be strong to express my gratitude, appreciation, thanks, for beign always there for me. There is no word to describe what you mean to me.

My beloved brother and sister : Amir and Rania, thank you for your everlasting support and encouragement when things look bleak.

My supportive fiance, thank you for believing in and supporting me.

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To all the beautiful souls that we have crossed our paths with. Thank you.

Nesrine

**Dedication**

This thesis is dedicated to :

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My beloved brothers and sisters, for their whole-hearted support.

To all my family, the symbol of love and giving.

My partner in work, my support in the hardest days, you are such a gift.

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All the people in my life who touch my heart.

I dedicate this simple work.

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### **Abstract**

The present study aims to evaluate the writing component of the first year secondary school textbook of English "At the Crossroads" from secondary school teachers' perspectives. This study based on the hypothesis that the more teachers base their teaching using the textbook on the principles of the competency-based approach and on their pupils' needs and proficiency level, the more satisfied they will be with the writing component in the textbook of English "At the Crossroads". The dissertation is presented in the form of three chapters. The first and the second chapters expose the theoretical aspects related to the writing skill and textbook evaluation. The third chapter is practical and presents the data collection procedure and the study findings. A questionnaire was submitted to a sample of 25 secondary school teachers of English in El-Milia/Jijel district, with the intent to know their views on the teaching of writing under the present approach, and on the writing component in "At the Crossroads". The results revealed that the teachers acknowledged that they face some difficulties while teaching their pupils writing. The teachers also expressed their dissatisfaction with the writing parts included in the first year textbook of English. Moreover, they reported that the first year textbook corresponded to the principles of the competency-based approach, and that most of them followed the process approach to teaching writing, which does not fully match to what theory spells. The teachers claimed that the writing tasks matched to the general aims of teaching English, but not to their learners' needs and levels of ability. This can confirm that existence of some problems in teaching first year secondary school pupils the writing skill. Based on these findings, which seem to confirm the hypothesis, some pedagogical recommendations are suggested.

**Key words:** Textbook Evaluation; Writing Component; Competency-Based Approach Principles, Teachers' Perspectives.

### **List of Abbreviations**

**CBA:** The Competency Based Approach

**DM :** The Direct Method

**EFL:** English as a Foreign Language

**GTM:** Grammar-Translation Method

**OALD :** The Oxford Advanced Learner's Dictionary

**SE1 :** Secondary Educational level

**P :** Page

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## EVALUATION OF THE TEXTBOOK'S WRITING COMPONENT

### **General Introduction**

1. Background of the Study
2. Statement of the Problem
3. Aims of the Study
4. Research Questions
5. Hypothesis
6. Research Method and Tool
7. Structure of the Study

## **1. Background of the Study**

Writing is without doubt the most important and the most demanding skill. It plays a vital role in the teaching and learning process. Thus, it has become a necessary aspect for a good mastery of the target language. Because of such an importance, teaching writing, especially at beginning and intermediate levels taught by non-native teachers, should be aided with the use of ready-made materials and textbooks. Accordingly, textbooks have actually come to exert a very important and positive influence on the teaching and the learning of English in general and the writing skill in particular. However, adopting textbooks for classroom use goes beyond the mere selection of materials to the consideration of the very principles of the approach being adopted and the needs and interests of those who will be consumers of such a product. More importantly, textbooks should be subject to varied types of evaluation in terms of purpose and timing, in order to determine what works well, what could be improved, or what alternative could be suggested.

In the Algerian context, secondary education, like all other levels of education, go through some changes, the last of which is the adoption of the Competency -Based Approach (CBA) in 2003, an approach that puts forward preparing pupils to be good future citizens capable of functioning effectively using English in the global community of which they are part. Within such a scope, the present research comes as an attempt to shed light on the current situation of teaching writing to secondary education level (SE1) and to hopefully evaluate how writing is presented in the textbook « At the Crossroads ».

## **2. Statement of the Problem**

Informal discussions with secondary school teachers of English have recorded some kind of dissatisfaction with the current teaching/learning situation and the existence of some problems, especially with pupils who struggling with the difficult nature of writing, found themselves reluctant to practise the composing activity and to express themselves and their ideas through writing. Still, the teaching of writing, with the use of the textbook, is supposed to be taught according to the CBA requirements and with consideration of pupils' levels of ability and needs, in hopes of becoming good writers of English. Hence, the current piece of research relates to evaluating the writing component in « At the crossroads » textbook from the secondary school teachers' perspectives.

## **3. Aims of the Study**

This research is descriptive and aims to evaluate the writing component of the first year secondary school textbook « At the Crossroads » from teachers' perspectives. It also aims at making clear the status of the teaching of writing under the CBA approach, and reviews teachers' point of view towards the writing parts contained in the textbook of English.

## **4. Research Questions**

To fulfill the aim of the study, the following questions should be answered.

- 1- What attitudes do secondary school teachers of English hold towards the writing skill and its teaching to SE1 level?**
- 2- Do teachers apply the CBA principles when teaching writing?**



**3- What perspectives do the teachers have with regard to the writing component of the SE1 textbook in terms of aims and objectives, methodology, and suitability to both teachers and pupils?**

**5. Hypothesis**

Based on the research questions mentioned above, the present research is directed by the hypothesis that the more teachers base their teaching using the textbook on the CBA principles and on their pupils' needs and level, teachers might be more satisfied they will be with the writing component in the SE1 textbook of English.

**6. Research Method and Tool**

To reach the study aim, a descriptive quantitative method is used. The data gathering tool is a questionnaire, which is used to collect data about the teachers' points of view on the teaching of writing under the CBA, and on the writing component in « At the Crossroads » textbook. The questionnaire firstly addresses the issue of teaching the writing skill in general and SE1 pupils in particular. Then, part of the questionnaire is a likert scale checklist the items of which were designed on the basis of famous adopted relevant checklists used for textbook evaluation practice. The checklist section contains four parts: Aims and objectives, methodology, suitability to learners, and suitability to teachers. This checklist section of the questionnaire is supposed to yield information about the teachers' perspectives on the writing activities included in the SE1 textbook of English and is supposed to answer the last research question.

**7. Structure of the Study**

This research is divided into three chapters. The first chapter is theoretical and deals with a literature review on writing in the foreign language classes. Starting with a definition of writing, types of writing, approaches to teaching writing, it also makes clear

the importance of writing in EFL teaching. Last, it points to the teaching of writing under the major approaches, and tackles writing from the CBA perspective.

The second chapter is also a theoretical one. Starting with a literature review on the concept of textbook and its role in foreign language teaching, it also sheds the light on the definition of textbook evaluation and its importance. Moreover, it presents some types of textbook evaluation, and some examples of checklists. Concerning the third chapter, it is about the field work. It provides a detailed description of the used methodology in this research work. Hence, it sheds the light on the research methodology and instrument, the aim of the questionnaire, the sample population, and the description of the questionnaire. Moreover, it briefly introduces the writing activities included the textbook « At the Crossroads » before coming to the analysis and discussion of the questionnaire results. The chapter ends with a discussion of the main findings and provision of some recommendations, followed by some limitations of the study.

## **Chapter one : Teaching the Writing Skill**

### **Introduction**

#### **1.1 Definition of Writing**

#### **1.2 Types of Writing**

#### **1.3 Approaches to Teaching Writing**

##### 1.3.1 The Controlled-to- Free Approach

##### 1.3.2 The Free-Writing Approach

##### 1.3.3 The product-Oriented Approach

##### 1.3.4 The Process Approach

##### 1.3.5 The Genre Approach

#### **1.4 Writing Strategies**

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#### **1.8 Writing Under Major Language Teaching Methods/Approaches**

##### 1.8.1 Writing Under the Grammar –Translation Method

##### 1.8.2 Writing Under the Direct Method

##### 1.8.3 Writing Under the Audio-lingual Approach

##### 1.8.4 Writing Under the Communicative Approach

#### **1.9 Writing Under the Competency –based Approach**

##### 1.9.1 What is the Competency-Based Approach?

##### 1.9.2 The CBA in Algeria

### **Conclusion**

## **Introduction**

Writing has magnetized an ever-growing attention in the field of applied linguistics because of its importance and the serious challenges it poses to English as foreign language learners, as a result, several approaches have been used and developed in the field of teaching writing.

This chapter reviews the major elements related to writing and the teaching of writing to foster the teaching and learning processes. It includes: definitions of writing from different points of views. Besides, it tackles the major types of writing. Additionally, it discusses the different approaches to teaching writing and writing strategies. It also covers the writing materials and discusses the writing difficulties and the importance of writing in foreign language teaching. Finally, it elucidate the teaching of writing under the major language teaching methods/approaches, namely, the Grammar –Translation Method, the Direct Method , the Audio-lingual Approach, the Communicative Approach and lastly, the Competency –based Approach ( CBA ), starting from the CBA definition, its background, the major reforms that happened in Algeria, and at the end, the CBA in Algeria.

### **1.1 Definition of Writing**

Writing is one of the most important skills in teaching/learning a foreign language. Nowadays, it has become more important than ever before. Writers use writing to express their feelings, ideas, and transfer them into a written form. Writing is a major skill which impacts on the learning/teaching process. Many skills come together in harmony to help learners develop their writing skills: phonetics, vocabulary, grammar...etc. Learners need to work hard to acquire those skills to be good communicators.

Many scholars define writing in different ways, but the shared meaning is that writing is to transfer ideas and feelings into printed materials. Widdowson (as cited in Saleha, 2008, p.15) stated that, writing is a communicative activity and is carried out in accordance with certain general principles which underline the use of language in communication . Another statement for Grebhard ( as cited in Rahmatia, 2010, p. 22) is that “writing is a process of creating an idea and express the meaning in written form. Writing is a way of communicating a message to reader for purpose. The purpose of writing is to provide information for and persuade a reader.”. Kroma (1988, p. 37) argued that, writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print ) from words to sentence, sentence to paragraph, and from paragraph to essay.

## **1.2 Types of Writing**

According to Schmidt and Richards (2010, p. 371), there are four main modes of writing: descriptive, narrative, expository, and argumentative.

First, descriptive writing deals with perception through sensory experience, mostly a visual one (Kane, 2008). To generate, in descriptive writing, the writer uses seeing, hearing, and touching senses. Generally, descriptive writing is a kind of writing through which the author brings a mental picture about a subject , place, or person to readers by using various senses that give them a sense of self-experience (Sinaga, 2017, pp. 69-75).

Second, Schmidt and Richard also defined exposition as follows :

“ ...it provides information about and explains a particular subject. Patterns of development within expository writing include giving examples, describing a process of doing or making something, analyzing causes and effects, comparing and/or contrasting, defining a term or concept, and dividing something into parts or classifying it into categories.” (2010, pp. 371-372).

Third, narration is a kind of text that is used to tell about the activities or events in the past, that show problematic experience and resolution means to amuse often times meant to give moral lessons to the readers (Pardiyono, 2007, p. 94). Last and not least, argumentative writing “...attempts to support a controversial point or defend a position on which there is a difference of opinion” (Schmidt and Richards, 2010, p. 372).

### **1.3 Approaches to Teaching Writing**

Approaches to teaching cover a set of principles and methods used for education. They include a series of linked and ongoing acts carried out by the teacher and the students in order to achieve the pre-listed aims and objectives of the learning situation. The key criterion that answers the question ‘what method or approach should be used?’ depends primarily on the skill that is being taught and also the students’ nature and characteristics should be taken into consideration including: the age, the educational level, the abilities,...etc.

The teaching of writing can be challenging and that’s why there was a considerable shift in methods and approaches over the last decades, in order to find the more appropriate one. Simply put, the teaching of writing has dealt with plentiful approaches and methods. Yet, none of these approaches can be seen faultless; an approach can be successful for a period of time and as a result, nowadays, there exist many approaches that compete in teaching writing and in course book.

#### **1.3.1 The Controlled-To-Free Approach**

Writing during the dominance of the audio-lingual approach was taught only to reinforce speech and to perfect grammatical control and that was at the 1950s and 1960s. It was believed that the mastery of grammatical rules could lead to that of the foreign language, especially in its spoken form. In this approach, the teacher provides the students with a piece of writing such as sentences or paragraphs, and asking them to make some

grammatical or lexical changes such as using the present tense instead of the past, or the plural instead of the singular etc...or gives them parts of sentences and has them to write complete sentences using the given parts. This type of writing activities gives students the opportunity to write without making errors, because their productions are strictly controlled. Only after having improved this first type of highly controlled-writing can the students move to free compositions in which they express their own ideas. (Nemouchi, 2014, pp. 32-34).

The table below drew by Crookes and Chaudron, (1991, p. 52) showed the main differences between controlled and free techniques in the practical stages of a lesson:

**Table01: Controlled and Free Techniques**

<b>Controlled</b>	<b>Free</b>
Teacher-centered	Student-centered
Manipulative	Communicative
Structured	Open-ended
Predicted student responses	Unpredicted responses
Pre-planned objectives set curriculum	Negotiated objectives cooperative curriculum

### **1-3-2 The Free-Writing Approach**

The Free-writing approach was established on the belief that our writing skill get better when we write freely and frequently. In Free writing, the students write without the interference of the teacher, and are encouraged to emphasize content and fluency first without regard to grammar or spelling. Once the students expressed their ideas on paper, the teacher intervenes to help them in order to improve grammatical accuracy (Nemouchi, 2014. P. 34). This approach stresses writing quantity rather than quality and is very

effective for intermediate to advanced students to help them beat the fear of making mistakes ( Sastoque, 2010, p. 2). As an illustration of this point, the teacher first ask the students to choose a topic and write freely about it without taking into consideration grammar and spelling for a period of time. "The teachers do not correct these short pieces of free writing ; They simply read them and perhaps comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class." ( Raimes, 1983, p. 7). In other words ,the instructions were given first at the beginning by the teacher, thus, the interference is limited ; at this point, the teacher reads the students' papers and comments on the ideas and not to correct the mistakes. From time to time, the students may volunteer to read loudly their writing.

### **1-3-3 The Product-Oriented Approach**

Nunan (1989, p. 186) explained that the product approach focuses on writing tasks in which the learner imitates, copies and transforms teacher supplied models, it focuses on the steps involved in creating a piece of work. said differently, the product- oriented- approach focuses on the final result followed the writing process which gives priority to the classroom writing activities that seek the imitation and the transformation of the models given by the teacher in order to make the students able to create a piece of work. Accuracy in the product-oriented-approach is the centre of attention because it based on the identification and the quantification of the students' strengths and weaknesses after analysing their writing. In fact, it aims to make the students able to write starting from a model before reaching the final draft. The model text considered as the starting point. It is studied and analysed from all points of view: structures of grammar, content, sentences organisation, and rhetorical patterns. After manipulating these features, student are given a new topic and invited for a parallel writing task. (Nemouchi, 2014, P. 38)



### 1-3-4 The Process Approach

Teaching writing witnessed a turning point lately, from the concentration on the written product to the process of writing, due to the uniqueness each piece of writing has. In other terms, each piece of writing has to be treated differently because each one has its own history and follow a unique way to produce it. The main focus in the process approach is no more about the finished text, rather on, the steps they should follow in order to come up with the final drawing out, including : produce drafts, revise, edit, and give and receive feedback on their work. The main different between product and process approaches is that the product approach focuses on the reproduction and the imitation of the model text given by the teacher.

According to Zakime (2018) and Nemouchi (2014), the stages of the writing process are the following:

**Prewriting:** In this stage, learners are asked to come up with ideas and plan what they are going to write. This stage might include: brainstorming ideas, planning, organising, selecting ideas. Learners can - and should - work collaboratively during this stage. They can use techniques such as creating lists, mind maps and charts in order to brainstorm and select the ideas they had liked to include in their texts. (Zakime, 2018)

**Writing :**In this stage, learners can compose the first draft of their texts. As students will be given the chance to revise and edit their texts later, accuracy of language, punctuation and vocabulary is not essential at this point. Composing the text can be done individually or collaboratively - learners can be given the chance to choose, according to their preference. (Zakime, 2018)

**Revising:** During this stage, learners make whatever changes they feel are necessary. Revision may involve additions and deletions; changes in syntax, sentence structure, and organization; and in some cases, starting over completely. (Nemouchi, 2014, p. 43)

**Editing:** After writing several drafts, it is time to proofread, check grammar, spelling and punctuation. Again, encouraging peer help and getting students to read each other's work might be useful. (Zakime, 2018)

**Publishing:** It is the final stage in the process of writing; it involves the production of the final piece of writing.

The major aim of the process approach is to train students how to generate ideas for writing, plan these ideas, take into account the type of audience, draft and redraft in order to produce a final written paper that is likely to communicate their own ideas (Nemouchi, 2014, p. 43).

### 1-3-5 The Genre Approach

The word 'genre' is a French word meaning 'kind, sort, style', used to refer to 'independent style'. Genres are the general categories of the written form. The term used to refer to the major genres of poetry, prose and drama. (Rose & Martin, 2012). The genre approach to teaching writing, as a rule, concerned with teaching specific genres that students need to control in order to succeed in particular situations. So, it has different goals and different teaching situations. In this approach, language was seen as a means to achieve certain goals. Moreover, language was considered as a social activity, and it cannot be understood outside its context due to the social conventions. (Nemouchi, 2014, p. 44). The aim behind choosing this approach is to help learners understand the lexical and grammatical features of different contexts, in order to understand the communicative purposes, social interactions. It is obvious that the focus of the teachers on the genres in teaching plays an important role in helping learners to acquire conceptual and cultural frameworks to undertaking writing tasks. (Mandarin, 2014)

The genre approach is a hybrid approach which is a result of mixture of both, product and process approaches.

It is a kind of one coin with two facets which implies two sides that is genre as an approach or method or strategy to teaching and learning writing, and as a product of the writing itself. As an approach, genre refers to process of writing showing its systematical orders or steps to follow either by teacher or students. Whereas, genre as a product shows its distinctive features of writing either in terms of organization, physical design or layout ( Dirgeyasa, 2016, p. 50).

Simply put, genre approach is an approach that focuses on the final text as in the product approach, and on the steps that the learners should follow in order to create the final version of the text as in the process approach.

#### **1.4 Writing Strategies**

According to Torrance et al, (2012), writing strategy is defined as “ the sequence in which a writer engages in planning, composing, revising and other writing related activities.” . (Rahmawati et al, 2019, p. 36) As they see it, writing strategies are a range of activities rather than just one. The phases that activities pass through three phases ; planning, composing, and revising. Moreover, writing strategies are also defined as “conscious decisions made by the writers to solve a writing problem.”. (Mu and Carrington, 2007; as cited in Rahmawati et all, 2019, p. 36) according to them, when users face a writing problem, the decision about what strategies need to be used are totally conscious to see whether this strategy can work or not. Based on the previous ‘definitions’, writing strategies are : conscious behaviors and techniques the writers used to solve specific writing problems to achieve a centrain goal. The term strategies classed with both, beaviors and techniques that used by the writers consciously. The aim of the writing strategies is to solve a problem in the writing activities.

### 1-5 Writing Materials

Most researchers found undesirable results in written classes because of the wrong choice of the appropriate and suitable teaching strategies and Materials in their classrooms. First, it is very important to use materials in teaching a foreign language class. Nunan (2001) stated that “Authentic materials helps the students learn and use the foreign language more indicative” (2001, p. 212). Second, it is very important to define authentic materials. According to Little et al. (1988), “ An authentic text is one created to fulfill some social purpose in the language community in which it was produced” ( in Guariento and Marley, 2001 , p.347). However, its importance also lies in the fact that “ it is a window into Culture.” (Scheman ,2003,as cited in Azri & Al Rachdi 2014 , p.252). Martinez (2002) also stated that authentic materials may be “ inspirational for some students.” ( Nematollahi &Maghsodi ,2015 , p .113). Third, what matters most for teachers when applying authentic materials in their writing classes is that they sometimes need to make changes that suit the learner's level and purpose. Furthermore, teacher adapts materials for the writing classes, for example, bringing pictures to explain a task .In addition to that , this type of materials helps learners to relate their writing classes to the real life situations. Moreover, this can keep the learners with the outside world. To sum up, using authentic materials in writing classes can be very effective for the learners if the teacher can provide the appropriate environment; they are an important factor to increase learner's motivation and this led the learners to gather more information and knowledge about the outside world using a foreign language like English to communicate.

Furthermore, teachers should take into consideration avoiding repetition of tasks and activities in order to avoid boredom; tasks should be attractive and interesting to

learners, which it is the responsibility of the teacher to make a balance between the content and learner's needs.

### **1-6 The Importance of Writing in Foreign Language Teaching**

Writing is considerably important in foreign language teaching. Among the four key skills of English language, writing is the most difficult one in structure and grammar, and as it is a productive skill, it needs practice so as to master it. To learn a second or a foreign language, learners need to learn at least the basics of the four skills (listening, speaking, reading, and writing). There is no doubt that learning /teaching writing to second language learners is a difficult task, so they need a lot of practice. According to Harmer (2004, PP. 31-33), writing is important in that it:

- A- encourages students to focus on accurate language use because they think as they write; it may provoke well development as they resolve problems which writing puts in their mind.
- B- Is often used as a means if reinforcing language that has been taught.
- C- Is frequently useful as preparation for some other activities.
- D- can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.
- E- is also used in questionnaire type of activities . Writing is important to face questionnaire test. In the examination, students are asked to answer in the written form. Teachers should allocate more time to the writing skill, and to focus on teaching grammar and vocabulary. Once learners have fundamental basics of both, they can start expressing themselves in a well structured text.

### 1-7 Students' Difficulties in Writing

Writing is one of the four basic language skills. It has been considered on a par with grammar teaching and sentence structures. A lot of researches confirm that writing is a difficult and a complex process (Muhammad & Nazir, 2016, p. 735). Like all learning problems, the difficulties in writing that may face the students on their way to learn can have a negative impact on their educational process. Heaton (1975), assumed that "writing skill is complex and sometimes it is difficult to teach. Requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. As students' progress, they are increasingly expected to express what they know about many different subjects through writing." (Kristy, 2011-2012, p. 4), i.e., writing is not an easy skill to master, or a natural process that just happens. Students need to control and develop particular skills in order to be able to write in the way required. According to Jordan (1997), the core point that makes writing difficult is the process of putting words down on paper in the same order as the way an outline has been prepared with appropriate style and vocabulary, and the arrangement of the major ideas. (Kristy, 2011-2012, p. 5)

Byrne (1988; as cited in Kristy, 2011-2012, p. 5) divided the problems that make writing difficult into three categories: The first is 'Linguistic Difficulty'. Linguistic aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is 'Physiology Difficulty', which focuses more on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty focuses on difficulty in developing written material or content of composition. The third is 'Cognitive Difficulty'. Writing has to be taught through formal instruction like spelling, punctuation, capitalization and paragraphing.

## **1-8 Writing Under Major Language Teaching Methods/Approaches**

Writing has been differently viewed all along the successive approaches and methods in foreign language teaching.

### **1-8-1 Writing under the Grammar –Translation Method**

The Grammar-Translation Method (GTM) is considered as the first method used in language teaching. It was originally used to teach « dead » languages such as Latin and Greek, involving little or no spoken communication or listening comprehension, aimed at accessing classical literature.(Ramos, 2010). The focus in GTM was on the study of the grammatical rules and morphology, doing written exercises, memorizing vocabulary and texts translation (Aliouchouche, 2016-2017, p. 12). According to Richards and Rodgers (2001) “ the Grammar Translation Method approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.” (Aliouchouche 2016-2017, p.13 ) . That is to say, in grammar translation method approach, the rules are the first thing that should be presented, then, the practice by applying the previous rules to translate sentences from the target language to the mother tongue and vice versa. Furthermore, Rivers( 1986; as cited in Aliouchouche 2016-2017, p.13) mentioned that : “ writing is emphasized as a back up to grammar: after long and complex grammatical explanations and demonstrations in the native language, students practise their knowledge of grammar by: writing paradigms, constructing sentences in the foreign language, and writing responses to highly literary texts” . Written exercises and translation are a concrete proof that students have grasped those grammatical details. The GTM stressed accuracy and not fluency. Emphasis is on the use of the necessary vocabulary and grammar rules correctly.

### **1-8-2 Writing under the Direct Method**

The Direct method (DM) came to existence as a response to the weaknesses and the critics of the GTM because it stressed language and not how to speak it. (Aliouchouche, 2016-2017, p. 13)

The purpose set behind the Direct Method is “ to develop the ability to think in the language, whether conversing, reading, or writing” (Rivers, 1986; as cited in Aliouchouche, 2016-2017, p.13 ). Since the conversational skills (listening and speaking) became the corner stone of the direct method, thus they take precedence over written skills. That is to say, learners should hear the language first before they seen it in its written form. In this method, students learn how to write the language after they compose summaries of what they have already discussed orally.

### **1-8-3 Writing under the Audio-lingual Approach**

The integration of structuralism as a linguistic trend and behaviorism as a theory of learning, gave birth to a new method in language teaching known as the Audio-Lingual Method.(Aliouchouche,2016-2017,p.14).

The Audio-lingual Method, also called audio-lingualism, the Aural-Oral Approach gained attention in the 1950s, largely in the USA where it was rooted in the military's need during World War II. Although it claimed to have turned language teaching from an art to a science, it shared several aspects with the Direct Method. Both were a reaction to the perceived failures of the GTM. Both ban the use of the mother tongue, and both prioritize listening and speaking skills over reading and writing. (TEFL.NET)

The audio-lingual method consists of teaching a new language through reading a dialogue or text and carrying out drills associated with it. According to this method learning a language consists of getting to know its grammar and practicing its rules through different types of drills until habits in the new language are formed and speech becomes



spontaneous (Murah, 2010). Through listening, imitating and performing controlled tasks, students acquire a new form of verbal behavior.(Aicart, 2015). In other words, the teacher in the written course presents a model and the students are required to produce a written product following the given model. For example, before asking the students to write a narrative paragraph, the teacher first present a model for this type to show them its features. Under the Audio-lingual approach, writing is strictly controlled by the teacher. Since the audio-lingual method rooted back to behaviourism, learning is considered as a habit formation, i.e., according to Skinner's behaviourism theory, positive behavior receives positive feedback and negative behavior receives netagive feedback. Habits are settled when reinforcement follows the response. That is why "negative assessment is to be avoided as far as possible since it functions as 'punishment' and may inhibit or discourage learning. Positive assessment provides reinforcement of correct responses and promotes learning." (Ur, 1984; as cited in Aliouchouche 2016-2017, p.14 ). The teacher's response on their writing has to be positive in order to encourage them and as a result they promote their writing skills.

#### **1-8-4 Writing Under the Communicative Approach**

The communicative approach came as a reaction to the shortcomings of the previous approaches and methods, which ignored the functional and communicative dimensions of language, which resulted in communication failure even if learners master both grammatical rules and vocabulary. It rooted back to the ideas presented by Krashen, and emerged during 1980s and 1990s (Aliouchouche 2016-2017, p.15).

In the Communicative Approach, in order to success in learning a language, learners need to be involved in a real communication, that can be helpful for them to learn how to use the language. The mastery of any language should not be measured only by

how well the learner knows about the language, but by how well s/he can use it to communicate as well.

The communicative approach gave writing an important place. As Finocchiaro and Brumfit (1983; as cited in Aliouchouche 2016-2017, p.15) noted, writing is not just a way to practice the language, but also it avails communication. Writing in this approach might be presented from the beginning. Under the Communicative approach, writing is communicative; what one writes is not just a language practice, or a string of linguistic items that reinforce speech, but an act that entails a writer writing about a particular topic, with a purpose. Raimes (1983) asserted that “some feel that writers do their best when writing is truly a communicative act with a writer writing for a real reader.” (p.9). Pincas (1984; as cited in Bader, 2007, p. 53) suggested that writing in its communicative dimension can be grouped under three main headings: The first one involves communicative skills, in which writing is *functional*, i.e., it fulfills a specific purpose and suits a specific subject matter.

The second one involves *organization skills*, where it is question of coordinating ideas, building paragraphs, and employing linking words.

The third and last one relates to *stylistic skills* in which the four main styles have to be handled: narrative, descriptive, expository, and argumentative, besides the right level of formality and the appropriate tone.

Writing in this approach shifted from accuracy to fluency; it encouraged the learners to write down their ideas and not to do language exercises. Errors are considered allowable because they encourage learners to develop competence in the foreign language, in spite of the fact that correction does not involve all the mistakes, but the ones that could change the meaning.

## **1-9 Writing Under the Competency –based Approach**

### **1-9-1 What is the Competency-Based Approach?**

The Competency-based approach (CBA) is a language teaching approach that followed the communicative approach. In order to better know what CBA is, we should first define what a competency is.

There are a lot of definitions of the concepts competence and competency. 'Competence' as defined in the Oxford Advanced Learner's Dictionary ( as cited in Bader, 2007, p. 33) is "the ability to do something well". 'Competency' refers to " the skill that one needs in a particular job or for a particular task."

Hedge (1996, quoted by Hyde, as cited in Chelli, 2010, p. 3) defined competency as "... a skill or characteristic of a person which enables him or her to carry out specific or superior actions at a superior level of performance". competency and performance are two different terms with two different meaning, but they are interlinked , in terms of competency enables performance to occur. DeSeCoo ( 2002 ; as cited in Chelli, 2010, p. 4), defined competence as " a system of internal and external mental structures and abilities assuming mobilization of knowledge, cognitive skills and also social behavioural components such as attitudes, emotions for successful realization of activity in a particular context.". Put differently, from this point of view, competence is the adaptation of various situations by a person in order to gain experience and practice.

Also, a competency is " a know -how to act process which integrates and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem-solving situations in circumstances that have never occurred before." (chelli, 2010, p. 6). Simply put, competency is the ability of the students to fulfill the tasks by finding the appropriate solutions.

In this regard, the CBA is an approach which focuses on measurable and useable knowledge, skills and abilities. It consists of teachers basing their instruction on concepts expecting to foster deeper and broader understanding (Chelli, 2010, p. 11). The competency based approach has become a prosperous subject matter in curriculum discourse as it demands the learners to gather their knowledge, skills, attitudes, values, and behaviours, in order to face the challenges with success using their personal independent way, either academic or real life challenges. This approach not just focuses on input but on the results and outcomes which are not just about the academic knowledge like in the traditional way of tests requiring memorization and learning by heart; this new approach requires knowledge. (Chelli, 2010, p. 11)

The CBA has come into sight in the USA in the late 1960s. It came to bridge the gap between the school life and the real life, by bringing together what the learners learn inside schools to varied and relevant contexts of use inside as well outside school. (Bader, 2007, pp. 32-33).

The major focus of the CBA is to build a strong relationship between what is taught in the schools and how to be able to use this knowledge in the real life. Say it differently, the focus of the CBA is on the learners .i.e. learner's centered. According to Auerbach (1986, pp. 414, 415), there are eight key features that framed the English curriculum which serve the CBA's goal, are:

- A focus on successful functioning in society: the goal is to enable students to become autonomous or independent individuals capable of coping with the demands of the world.
- A focus on life skills: rather than teaching language in isolation, CBA teaches language as a function of communication about concrete tasks. Students are taught

just those language forms/skills required by the situations in which they will function in the real life.

- Task- or performance-centered orientation: what counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.
- Modularized instruction: objectives are broken into narrowly focused subobjectives so that both teachers and students can get a clear sense of progress.
- Outcomes which are made explicit a priori: outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioral objectives so that students know exactly what behaviors are expected of them.
- Continuous and ongoing assessment: students are pretested to determine what skills they lack and posttested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested. Program evaluation is based on test results and, as such, is considered objectively quantifiable.
- Demonstrated mastery-of performance objectives: rather than the traditional paper-and-pencil tests, assessment is based on the ability to demonstrate prespecified behaviors.

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

### **1-9-2 The CBA in Algeria**

Since the independence (1962), the Algerian educational system has seen an alternation of teaching methods, as is the case for the whole world. The GTM was the French colonization remains. The Audio lingual was soon adopted but was incapable to form students who can easily communicate. As a reaction to the latter approach, the communicative approach paved its way in 1980s, under the aim of the ability to communicate easily using the target language. Algerian classrooms gave a little attention to this approach and as a result, it failed. (Mirza, 2016-2017, p. 27).

According to Harqaas (2010; as cited in Ghetas, 2016-2017, pp. 6-7), from 2000 till 2019, the year 2000 was the turning point, where the president of that era decided to establish a National Commission to reform the educational system. Later, a global reform was established on March, 2001. A year later, on 30 April, 2002, the reforms were presented and implemented in the scholar year( 2002/2003).

The Ministry of National Education in the national program of EFL in the First Year Secondary School teachers' guide (2004) gave a definition of the CBA in relation with the definition of competency, which is "... A know how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem-situations or in circumstances that have never occurred before." (Mirza, 2017, p. 33)

The program of the CBA is new, unlike its objectives. The 'know-how' processes have been always under the educationists interest in order to develop them. this new program presented in the Algerian educational system, will help the learners to develop their capacity to think and act according to the whole world vision. The new world vision based on the principle in linking between learning and context of use. In order to make the learning process meaningful.( Mirza, 2017, p. 33)

The goal of the Ministry of National Education for the national education reform has been the development of the school curricula aligned to a CBA. The major focus was to facilitate the process by guarantee that the teachers and supervisors specialists for English language trained to the highest standards to best carried the CBA syllabus.( Mirza, 2016-2017, p. 34)

The Algerian authorities expressed their desire to adopt the new world educational system (CBA). And as a result they design new textbook based on the CBA principles (Ghettas, 2017, p. 12)

This new approach gave more attention to EFL learning by making the students able to communicate easily using what they have learnt and not just keep it to solve classrooms' problems. Since the focus on oral communication the same as the written one, i.e., that the four skills are all needed in the CBA program from the first year ; the learners first start with listening and speaking, including the pronunciation of various English sounds in order to be familiar with. Then, teachers expose students to written texts to explore the different functions and different linguistic forms they need later to reproduce (Mirza, 2017, p. 34). As incorporated in almost all official documents delivered by the Algerian Ministry of National Education,

...learners are generally requested to draw upon what they have discovered about the functioning of written language through reading to produce a limited but

meaningful piece of writing. The learners are always asked to write with a purpose, e.g., a letter of reply to a pen-friend giving information about their families and country...Writing tasks emphasise the product as much as the process (Riche, 2005, p.7).



**Conclusion**

This chapter has discussed different aspects related to the writing skill. First, it defined writing and stated its main types. Then, it listed the major approaches to teaching writing and shed the light on some writing strategies. After that, it discussed the importance of writing in foreign language teaching and dealt with the difficulties that face students when learning writing. Writing materials were also introduced in the chapter. Finally, the chapter culminated with a brief overview of the teaching of writing under the major language teaching methods/approaches, with particular reference to the CBA in the Algerian context.

## **Chapter Two: Textbook Evaluation**

### **Introduction**

#### **2.1 Definition of The Textbook**

#### **2.2 The Role of Textbook in Foreign Language Teaching**

#### **2.3 Characteristics of a Good Textbook**

#### **2.4 Textbook Evaluation**

##### 2.4.1 definition of Evaluation

##### 2.4.2 Definition of Textbook Evaluation

#### **2.5 The Importance of Textbook Evaluation in Language Teaching**

#### **2.6 Types of Textbook Evaluation**

#### **2.7 Checklists as a Tool of Evaluation**

##### 2.7.1 Cunningsworth's Checklist

##### 2.7.2 Sheldon's Checklist

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##### 2.7.4 Daoud and Celce-Murcia Checklist

##### 2.7.5 Williams' Checklist

### **Conclusion**

## **Introduction**

Textbooks are the main pillars in the educational process; they are considered as an important means in teaching and learning a language. Textbooks serve as a container carrying knowledge in a satisfactory way which provide both the learners and the teachers with the necessary information they need in order to reach the pre-planned objectives. It is important that the curriculum of the textbook should fit the learners' level and needs. This chapter reviews the major elements related to textbooks and textbook evaluation; it includes definitions of 'textbook' and its role in foreign language teaching. Then, it sheds light on the characteristics of a good textbook. Next, it deals with textbook evaluation, starting with its definition, and moving to its importance in language teaching. Besides, it tackles the major types of textbook evaluation. Finally, it introduces the checklist approaches with examples of Sheldon's checklist and Cunningsworth's checklist, Tucker's checklist, Daoud and Celce-Murcia's checklist, and Williams' checklist.

### **2.1 Definition of Textbook**

There are many of definitions attributed to the word textbook. The Oxford Advanced Learner's Dictionary defines textbook as : " a book that teaches a particular subject and that is used especially in schools and colleges." (OALD, 2000, p.1238). According to Hutchinson and Torres (1994), textbooks are the source of information in the classroom in the form of texts, activities, explanations, and so on. In other words, textbooks satisfy certain needs by providing the required structure for both the teachers and the learners (p. 317). Cunningsworth (1995) also stated that the pre-planned aims and objectives that were set based on the learners needs were achieved through textbooks because they are considered as the resource (p. 7). He sees textbook as " an effective resource for self-directed learning, a support for less experienced teachers, an effective source of presentation of materials, a source of ideas and activities, a syllabus,

and a reference source for students.” (Kourosh & Moosavi, 2014, p. 2). It seems that Cunningsworth's definition covers many things. Broadly speaking, a textbook is defined differently by different authors, but they all share one similar point; it is that textbook play the role of the source of both teachers and learners.

## **2.2 The Role of Textbook in Foreign Language Teaching**

Textbooks play an important role in foreign language teaching. It is difficult to define every role in a perfect and exact way. Textbooks are major elements of any EFL classroom. They are among the most used ready-made materials in foreign language classes. Textbooks give support to the teachers to provide learners with the appropriate activities and materials to foster the learning of a foreign language, and at the same time to achieve aims and objectives that suits the needs of the learners.

From Cunningsworth's point of view (1995, p. 7), textbooks play many roles in the process of teaching/learning a foreign language

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

All in all, the main role of textbooks is to help teachers and learners and to be in their service but not to be their master. It is an essential Material for both teachers and learners. Textbooks give the teacher instructions and important information so that they can provide learners with the appropriate practice that suits their needs and purposes.

### 2.3 Characteristics of a Good Textbook

In order to make a functional textbook for both learners and teachers, it should take into consideration some qualities and characteristics to fulfill the learning process. According to Khan Baba (2016, <https://studypoints.blogspot.com/2016/12/define-textbook-and-also-discuss.html>), the textbook should include the following characteristics :

- **Conformity with the objectives of curriculum :**

The textbook and the pre-determined objectives of curriculum should be coordinated; there must be a sort of conformity between them. Because it will be defeatable if there will be no matching between both of them, they complete each other in the sense that the textbook is the foundation of the educational process and the outline that both the teachers and the students follow in order to achieve the pre-determined objectives of the curriculum. (Khan Baba,2016)

- **Logical organization :**

The phrase “logical organization” represents the rules that should be followed in organizing a textbook starting from the content to the skills and the activities presented on it. The shifting in the elements should be as follows: simple to complicated, known to the unknown, easy to difficult and from abstract to concrete. Integration, balance, sequence, accuracy and harmonization, are all required to be presented in the textbook's content. All the concepts must be interlinked and logically connected, not disintegrated and parted, consequently that will be a significant factor in understanding one another. (Khan Baba, 2016)

- **Conformity with the capabilities of the learners :**

Since textbooks are, firstly, meant to be for students and they represent the crucial part of their learning, a good one have to be based on their interests, needs, psychological demands and mental level. In this case, the student will be the core center of the

educational process. If there is no harmony between the textbook's content and the student's psychological needs and cognitive level, the educational process might fail. It will confuse the students and lead them to lose interest if the level is more advanced. As a result, a good textbook should fit the learners from all the aspects, and if it is developed based on the already mentioned principles, the educational process will end with success. (Khan Baba, 2016)

- **Unbiased content :**

The useful textbook has to be unbiased; its content should be free from gender and group stereotypes including race, age, ethnicity...etc, and also need to be neutral, in other words, it must not include any personal aspiration or comments of the writers. The textbook content should be addressed to the whole people with no exception. (Khan Baba, 2016)

- **Comprehensiveness and simplicity :**

Textbooks content should be simple in the sense of its nature, and comprehensive in the sense of its impression and effect (Khan Baba, 2016)

- **Real-life experiences :**

The learning process is a part of learners life, it help them develop their personality through textbook content which cover real life experiences that classified as a human heritage. (Khan Baba, 2016)

- **External impression :**

The external appearance of the textbook plays an important role in attracting the students' intention including : packaging, attractive title, good quality paper, appropriate volume, reasonable price and availability in the markets. Otherwise, if the title is unimpressive or the textbook contains of a fair amount of typographical grammar, that can leave a negative impression on the learning process. (Khan Baba,2016)

- **Objectivity :**

Objectivity is one of the main features, a good textbook might be based on. Objectivity is a concept that refers to seeing things from a neutral vision without the interference of emotions, perceptions, personal desires or imagination...etc. The content of the textbooks should be accurate and appropriate in order to realize the expectation of the education system concerning the students. (Khan Baba, 2016)

- **Explanation of the content :**

The immaterial concepts given in the textbook are difficult to explain, thus the teachers use explanatory tools such as : pictures, sketches, tables, concrete examples and diagrams. The use of those tools can make the learning process easier for the recipient. (Khan Baba,2016)

## **2.4 Textbook Evaluation**

As mentioned before, textbook is defined as a book used for instructional purposes, especially in schools and colleges. »(Harris and Hodges, 1995. P.124 ).they are considered among the main important materials that support teaching/learning. When talking about textbooks as materials used in the classroom ,there should be an evaluation to check the effectiveness of those materials.

Textbook evaluation plays a major role in foreign language teaching and learning program, it has become an important and necessary practice in the process of teaching to facilitate the choice of the suitable book for a specific context. Textbook evaluation helps both teachers (especially novice teachers) and learners to know whether the process of teaching and learning are effective or not.

### **2.4.1 Definition of Evaluation**

The term evaluation has been differently formulated and interpreted. A common definition is that of Tayler in ( Basic Principles of Curriculum and Instruction), who

defined evaluation as “the process of determining to what extent the educational objectives are actually being realized.”(Tayler , 1950, p. 69).

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

The systematic gathering of information for purposes of decision making .Evaluation may use quantitative methods (e.g. tests), qualitative methods (e.g. observation, ratings) and judgments.In language planning ,evaluation frequently involves gathering information on patterns of language use , language ability and attitudes towards language .The evaluation of individuals involves decisions about entrance to programmes ,placement,progress,and achievements .

At the beginning of the course or semester, a good teacher plans to reach certain objectives and goals in a period of Time. The use of textbook evaluation helps to assess the effectiveness of the teaching strategies ,techniques and methods used by the teacher.

#### **2.4.2 Definition of Textbook Evaluation :**

Hence ,Genese (2001) defined textbook evaluation as “textbook evaluation is a process of collecting ,analyzing,and interpreting information.As a result of this process students will improve their language and educational program will be more prosperous.” ( as cited in Rezaejan and Zamanian , 2015, p.106). Tomlinson (2003, p.15) also defined coursebook evaluation as “a procedure that involves measuring the value of a set of learning materials” .

To conclude, textbook evaluation seek to check, measure the value of textbooks used by the teachers in their foreign language class.

#### **2.5 The Importance of Textbook Evaluation in Language Teaching**

Cunningsworth(1995) claimed that the major reason behind textbook evaluation is to adapt a new one. Another reason is to identify specific strengths and weaknesses in the one in use; thus, they can use properly the strong points and strengthen



the weak ones through adaptation, or they can simply use alternative materials. Textbook evaluation can help teachers to develop by giving them a deep understanding of the material.(p. 14). According to Skopinskaja(2003), as cited in a review paper presented by (Biljana B and Jagoda P, 2016, p. 143), there are two ways to evaluate a textbook : predictive evaluation, i.e., the evaluation of the textbook before they use it in the classroom , and, retrospective evaluation, i.e., the evaluation of the textbook once it has been used, in order to figure out whether they are suitable to be continuously used or not .(p. 143).

Sheldon(1988) stated that there are two main reasons why we need to evaluate a textbook. First, the evaluation will help the teachers to select the most appropriate one. Second, the evaluation will help the teachers to better know what the weak and the strong points of the textbooks are. That will help the teachers to make all the necessary changes in the future from the suitable modification to the appropriate adaptation of the materials. Textbook analysis has never been an easy task to do, but it is very important on the educational level, because it helps the teachers to develop their abilities and have a positive effect on the students' learning process. (pp. 237-246).

## **2.6 Types of Textbook Evaluation :**

Evaluation is a very important element in a textbook. It can take place before, during, or after the textbook's use . According to Cunningsworth it is divided into three (03) elements :pre-use evaluation , in-use evaluation , and post-use evaluation.(1995. P. 14)

First, starting with pre\_use evaluation , Cunningsworth (1995) stated that it's the most difficult kind of evaluation , because of the absence of a real experience of using the book, in this case the users of the coursebook are looking of future performance .

Second, In-use evaluation ;refers to the textbook evaluation while using the material , to illustrate, when a new coursebook introduced and is being used and monitored ,it should be assessed to check its practicality.

Third ,finaly post -use evaluation ,it is useful for identifying strengths and weaknesses which occured over a periode of use ,this kind of evaluation helps to decide wether to use the same coursebook in future or to substitute it.

Coursebook evaluation helps teachers to choose , and use materials correctly and in the same time in the Teacher's development experience and training.

## **2.7 Checklists as A Tool of Evaluation**

The checklist method is one of the three methods that can be used in textbook evaluation is the instrument that helps practitioners evaluate course books in an effective and practical way. ( Harni, 2018, P. 21)

Sheldon(1988) stated that: “ various writers have suggested ways of helping teachers in particulars to be more sophisticated in their evaluative approach, by posting ‘checklists’ based on supposedly generalizable criteria” (p. 240). Say it otherwise, ‘checklists’ are comprehensive lists made by writers in order to help the teachers to take control over their evaluation and to ensure that nothing of importance is missed. Effective evaluation is based on asking the right questions as Cunningsworth(1995) did in his quick-reference checklist for evaluation and selection which contains 45 different questions about : aims and approaches, design and organization, language content, skills, topic, methodology, teachers’ books and practical consedirations.(pp. 3-4). As a result, both Cunningsworth(1995) and Sheldon(1988) looked at checklists as a tool of evaluation. Various researchers presented their checklists as a tool to assess and evaluate textbooks. Before discussing in details some of the famous checklists, we first shed light on the two others chief methods used in textbook evaluation.

### **The Impressionistic Method**

According to Montasser (2013) as cited in ( Gholami, et al, 2017, p. 85). The impressionistic method is used to analyze the textbook by checking contents in view of organization, layout, the presented topics as well as the visuals, and so forth. However, they said that this method is not enough in order to evaluate the textbook accurately, but it works if we integrated it with another method to get more precise information about the textbook being analyzed.

### **The In-depth Method**

According to Montasser (2013) as cited in (Gholami, et al, 2017, p. 85), the In-depth method is used to analyse and evaluate a specific unit, and/ or an exercise, or the presentation of certain language elements.

### **The Checklist Method**

#### **2.7.1 Cunningsworth's Checklist (1995)**

Cunningsworth(1995) checklist – Quick-reference checklist for evaluation and selection- consists of eight categories: aims and approaches, design and organization, language content, skills, topic, methodology, teachers' books and practical considerations. Including forty five items divided into the already mentioned eight categories. The aim behind this evaluative tool is to determine the textbook and its appropriateness or not for use by teachers and learners.(Harni, 2018, p. 30). (see appendix A)

#### **2.7.2 Sheldon's Checklist (1988)**

According to Harni Jusuf( 2018, p. 26), Sheldon provided a checklist consisting of two sections : factual details and factors. By factual details, reference is made about the following: Title, Author(s), Publisher, ISBN, Components, Level, Length, Target skills, Target learners, Target teachers, Assessment. At the same time, factors dealing with

rational , availability ,user definition, layout/graphics, accessibility ,linkage ,selection /grading , physical characteristics , appropriacy ,authenticity ,sufficiency, Cultural bias, educational validity, stimulus/practice/revision, flexibility, guidance and overall value for money are all being included. ( Bader, 2007 pp. 129-130). (See appendix B).

### **2.7.3 Tucker's Checklist (1975)**

Tucker divided his checklist into two main criteria : Internal criteria and External criteria. Internal criteria consists of three categories which are : pronunciation criteria, grammar criteria, and content criteria.

Tucker' s checklist has some special features:

- Tucker uses value scale (VS) to refer to the importance in context, and merit scale (MS) to refer to the quality, to assess a textbook.
- VS (value scale) range from 0-5 and MS (merit scale) range from 0-4
- The checklist has VMP ( value merit product), the multiplication of VS and MS

(Harni, 2018,pp. 21-22) (see Appendix C)

### **2.7.4 Daoud and Celce-Murcia's Checklist (1979)**

According to Harni (2018, pp. 22-23), Daoud and Celce-Murcia's checklist for textbook evaluation contains five parts, which are : subject matter, vocabulary and structures, exercises, illustrations, and physical make-up. With the total of 25 items. Daoud and Celce-Murcia used the following scale: SD (strongly disagree), D (disagree), U (undecided), A (agree), SA (strongly agree). (see Appendix D)

### **2.7.5 Williams' Checklist (1983)**

According to (Harni , 2018, pp. 24-25), Williams divided his checklist for textbook evaluation into seven criteria, which are : general, speech, grammar, vocabulary,

reading, writing, technical . with total of 28 items. Williams used (0) : not at all , (1) : just barely, (2) : to some extent, (3) : to a large extent, (4) : to the greatest extent. (see Appendix E)

### **Conclusion**

Textbook evaluation is considered as a main factor in the field of education; it helps both teachers and learners to achieve their objectives and goals. This chapter tried to deal with the definition of textbooks and their role in foreign language teaching. It also shade the light on some characteristics of a good textbook. Then, the chapter also defined textbook evaluation and highlighted its importance in foreign language teaching. After that, it elucidated the three major types of textbook evaluation. Finally, five models of check-lists were explained.

## **Chapter Three: Field work**

### **Introduction**

#### **3.1 Research Design and Data Collection Instrument**

3.1.1 Population and Sampling

3.1.2 Aim of the Questionnaire

3.1.3 Administration of the Questionnaire

3.1.4 Description of the Questionnaire

3.1.5 Description of the Writing Component in the Textbook « At the Crossroads »

#### **3.2 Analysis of the Questionnaire**

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Pedagogical Recommendations

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### **Conclusion**

#### **General Conclusion**

## **Introduction**

The previous theoretical chapters gave an overview on the teaching of the writing skill and textbook evaluation. The chapter in hand is the practical framework of the present study and aims at eliciting information about the perspectives of secondary school teachers of English on the teaching of writing to first year secondary school pupils, and on the writing component in the textbook “At the Crossroads”. The present chapter presents the research design and methodology, the analysis of the questionnaire, and the discussion of the results. Firstly, the population and sampling, the data collection tool, the aim of the questionnaire, the administration and the description of the questionnaire, and the description of the writing component in the textbook “At the Crossroads” are presented. Then, the second part presents the findings and their analysis. The third part provides a discussion and interpretation of the research findings. Finally, the chapter finishes with some pedagogical recommendations and limitations.

### **3.1 Research Design and Data Collection Instrument**

Any research needs to be grounded in theory and to go through a successful process of collecting data in order to achieve the pre-determined aims. Being oriented towards evaluating the writing component in the Algerian first year secondary school textbook of English « At the Crossroads », the current study is rather descriptive and adopts the quantitative data analysis approach. Approached as such, the questionnaire, as one of the widely used elicitation techniques, seems to be an appropriate tool to use in order to achieve the study aim relating to eliciting the teachers' perceptions of the teaching of writing to first year secondary school learners, and of the writing component in the textbook « At the Crossroads ».

As defined by Kabir (2016), “ A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.” (Kabir, 2016, p. 208). Questionnaires, seen as a good way of collecting primary data, consist of a series of questions that aim at gathering information from a group of individuals. They can be printed, written, or online.

### **3.1.1 Population and Sampling**

The target population of this study is a number of Algerian first year secondary school teachers, for the academic year 2019/2020. The sample consists of (25) teachers. Into the bargain, the teachers' answers are helpful and useful to achieve the aim of the study. Unfortunately, only eighteen (18) teachers answered the questionnaire.

### **3.1.2 Aim of the Questionnaire**

The main aim of this questionnaire is to elicit information about the secondary school teachers of English perceptions of the teaching of writing to first year secondary school learners and of the writing component in the first year secondary school textbook of English, with particular reference to the secondary school teachers of English at El-Milia district. Such a questionnaire is meant for evaluating the writing activities from the teachers' perspectives, in hopes of determining the extent to which the latter are satisfied with the writing parts and with relying on these to teach their pupils the writing skill.

### **3.1.3 Administration of Questionnaire**

The questionnaire was administered to twenty five (25) secondary school teachers of all secondary schools in El-Milia district which are four (4) schools in total. This was in the period between the august, 20th and 15th september 2020. It was quite difficult to collect data from all secondary school teachers because of the Covid 19 pandemic.



### **3.1.4 Description of Questionnaire**

The teachers' questionnaire contains thirteen (13) questions that are both close-ended and open-ended questions. As the name suggests, close-ended questions are the questions that require Yes/No answers or multiple suggested options, while open-ended questions are questions that give the respondents the opportunity to express their views about specific issues. The questionnaire is divided into three sections: 'General Information', 'Teachers' Views on the Teaching of Writing to SE1 Pupils in Algeria', and 'Teachers' Views on the Writing Component in the SE1 Textbook'. (See Appendix F)

#### **Section One: General Information (Q1- Q2)**

The first section aims at gathering personal information about the secondary school teachers of English. (Q1) seeks to know how long they have been teachers of English. (Q2) is designed to know how long they have been teaching first years secondary school level.

#### **Section Two: Teachers' Views on the Teaching of Writing to SE1 Pupils in Algeria (Q3-Q12)**

This section is concerned with the different aspects of the writing skill, the aims and objectives of teaching writing, writing assessments, and the CBA application. As for Q3, it is concerned with identifying whether the teachers consider writing as an important skill to master EFL or no. Then, Q4 is designed to know the teachers' estimation of their pupils' writing level. Next, Q5 is about the teachers' adopted approach in teaching writing. Further, Q6 seeks to elicit information about the objectives of teaching writing to first year pupils from the teachers' perspectives. Furthermore, Q7 is about the difficulties the teachers face while teaching writing to first year pupils, and asking them to determine those problems and to suggest some solutions. In Q8, the teachers are asked if they use

authentic materials in their classrooms. In addition, Q9 is put to collect data about whether or not the teachers modify or adapt any of the writing materials/activities in the textbook. Besides, Q10 is addressed to teachers to know if the writing activities are helpful in developing first year pupils writing abilities or no. They are also asked about the extent to which they think they apply the CBA principles in Q11. Finally, Q12 is posed to know if they think they have so far succeeded in teaching writing in their classes.

### **Section three: Teachers' Views on The Writing Component in The First Year Secondary School Textbook « At the Crossroads » (Q13)**

The last section contains one question that includes 24 items designed on the basis of some relevant checklists and in consideration of the theoretical part. The teachers have to tick (✓) the appropriate option: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD), or undecided (U). The items are all meant for eliciting the teachers' perspectives on the way the writing part was approached and included in the first year secondary school textbook of English.

#### **3-1-5 Description of the Writing Component in the Textbook « At the Crossroads »**

The writing component in the textbook "At the Crossroads" consists of a mixture of activities. The "say it in writing" task is always presented in sequence one 'Listening and Speaking' of each unit while the "write it right" task is always presented in sequence two 'Reading and Writing' of each unit. The "write it out" task is always presented in sequence four 'Consolidation and Extension' of every unit. The project work of each unit is also a writing task and is supposed to be part of the writing component.

**Table 02:** The presentation of the "Say it in writing" tasks

<b>Unit 01 : Getting through</b>	
<b>Number of Page</b>	<b>Instruction</b>

- 
- |         |   |  |
|---------|---|--|
| 1, p.19 | - | Use the notes on the computer screen below to write a short speech about the usefulness of internet and its hidden dangers.(an introduction is given to start with). |
| 2, p.19 | - | Correct your mistakes before reading your speech to the class.   |
- 

### Unit 02 : Once Upon a Time

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- |      |   |  |
|------|---|--|
| p.51 | - | Write a review of a book or a film of your choice. Use the book review below as a model. Correct your mistakes and exchange drafts with your partner for further error checking before writing a final version of your review. |
|------|---|--|
- 

### Unit 03 : Our Findings Show...

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- |         |   |  |
|---------|---|--|
| 1, p.81 | - | Ask your partner to tell you what his/her star sign is. Then write down what the stars say about him/her.<br><br>Start like this: The stars say that (partner's name)... |
| 2, p.81 | - | Correct your mistakes before reading what you have written to the class.   |
-

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**Unit 04 : Eureka !**


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- 1, p.113 - Use the information in exercises 1 and 2 above to write a short biography of one of the people in the pictures. Start like this: Louis Pasteur is one of the most French scientists...
- 2, p.113 - Correct your mistakes. Then read the corrected version of the biography to the class.

---

**Unit 05 : Back to Nature**


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- 1, p.143 - Now write and SOS message ( save our souls. Urgent call for help). Use the information contained in the boxes above

Environmental threat!

If you don't stop spilling oil into the sea now...

- 2, p.143 - Correct the mistakes in your SOS. Then read it to the class.

Environmental threat !

Do you know what will happen if...

---

In the « *Say it in writing part*, learners use knowledge that is learned in the previous tasks in terms of notions and functions in order to produce, for instance, a piece of writing like argumentative paragraph.

- « **Say it in writing** » **p. 19** is about writing a speech about the usefulness of the internet and its hidden dangers using notes in the computer screen. Since internet is considered one of the main things in the life of people, writing about it will be interesting.
- « **Say it in writing** » **p. 51** is about a book review which presents information about a book; this topic encourages students to read books.
- « **Say it in writing** » **p. 81** is about using in the horoscope page to write what the star sign says about the students' partner. It is interesting to learn new vocabulary and to know about the stars science.
- « **Say it in writing** » **p. 113** is about writing a biography. This topic helps students to learn more about scientists and their inventions.
- « **Say it in writing** » **p. 143** is about writing an SOS (save our souls) using some notes. Students can use this kind of writing in a real experience. The topic helps expand pupil's awareness and enrich their experience.
- « **Say it in writing** » **p. 19** asks students to write about the usefulness of internet and its hidden dangers using notes in the computer screen. Notes mainly provide students with information to help them in writing. This topic helps students in increasing their awareness about the hidden dangers of internet, and to use it wisely.

- « **Say it in writing** » p. **51** is about using the book review given as a model to write a book or film review. This topic helps students to enrich their experience about reading books.
- « **Say it in writing** » p. **81** is about using the horoscope page to write what the stars say about their partners. This topic helps in increasing students' awareness about the vocabulary used in the « star signs ».
- In « **Say it in writing** » p. **143**, students are asked to write an SOS (save our souls). This topic helps students to enrich their experience in writing an SOS , that they can use in a real life situation.

The « **Say it in writing** » task has many strengths and weaknesses. In short, there is a variety of topics, but some of them do not seem interesting to students; they are considered boring. The topics help students to expand their awareness and enrich their experience. The topics introduce both of the grammar and the vocabulary items ; and new vocabulary words are presented in a variety of ways.

**Table 03** : The presentation of the “write it right” tasks

<b>Unit 01 : Getting Through</b>	
<b>Numbers of Page</b>	<b>Instruction</b>
1, p.23	- Read Kirsi's e-mail and write a short reply following the plan below. Plan: A. say thank you. Then introduce yourself briefly. B. Describe your regular activities using frequency adverbs. C. Introduce family. D. use cues from

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2, p.23

the table below to introduce your country briefly using degree adverbs with adjectives. (a table is given )

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

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### Unit 02 : Once Upon a Time

p.54

- Read the summary tactics on the next page. Then do the tasks on page 56. (tactics summary: Describing people)

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### Unit 03 : Our Findings Show...

p.85

- Read the results of the sports questionnaire below and complete the report that follows. Use the report on page 83 as a model. ( the report question is: HOW SPORTY ARE OUR TEENAGERS ?

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### Unit 04 : Eureka !

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- 
- |          |   |
|----------|---|
| 1, p.117 | - sentences A-D below are not in order. Re-order them according to the plan in the box that follows to get a coherent paragraph.<br>Sentences(A-B-C-D) (the plan)   |
| 2, p.117 | - Use the words in the box below to fill the blanks in the table that follows. (the box) (the table)  |
| 3, p.117 | - Use the information in the table above to write a coherent paragraph about one of the inventions. Correct your mistakes and exchange drafts with your partner for further correction. Then hand a copy to your teacher. |

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**Unit 05 : Back to Nature**

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- |       |  |
|-------|--|
| p.147 | - Now complete the blanks with information from the box above to get two coherent paragraphs. (the passage is about pollution) |
|-------|--|
- 

This kind of tasks contains writing tasks that push the student to write and create a piece of writing, investing and expanding what they have already learnt, in terms of the language and functions. These asks activate pupils' background knowledge.



- In « **write it right** » **p. 23**, students are asked to reply to an e-mail. This topic helps students to activate their background knowledge reading the previous used authentic material (e-mail)
- In « **write it right** » **p. 54**, students are asked to read the summary tactics given to do the tasks on p. 56. They are asked to write a descriptive paragraph to complete a story. This topic implies them to use the techniques to write a descriptive paragraph.
- In « **write it right** » **p. 85**, students are asked to use the report from « The Times » journal (authentic material) , to help them completing the report given.
- In « **write it right** » **p. 117**, there are 3 tasks. In the first task, students are asked to re-order sentences to get coherent paragraph. In the second task, students are asked to fill the blanks in the table with the nouns and the verbs given; this helps them to activate their background knowledge about the functions of words (nouns, verbs). In the third task, students are asked to write a coherent paragraph about an invention using the table.
- In « **write it right** » **p. 147**, students are asked to complete the blanks with information from the box item to get two coherent paragraphs (the reading passage is about pollution). In the first task, students are asked to read the conversation as a way to activate their background knowledge, and to complete the table. In the second task, using the summary tactics, students are asked to make Peter's interruption in the conversation less abrupt. In the third task, teachers read the rest of the conversation, and students are asked to complete the remaining time .

The « write it right » tasks in the textbook push learners to use new vocabulary to write, to communicate, and to interact.

**Table 04:** The presentation of the “write it out” tasks

<b>Unit 01 : Getting Through</b>	
<b>Number of Page</b>	<b>Instruction</b>
1, p.35	- Read the “help wanted” ad below. Then write 4 sentences with must and have to’ to say what characteristics potential candidates are required to have. ( the ad)
2, p.35	- Now, read the letter of application below and decide whether the applicant has a chance or not to be hired as a camp leader. Explain. ( the letter of application)
3, p.36	- Fill in this resume (curriculum vitae) with information from Joy’s letter of application on the previous page. (the RESUME)
4, p.36	- Match introduction sentences A-D below with letters 1-3 that follow. Write the introductory sentences in the blank spaces of the letters that follow. (sentences A-B-C)
5, p.36	- Make your own resume/curriculum vitae. Then write a letter of

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application in response to the advert on the previous page. Use Joy Parfit's letter of application as a model.

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### Unit 02 : Once Upon a Time

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1, p.65

- Read the information in the box below. Then ask and answer questions about William Shakespeare. Use the question words: 'who', 'when' and 'where'. (a card contains information about Shakespeare)

2, p.65

- Use the information in the box above and the items in the box below to fill in the blanks in Shakespeare's biography that follows. ( Shakespeare's biography)

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### Unit 03 : Our Findings Show...

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5, p.97

- Imagine you are a journalist. Write a newspaper story reporting the accident represented in the picture below. Use the information in the table that follows. Don't forget to quote witnesses.
-

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**Unit 04 : Eureka !**


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- 8, p.127 - Make the best use of the answers which you have given to all the questions above to write a summary of the whole text

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**Unit 05 : Back to Nature**


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- 2, p.157 - Match each of the renewable energies in column A with the corresponding source in column B. Then write 6 sentences using the verbs in the table below.
- 3, p.157 - A problem to solve
- 

The «**write it out**» tasks comprise activities in which the students use the previous learned knowledge to write. The use of previous knowledge to write, and to promote the critical thinking of the students.

- In « **write it out** » **p. 35**, students are asked to read the 'help wanted ad' and to write four sentences with « must » and « have to ». This helps students to use their previous knowledge about « must » and « have to » to write correctly. In the second task, students are required to read the letter and to decide whether the applicant has a chance or not to be hired as a camp leader.
- In **task 5, p.36**, students are asked to write a letter of application in response to the given advert. This helps students to write using their previous knowledge about writing letters.

- In « **write it out** » **task 1, p. 65**, students are asked to read information in the box, then ask and answer questions about William Shakespeare, using the question words : who, when, and where. This topic helps students to use their previous knowledge about 'Wh questions'.
- In «**write it out** » **task 5, p. 97**, students are asked to imagine they are journalists, and to write a newspaper story reporting the accident presented in the picture.
- In «**write it out** » **task 8, p. 127**, students are asked to write a summary of the whole text. Students use their previous knowledge about the summary tactics to summarize.
- In «**write it out** » **task 2, p. 157**, students are asked to match sentences in column A with sentences in column B, and to write six (06) sentences using the given verbs. This activity helps students to enrich their critical thinking.
- In «**write it out** » **task 3, p. 157**, students are asked to solve a problem, in which they work in groups and suggest solutions.

### *Project workshop*

- In the « **Project Workshop** » of unit one « **Getting Through** » p. 39, students are asked to make a job application booklet, or to write an internet user's guide for beginners.
- In the « **Project Workshop** » of unit two « **Once Upon A Time** » p. 69, students are asked to write a book review, a writer's sketch book, a family history project, or a story Book.
- In the « **Project Workshop** » in unit three « **Our Findings Show...** »p. 100, students are asked to conduct a survey about the newspaper reading habits, the different uses of the computer, or the TV viewing habits.

- In the « **project workshop** » of unit four « **Eureka !** » p. 131, students are asked to make a profile of an invention : a household appliance, a means of transportation, an electronic device, telecommunications, or an invention of the students' choice.
- In the « **Project Workshop** » of unit five « **Back To Nature** », p. 161, students are asked to write a memo to a consumers' association, devise a rubbish -collection guideline, or realise a cleaning campaign poster.

### 3.2 Analysis of the Questionnaire

#### Section One : General Information

1- **Question One** : How long have you been working as a teacher of English?

**Table 05** : Teachers' Teaching Experience.

Options	Participants	%
a- This is my first year	6	33.3%
b-1-5 years	7	38.9%
c-6-10 years	2	11.1%
d-11-15 years	1	5.6%
e-More than 15 years	2	11.1%

In compliance with this question, teachers had to make known the period they had spent teaching English. According to the table, the majority of teachers (7 out of 18), a percentage of 38.9%, had experienced teaching English for a period extending from one to five years. 6 out of 18 teachers, a percentage of 33.3% claimed this was their first year in teaching English. Then, there are two (2) teachers, a percentage of 11.1%, who had experienced teaching English for six to ten years. Only one (1) teacher had experienced teaching English for a period from eleven to fifteen years. Finally, 2 out of 18 teachers, a

percentage of 11.1%, stated they had been teaching English for more than 15 years. As a result, the teachers who had taught English for one to five years represent the majority.

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

**Table 06 :** Teachers' Experience with First Year Pupils.

Options	Participants	%
a-This is my first year	6	33.3%
b-1-5 years	8	44.4%
c-6-10 years	4	22.2%
d-11-15 years	0	0%
e-More than 15 years	0	0%

The second question seeks to know the period the teachers spent teaching first year pupils. The aim behind asking them such a question is to determine the extent to which the teachers are familiar with first year textbook "At the Crossroads". The majority of teachers (8 out of 18), a percentage of 44.4%, stated that they had been teaching first year pupils for one to five years (1-5 years). (6 out of 18) of teachers, a percentage of 33.3%, said that this was the first time they taught first year level pupils. Finally, there are 4 teachers out of 18 who had been teaching first year pupils for a period ranging from six to ten years. This shown that the majority of teachers are familiar with first year textbook.

### **Section Two: Teachers' Views on the Teaching of Writing to SE1 Pupils in Algeria.**

**3- Question Three:** Do you consider the writing skill as being central to foreign language mastery?

**Table 07:** The Centrality of the Writing Skill to Foreign Language Mastery.

Options	Participants	%
a- Yes	17	94.4%
b- NO	1	5.6%

This question was posed to discover whether the teachers considered writing as an important aspect in order to master EFL. As displayed in the table above, 17 teachers out of 18, a percentage of 94.4%, agreed that the writing skill was central to mastering EFL and, 1 out of 18, a percentage of 5.6%, did not think so. The results clearly show that, writing skill is considered as central to foreign language mastery.

#### 4- Question Four: How would you estimate your first year pupils' level in writing?

**Table 08:** Teachers' Estimation of their Pupils' Level in Writing

Options	Participants	%
a- Very Good	0	0%
b- Good	2	11.1%
c- Average	6	33.3%
d- Weak	10	55.6%

This question was addressed to know the teachers' estimation of their pupils' overall level in writing. Thus, the answer to this question gives information on the learners' level. The majority of the teachers (10 out of 18), a percentage of 55.6%, said that the pupils' level in writing was weak. 6 out of 18 of teachers (i.e., a percentage of 33.3%),



said that they were average. 2 teachers out of 18, a percentage of 11.1%, said that they were good at writing. The table above shows that none of the teachers said that they are “very good” in writing.

**5- Question Five:** Which approach do you use in class to teach the writing skill?

**Table 09:** The Teachers' Adopted Writing Approach.

Options	Participants	%
a-The Product Approach	4	22.2%
b-The Process Approach	14	77.8%
c-The Genre Approach	0	0%

The fifth question is concerned with the type of approach teachers used to teach writing. The aim behind this question was to shed light on what the appropriate approach used in teaching writing skill from teachers' points of view was. According to their answers, the majority of teachers (14 out of 18) stated that they were using the process approach (which focuses on the writing processes and strategies), (a percentage of 77.8%). 4 out of 18 teachers (i.e., a percentage of 22.2%) said that they used product approach (which focuses on the final written product). No teacher provided other alternative answers. While 0% of teachers opted the genre approach.

**6- Question Six:** What are the objective(s) of teaching writing to first year secondary school pupils? **(choose one or more options)**

- a- To learn about grammar and vocabulary
- b- To develop students' writing confidence and thinking abilities
- c- To improve communication skills using English

d- To increase learners' knowledge, creativity & imagination

**Table 10:** The objective(s) of Teaching Writing to First Year Pupils.

Options	Participants	%
A	2	11.1%
B	3	16.7%
B+C	1	5.6%
B+D	6	33.3%
A+B+D	2	11.1%
B+C+D	2	11.1%
A+B+C+D	2	11.1%

This question was designed to highlight the objectives of teaching writing to first year pupils. The aim behind this question was to identify the teachers' opinions on the objectives they want to achieve through teaching writing. The answers show that 6 out of 18 teachers, a percentage of 33.3%, claimed that the objectives related to developing students' writing confidence and thinking abilities, and to increasing learners' knowledge, creativity and imagination. Moreover, 3 teachers (i.e., a percentage of 16.7%) reported the objective was to develop students' writing confidence and thinking abilities. 2 teachers, a percentage of 11.1%, stated that their objective was to learn about grammar and vocabulary. Only one teacher, a percentage of 5.6%, asserted his/ her objectives were developing the students' writing confidence and thinking abilities, and improving learners' communicative skills using English. 2 teachers (i.e., a percentage of 11.1%), claimed their objectives were to learn about grammar and vocabulary, to develop students' writing confidence and thinking abilities, and to increase learners' knowledge, creativity and imagination. The same percentage said that their objectives were to develop students'

writing confidence and thinking abilities, to improve learners' communicative skills using English, and to increase learners' knowledge, creativity and imagination. Finally, 2 out of 18 teachers, a percentage of 11.1%, reported that their objectives were all the previously mentioned ones. Teachers set different objectives for students learning writing skill.

The results clearly delineate that different teachers set different objectives in teaching the writing to first year pupils.

**7-Question Seven:** Do you face difficulties while teaching first year pupils the writing skill?

**Table 11:** The encountered of Difficulties in Teaching Writing.

Options	Participants	%
a- Yes	17	94.4%
b- NO	1	5.6%

The aim behind the seventh question was to know whether or not the teachers faced difficulties while teaching first year pupils the writing skill. The results show that almost all the teachers (17 out of 18), with the percentage of 94.4%, reported that they encountered difficulties when they taught the writing skill. Only one teacher (i.e., a percentage of 5.6%), said that he/she did not face. This can imply that the teaching of writing and the use of the textbook cause problems to the majority of teachers.

**✚ If yes, please indicate the kind of difficulty and provide some suggestions on how to overcome each.**

This question was a follow up to question 07. It is about suggesting solutions to overcome the problems they faced. The answers are summarized in the table below:

**Table 12:** The Teachers' Encountered Difficulties and the Suggested Solutions.

Problems	Solutions
<ul style="list-style-type: none"> <li>- Time isn't enough, over crowdedness , little time for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- More time for writing, homework, group work.</li> </ul>
<ul style="list-style-type: none"> <li>- They don't know how to write meaningful sentences since they don't differentiate between verbs and nouns unfortunately.</li> </ul>	<ul style="list-style-type: none"> <li>- I generally ask them to tell me their ideas, then i write them on the board to help my pupils in writing correctly.</li> </ul>
<ul style="list-style-type: none"> <li>- With first year classes I generally face so many difficulties. Which of those are weak writing competencies ,including grammar mistakes, spelling mistakes, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>- I suggest that at the end of each and every lesson, the teacher provides a writing task for the learners( summarizing, free writing...)</li> </ul>
<ul style="list-style-type: none"> <li>- Grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- In my opinion, more focus must be applied on spoken English. The more students are able to think in this language, the easier writing would be.</li> <li>- to teach how to build sentences</li> </ul>

- 
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Do not know how to write a correct and meaningful sentences</li> <li>- Lack of basics of writing and a weak level of English language.</li> <li>- They don't know how to use the language properly.</li> <li>- The weakness of Vocabulary and grammar.</li> <li>- Grammar mistakes and poor vocabulaires.</li> <li>- Most of learners are weak in vocabulary and spelling.</li> <li>- Lack of vocabulary, Unstructured thinking, Lack of confidence in their abilities.</li> <li>- Lexical and morphological mistakes, and handwriting.</li> <li>- they don't master basic rules, have</li> </ul> | <p>through various activities</p> <ul style="list-style-type: none"> <li>- Language labs.</li> <li>- They need to learn english more outside the class.</li> <li>- To investigate more Time in using materials.</li> <li>- Try to read books, stories, and articles.</li> <li>- Always teach them new words and write them on board . About the spelling try always to correct the mistakes.</li> <li>- Work on both sides, grammar and vocabulary consolidation, and building confidence in their own capacities.</li> <li>- Reading motivation.</li> <li>- review the basics, repetition of the key vocabulary they deal with,</li> </ul> |
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<p>previous knowledge, paralyzed with the fear of writing.</p> <ul style="list-style-type: none"> <li>- Grammar Mistakes, paragraphs coherence, lack of vocabulary, repetition.</li> <li>- Pupils' low level.</li> <li>- The lack of confidence, the lack of vocabulary.</li> </ul>	<p>starting with the production of simple sentences to give them a boost of confidence.</p> <ul style="list-style-type: none"> <li>- Improving their writing skills by reading more books, listening more, writing short stories... Doing research.....</li> <li>- Remedial work and changing some of the writing activities.</li> <li>- To provide authentic materials to students to help them investigate in real life situations ..that help them express their ideas and feelings.</li> </ul>
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**8-Question Eight:** Do you use authentic materials in teaching writing in your classrooms?

**Table 13:** The Teachers' Use of Authentic Materials in Teaching Writing.

Options	Participants	%
a- Yes	12	66.7%
b- NO	6	33.3%

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This question was set to identify whether or not the teachers used authentic materials in teaching writing. The results obtained show that the majority of the teachers (12 out of 18), a percentage of 66.7%, said that they used authentic materials to teach writing while 6 out of 18 (i.e., a percentage of 33.3%) said no. This indicates that most teachers used authentic materials while teaching writing because they are dissatisfied with the writing component included in the first year secondary school textbook of English.

 **If yes, please tell us what kind of materials you use.**

Teachers' answers are summarized subsequently:

- Real life situations. We have got plenty.
- Newspaper articles, youtube videos, interviews and debates.
- Data show, speaker, computers, phones...etc.
- Cards, printed pictures or words, data show projector... etc. (It depends on the topic).
- Audio-visual materials.
- Audio \_visual videos, songs, pictures.
- Data show and sometimes videos and listening to a registered dialogue in order to attract pupils' concentration during the lesson.
- Videos, songs , pictures, ...etc.
- Books or passages from reliable sources that serves the needs.

**9-Question Nine:** How often do you adapt (Modify) any of the writing materials/activities in the textbook "At the Crossroads"?

**Table 14:** Teachers' Frequency of Material Adaptation Practices.

Options	Participants	%
a- Always	4	22.2%
b- Sometimes	12	66.7%
c- Occasionally	2	11.1%
d- Never	0	0%

The ninth question sought to look closely to how often teachers adapted or modified any of the writing materials or activities of the textbook. The majority of teachers ( 12 out of 18 teachers, i.e., a percentage of 66.7%) said they sometimes modified the textbook writing materials/activities. 4 teachers (22.2%) said they always adapted/modified the textbook writing materials/activities. 2 out of 18 teachers, (11.1%), said they occasionally adapted or modified the textbook writing materials/activities. The majority of teachers said they modified the writing activities, that's indicates they dissatisfied with the textbook writing activities.

**10-Question Ten:** Do you think that the textbook writing activities in general help develop your pupils' writing abilities?

**Table 15:** Teachers' Views on the Relevance of the Writing Component to Developing Pupils' Writing Abilities.

Options	Participants	%
a- Yes	13	72.2%
b- NO	5	27.8%



This question was designed to know the teachers' opinion about the textbook writing activities, and whether they thought these were helpful in developing learners' writing abilities. The majority of teachers (13 out of 18, 72.2%), answered affirmatively while 5 teachers out of 18, i.e., a percentage of 27.8%, said no.

**✚ If No, please could you tell us which activity (s) do you want to be modified?**

The responses collected from the teachers' responses are demonstrated subsequently:

- activities are well built but we have to guide our learners more
- All of it. None of it is useful. Who still uses snail mail to communicate, for example?
- I personally think there should be less content in the textbook. More emphasis should be applied on lessons throughout multiple sessions. Teachers often find themselves skipping some parts in order to finish the syllabus on time. Students, in this case, have no benefit.

**11-Question eleven:** To what extent do you think you apply the CBA principles in teaching the writing skill?

**Table 16:** Teachers' Views on their Application of the CBA Principles in Teaching the Writing Skill.

Options	Participants	%
a- To a great extent	4	22.2%
a- To some extent	7	38.9%
b- Very little	6	33.3%
c- Not at all	1	5.6%

The aim of this question was to know the extent to which the teachers applied the CBA principles in teaching the writing skill. Statistically, a percentage of 38.9% of teachers (7 out of 18) stated that they were, to some extent, applying CBA principles while teaching the writing skill, i.e., they were applying it partly but not completely. 6 teachers out of 18, with a percentage of 33.3%, said they very little followed the CBA. 4 teachers out of 18 (i.e., a percentage of 22.2%) said they were, to a great extent, applying it. Only one teacher (5.6%) said no. The majority of teachers said they, to some extent, applied CBA principles and a considerable number of them agrees they hadn't succeed teaching writing under the CBA approach.

**12-Question Twelve:** Do you think you have, so far, under the CBA, succeeded in teaching your pupils to write?

**Table 17:** Teachers' Views on their Success in Teaching Writing under the CBA.

Options	Participants	%
a- Yes	7	38.9%
b- NO	11	61.1%

The core intention behind designing this question was to know whether or not the participant teachers thought they succeeded in teaching writing skill under the CBA. The majority of teachers (11 out of 18), with the percentage of 61.1%, said « no » while 7 teachers (i.e., a percentage of 38.9%) said « yes ». This confirms the results obtained in question 7, stating that the teachers faced difficulties in teaching their pupils to write in English using the textbook. And because many teachers reported they resorted to adapting the textbook writing activities (question 9), this might confirm their dissatisfaction with the writing component as included in the first year textbook of English.

**Section Three: Teachers' Views on the Writing Component in the First Year Secondary School Textbook « At the Crossroads »**

**13-Question Thirteen:** The statements given below are related to the writing component included in the first year secondary level textbook. Please tick (✓) the answer you consider appropriate.

**SA = Strongly Agree, A = Agree, D = Disagree, SD =Strongly Disagree, U=Undecided.**

**A- Aims and Objectives**

**Table 18:** Teachers' Evaluation of the Textbook's Aims and Objectives.

Items	SA	A	D	SD	U	Total
1- The writing activities objectives match to the aims of teaching English in SE1.	16.7%	44.4%	27.7%	5.6%	5.6%	100%
	3	8	5	1	1	18
2- The writing activities objectives are clear and precise for the learners	22.2%	5.6%	50%	22.2%	0%	100%
	4	1	9	4	0	18

The first part covers two items that elucidate the correspondence and suitability of the textbook's activities to the aims and objectives of teaching English in SE1 and to the learners. The aim of these items is to investigate the teachers' degree of satisfaction about the two items. According to the results shown above, 44.4% of the teachers agreed on the fact that the writing activities objectives match to the aims of teaching English in SE1,

while 27.7% disagreed with such a claim. A percentage of 50% of the teachers disagreed with the fact that the writing activities' objectives were clear and precise for the learners, while 22.2% strongly agreed, and the same percentage strongly disagreed. This means that the teachers considered the writing tasks as being in match with the general aims of teaching English but at the same time confirmed the non correspondence of the writing component to their learners in terms of clarity and explicitness of objectives. This may denote the fact that the teachers do, presupposedly, hold negative attitudes towards such writing tasks.

### B- Methodology

**Table 19:** Teachers' Evaluation of the Textbook's Suggested Methodology for Teaching the Writing Component.

Items	SA	A	D	SD	U	Total
3- There is a specific suggested method for teaching the writing component.	5.6%	44.4%	33.3%	16.7%	0%	100%
	1	8	6	3	0	18
4- The writing activities focus on accuracy as much as on fluency.	5.6%	44.4%	33.3%	16.7%	0%	100%
	1	8	6	3	0	18
5- There is appropriate progression of the writing activities.	5.6%	61.1%	11.1%	11.1%	11.1%	100%
	1	11	2	2	2	18
6- The writing activities help develop learners'	16.7%	33.3%	33.3%	16.7%	0%	100%
	3	6	6	3	0	18

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	autonomy.						
7-	The textbook includes communicative writing activities.	11.1%	61.1%	16.7%	11.1%	0%	100%
		2	11	3	2	0	18
8-	The textbook includes problem-solving activities.	11.1%	44.4%	38.9%	5.6%	0%	100%
		2	8	7	1	0	18
9-	The textbook contains writing activities dealing with real-life issues.	11.1%	33.3%	27.8%	22.2%	5.6%	100%
		2	6	5	4	1	18
10-	There are enough writing activities.	5.6%	33.3%	33.3%	16.7%	11.1%	100%
		1	6	6	3	2	18
11-	The writing materials focus both on the final product and the writing process.	11.1%	44.4%	27.8%	16.7%	0%	100%
		2	8	5	3	0	18
12-	The writing activities are of different types (controlled, guided, and free).	16.7%	50%	16.7%	16.7%	0%	100%
		3	9	3	3	0	18
13-	The writing activities allow students to think critically about	16.7%	38.9%	22.2%	22.2%	0%	100%
		3	7	4	4	0	18

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	using the language.						
14-	The writing activities provide opportunities for learners to practice different types of written work (sentence composition, spelling, punctuation, coherence, etc).	11.1%	66.7%	16.7%	5.6%	0%	100%
		2	12	3	1	0	18
15-	The writing activities encourage learners to review and edit their written work.	11.1%	61.1%	16.7%	11.1%	0%	100%
		2	11	3	2	0	18
16-	The writing activities encourage learners to use different writing strategies.	16.7%	50%	11.1%	22.2%	0%	100%
		3	9	2	4	0	18
17-	The writing activities involve learners in continuous assessment of their writing abilities.	16.7%	61.1%	5.6%	16.7%	0%	100%
		3	11	1	3	0	18
18-	The writing activities involve learners in	22.2%	38.9%	22.2%	16.7%	0%	100%
		4	7	4	3	0	18

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self and peer

assessment.

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The second part contains sixteen (16) items. The aim behind these items was to know the teachers' attitudes towards some methodological aspects in the textbook. The table above shows varying results. In the two first items: "There is a specific suggested method for teaching the writing component." and "the writing activities focus on accuracy as much as on fluency", 44.4% of the participants agreed while 33.3% disagreed. 61.1% of the teachers agreed on the item: "There is appropriate progression of the writing activities." Concerning the 4<sup>th</sup> item, 33.3% of the teachers agreed and also 33.3% disagreed on the statement that the writing activities helped develop learners' autonomy". 61.1% of the teachers agreed that the textbook includes communicative writing activities. 44.4% agreed that the textbook includes problem-solving activities, while 38.9% disagreed. Also, 33.3% of the teachers agreed that the textbook contains writing activities dealing with real-life issues while 27.8% disagreed, and 22.2% strongly disagreed. 33.3% claimed that there were enough writing activities while 33.3% claimed they disagreed with that.

Eight other items were noted 'agree' by most of the teachers. 44.4% of the teachers agreed that the writing materials focused both on the final product and the writing process, while 27.8% disagreed. The item "The writing activities are of different types (controlled, guided, and free)" was agreed upon by 50% of the teachers. A percentage of the teachers representing 38.9% agreed about the item "The writing activities allow students to think critically about using the language" while 22.2% disagreed, and the same percentage strongly disagreed. A percentage of the teachers that represents 66.7% agreed about the item "The writing activities provide opportunities for learners to practice different types of written work (sentence composition, spelling, punctuation, coherence, etc)". The majority of teachers with a percentage of 61.1% agreed that the writing activities encouraged learners to review and edit their written work. A percentage of 50% agreed that the writing activities encouraged learners to use different writing strategies, while 22.2%

strongly disagreed. The percentage of the teachers representing 61.1% agreed about the item “The writing activities involve learners in continuous assessment of their writing abilities”, while 16.7% “strongly agreed” and 16.7% “strongly disagreed”. As for the last item, “The writing activities involve learners in self and peer assessment”, 38.9% agreed, 22.2% strongly agreed, and also 22.2% disagreed about the item.

### C- Suitability to Learners

**Table 20:** Teachers' Evaluation of the Writing Component's Suitability to Learners

Items	SA	A	D	SD	U	Total
19- The writing activities match to the learners' needs.	16.7%	16.7%	33.3%	27.8%	5.6%	100%
	3	3	6	5	1	18
20- The writing activities match to the learners' level.	11.1%	22.2%	33.3%	27.8%	5.6%	100%
	2	4	6	5	1	18
21- The topics in the textbook are authentic and interesting to learners.	11.1%	11.1%	38.9%	33.3%	5.6%	100%
	2	2	7	6	1	18
22- The instructions are clear for the learners.	16.7%	33.3%	27.8%	11.1%	11.1%	100%
	3	6	5	2	2	18

The 3<sup>rd</sup> part contains four (4) items, all aiming at checking the teachers' attitudes towards the writing content's suitability to learners. The results show that the majority of teachers disagreed about the items. Concerning the two first items, “The writing activities match to learners' needs.” and “The writing activities match to learners' level”, 33.3% “disagreed” while, 27.8% “strongly disagreed”. The item “The topics in the textbook are



authentic and interesting to learners.” was disagreed upon by 38.9% and “strongly disagreed” upon by 33.3%. As for the last item, “The instructions are clear for the learners” 33.3% of teachers “agreed”, while, 27.8% “disagreed”. The teachers, then, do not view the writing component as being suitable for their pupils.

### Suitability to Teachers

**Table 21:** Teachers' Evaluation of the Writing Component's Suitability to Teachers.

Items	SA	A	D	SD	U	Total
23- The textbook provides teachers with alternative authentic writing materials.	11.1%	16.7%	22.2%	50%	0%	100%
	2	3	4	9	0	18
24- The writing activities can easily be adapted (modified) by the teacher.	5.6%	44.4%	27.8%	16.7%	5.6%	100%
	1	8	5	3	1	18

The 4<sup>th</sup> part contains two (2) items, aiming at checking the teachers' attitudes towards the writing component's suitability to them. 50% of the teachers “strongly

disagreed” that the textbook provided teachers with alternative authentic writing materials.” As for the second item, “The writing activities can easily be adapted (modified) by the teacher.”, 44.4% agreed while 27.8% disagreed. The teachers, thus, do not agree that the textbook provides them with alternative writing materials. But, at the same time they can easily adapt new writing activities.

### **3.3 Discussion of the Results**

In light of what has been reported in the teachers' questionnaire analysis, which is considered as the core of the research work, the majority of the teachers had experience of teaching English for first year pupils from 1 to 5 years. Put it differently, the teachers are somehow familiar with the textbook's writing content, but not necessarily with how to teach such a content.

The Ministry of National Education has adopted the CBA approach to teach EFL. As a result, they, normally, designed a new textbook based on this new approach, and the only condition is to teach according to the CBA principles. In spite of the fact that the textbook should be based on the CBA approach, according to the teachers' answers, just few of them had admitted they actually applied it to a great extent. Others said they followed it to some extent. Concerning the teaching of writing skill under the CBA approach, the majority of teachers had admitted they had not succeeded in doing so; they used the process approach in teaching the writing skill, and they think that it allowed them to develop the learners' writing abilities.

The teachers agreed that the learners had a weak level of ability in writing, and that they faced difficulties while teaching them writing, especially because of the lack of vocabulary, grammar mistakes, and the lack of confidence. Teachers in general, considered writing as being central to master EFL. They taught writing with the aim to develop the

students' writing confidence and thinking abilities, and to increase learners' knowledge, creativity, and imagination. Teachers said that they sometimes modified the writing materials/activities in the textbook in order to meet the learners' interests and needs by including authentic materials in teaching writing such as: videos, songs, cards, books...etc. Furthermore, the majority of the teachers admitted that they used the textbook's activities, and they agreed that those activities were helpful in terms of developing learners' writing abilities.

Concerning the textbook's efficiency in terms of the writing component, the results presented above show that the majority of teachers have agreed on the standard « methodology »; they agreed that the writing activities were helpful for learners' in terms of developing their autonomy, problem-solving, dealing with real-life issues,...etc. and that the textbook contains different types of activities: guided, controlled, and free. However, they disagreed on the standard « suitability to learners ». This evokes some contradiction with regard to the previously cited interpretations, stating that the teachers considered the writing tasks as being helpful to developing learners' writing abilities.

With regard to « aims and objectives » and « suitability to teachers », we can see that the results are uneven, varying between agreed, disagreed, and strongly disagreed.

In the light of what has been analyzed in the teachers' questionnaire, a number of conclusions can be drawn. The aim behind this study is to elicit information about the secondary school teachers of English perceptions of the teaching of writing to first year secondary school learners and of the writing component in the first year secondary school textbook of English. While spotlighting writing as a skill, teachers were asked questions regarding writing and its importance. The first conclusion is that the teachers admitted that writing is a central skill to master any foreign language (Q03) . And in order

to achieve that aim, the difficulties they face while teaching writing should be overcome (Q07).

The second conclusion yielded from the results is that the teachers are dissatisfied with the writing component included in the first year secondary school textbook of English and that lead many of them to adapt or modify the textbook writing activities ( Q8, Q9). Regarding Q11 and Q12, the majority of teachers said they, to some extent, applied CBA principles and a considerable number of them agreed they have not succeeded teaching writing under the CBA approach. Moreover, they acknowledged there are some dissatisfying points. As a result, they resorted to adapting the writing activities to suit the learners' needs. Concerning the CBA principles, the results clearly show that the teachers do not fully apply them while teaching.

The teachers also admitted that the writing tasks do, in general, match to the general aims of teaching English, however, at the same time, teachers hold negative attitudes towards some of the writing tasks because they view them as not suitable for learners in terms of clarity of objectives for the learners.

In a few words, the results obtained confirm that the textbook's writing component does not fully correspond to the learners' needs and interests from the teachers' perspectives because of its shortcomings in terms of availability of alternative materials and activities. Speaking about the applicability of the CBA principles, as it was mentioned earlier, the teachers have claimed that textbook takes into account the CBA principles, however, most of them followed the process approach to teaching writing, which does not fully correspond to teaching writing under the CBA; they have not succeeded teaching writing under it because it contains many dissatisfying points. Though, there are some negative aspects, there is a general agreement on the fact that there is enough variety of topics, and activities matching the general aims of English do exist.

All in all, the study has come up to the conclusion that teachers consider writing as a central skill to master EFL and that they faced difficulties while teaching their pupils writing. The findings have also shown that teachers were dissatisfied with the writing component as included in the first year textbook of English, and many of them adapted or modified the textbook writing activities. According to the teachers, the writing tasks match to the general aims of teaching English, however, at the same time, teachers hold negative attitudes towards some of the writing component and tasks. They do not consider them as being suitable for their learners.

### **Pedagogical Recommendations**

Depending on the results obtained, we suggest some recommendations.

- ✓ The writing component is recommended to be adapted in the first year textbook « at the crossroads » to suit the learners needs and interests. This could be done by conducting a needs analysis before engaging in such activity.
- ✓ More time should be allotted to teaching writing, while the textbook content should be reduced.
- ✓ The textbook's activities should be set to allow the learners to promote their writing abilities; they should be varied to cover those that develop their vocabulary, grammar, and to overcome the fear of and reluctance to writing.
- ✓ The teachers should care about developing the writing competence rather than strictly obeying the textbook content.
- ✓ Novice teachers should be trained to the skill in order to be able to teach such a complex skill to Algerian learners.
- ✓ One better way to design a content that will be suitable for learners needs and interests is to include teachers in the syllabus design because they really know what the learners and teachers need.

### **Limitations of the Study**

No research is meant to be out of criticism and imperfection. Based on this assumption, the research acknowledges that the present study confronted constraints and limitations.

Due to the breakout of the Covid 19 Pandemic. Major difficulties were encountered in conducting the research. These are summarized subsequently:

- ✓ **Library Resources:** the educational system witnessed an unprecedented situation because of this global pandemic that led to the total-closure of schools, universities, and colleges. It was impossible to reach the university and its library. Being the case, there was a shortage in the sources.
- ✓ **Sample Size:** due to the above-mentioned situation caused by covid-19, the questionnaires were administered via an online platform and the sample size was limited to 18 teachers. The study could have yielded more reliable results if more teachers from different high schools were involved, not just from El-Milia district.

### **Conclusion**

This chapter shed light upon the overall practical part dealing with the description of the writing component in the textbook “At the Crossroads” from teachers’ perspectives. The first section dealt with the research design and data collection instrument including population and sampling, aim of the questionnaire, administration and description of the questionnaire, and the description of the writing component in the textbook “At the Crossroads”. Then, it moved to reporting and presenting the results. The third one was devoted to discuss the major findings of the teachers’ questionnaire and to provide interpretation. Finally, it provided some pedagogical recommendations and limitations.

### **General Conclusion**

Mastering the writing skill has always reflected good command of the target language. Given, such a prominent status, interest in evaluating writing materials needed for teaching the writing skill has become common practice nowadays. The research in hand is an attempt to evaluate the writing component of the first year secondary school textbook "At the Crossroads" from the teachers' perspectives. It aims at making clear the status of the teaching of writing under the CBA approach and reviews teachers' points of view towards the writing parts included in the "At the Crossroads" Textbook. The study was based on the hypothesis that the more teachers base their teaching using the textbook on the CBA principles and on their pupils' needs and level, the more satisfied they will be with the writing component in the SE1 textbook of English.

Chapter one reviewed the major elements related to writing and the teaching of writing and explored the different approaches to writing instruction with a specific focus on the CBA approach. Chapter two provided an overview about textbooks and textbook evaluation. It also introduced different models of checklists as a kind of practice of textbook evaluation.

Chapter three, the practical side of the research, was devoted to introducing the data collection procedure; it reported the results of the questionnaire meant for eliciting information about the secondary school teachers of English perceptions of the teaching of writing to first year secondary school learners and of the writing component in the first year secondary school textbook of English. Accordingly, the findings were discussed and interpreted in the light of the research questions.

The results generated from the questionnaire analysis revealed that the teachers considered writing as a central skill to master EFL but acknowledged the existence of some difficulties faced by the teachers during teaching writing. This can explain their pupils' low

level in writing. The results also showed that the teachers were dissatisfied with the writing component as included in the first year textbook of English and that they adapted the textbook writing activities from time to another. They viewed the writing tasks as being in match to the general aims of teaching English, but they did not consider them as being suitable for their learners. This can partly justify the current situation of teaching writing to SE1 level using the textbook of English, which needs rethinking and careful consideration on the part of teachers and syllabus designers alike.

The study ends with outlining some pedagogical recommendations in order to improve the quality of writing instruction and the writing content of the first year secondary school textbook "At the Crossroads".



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## **Appendices**

Appendix A

Appendix B

Appendix C

Appendix D

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## Appendices

### Appendix A

#### Cunningsworth's Checklist

##### ■ Quick-reference checklist for evaluation and selection

###### Aims and approaches

- Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners?
- Is the coursebook suited to the learning/teaching situation?
- How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers?
- Is the coursebook flexible? Does it allow different teaching and learning styles?

###### Design and organization

- What components make up the total course package (eg students' books, teachers' books, workbooks, cassettes, etc)?
- How is the content organized (eg according to structures, functions, topics, skills, etc)? Is the organization right for learners and teachers?
- How is the content sequenced (eg on the basis of complexity, 'learnability', usefulness, etc)?
- Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
- Is there adequate recycling and revision?
- Are there reference sections for grammar, etc? Is some of the material suitable for individual study?
- Is it easy to find your way around the coursebook? Is the layout clear?

###### Language content

- Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account?
- Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
- Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?
- Does the coursebook deal with the structuring and conventions of language use above sentence level, eg how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels.)
- Are style and appropriacy dealt with? If so, is language style matched to social situation?

###### Skills

- Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
- Is there material for integrated skills work?
- Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?



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

#### Topic

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

#### Methodology

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

#### Teachers' books

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

#### Practical considerations

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

## Appendix B

### Sheldon's Checklist

#### FACTUAL DETAILS

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

No.	Factors	Rating				Comments
		P	F	G	E	
<b>A. Rationale</b>						
1.	Why was the book written in first place, and what gaps is it intended to fill?					
2.	Are you given information about the Needs Analysis or classroom piloting that was undertaken?					
3.	Are the objectives spelt out?					
<b>B. Availability</b>						
4.	Is it easy to obtain sample copies and support material for inspection?					
5.	Can you contact the publisher's representatives in case you want further information about the content, approach, or pedagogical detail of the book?					
<b>C. User definition</b>						
6.	Is there a clear specification of the target age range, culture, assumed background, probable learning preferences, and educational expectations?					
7.	Are entry/exit language levels precisely defined, e.g. by reference to international 'standards' such as the ELTS, ACTFL or Council of Europe scales, or by reference to local or country-specific examination requirements?					
8.	In the case of an ESP textbook, what degree of specialist knowledge is assumed (of both learners and teacher)?					
<b>D. Layout/graphics</b>						
9.	Is there an optimum density and mix of text and graphical material on each page, or is the impression one of clutter?					
10.	Are the artwork and typefaces functional? Colorful? Appealing?					
<b>E. Accessibility</b>						
11.	Is the material clearly organized?					
12.	Can the student find his or her location in the material at any point, i.e. is it possible to have a clear view of the 'progress' made, and how much still needs to be					

covered?

13. Are there indexes, vocabulary lists, section headings, and other methods of signposting the content that allow the student to use the material easily, especially for revision or self-study purposes?
  14. Is the learner (as opposed to the teacher) given clear advice about how the book and its contents could be most effectively exploited?
- 

***F. Linkage***

15. Do the units and exercises connect in terms of theme, situation, topic, pattern of skill development, or grammatical/lexical 'progression'?
  16. Is the nature of such connection made obvious, for example by placing input texts and supporting exercises in close proximity?
  17. Does the textbook cohere both internally and externally (e.g. with other books in a series)?
- 

***G. Selection/Grading***

18. Does the introduction, practice, and recycling of new linguistic items seem to be shallow/steep enough for your students?
  19. Is there a discernible system at work in the selection and grading of these items (e.g. on the basis of frequency counts, or on the basis of useful comparisons between the learner's mother tongue and English)?
  20. Is the linguistic inventory presented appropriate for your purposes, bearing in mind the L1 background(s) of your learners?
- 

***H. Physical characteristics***

21. Is there space to write in the book?
  22. Is the book robust? Too large? Too heavy?
  23. Is the spine labeled?
  24. Is it a book that could be used more than once, especially if it is marked by previous students?
- 

***I. Appropriacy***

25. Is the material substantial enough or interesting enough to hold the attention of learners?
  26. Is it pitched at the right level of maturity and language, and (particularly in the case of ESP situations), at the right conceptual level?
  27. Is it topical?
- 

***J. Authenticity***

28. Is the content obviously realistic, being taken from L1 material not initially intended for ELT purposes?
  29. Do the tasks exploit language in a communicative or 'real-world' way?
  30. If not, are the texts unacceptably simplified or artificial (for instance, in the use of whole-sentence dialogues)?
-

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***K. Sufficiency***

31. Is the book complete enough to stand on its own, or must the teacher produce a lot of ancillary bridging material to make it workable?
32. Can you teach the course using only the student's book, or must all the attendant aids (e.g. cassettes) be deployed?

---

***L. Cultural bias***

33. Are different and appropriate religious and social environments catered for, both in terms of the topics/situations presented and of those left out?
34. Are students' expectations in regard to content, methodology, and format successfully accommodated?
35. If not, would the book be able to wean students away from their preconceived notions?
36. Is the author's sense of humor or philosophy obvious or appropriate?
37. Does the course book enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality?
38. Are accurate or 'sanitized' views of the USA or Britain presented; are uncomfortable social realities (e.g. unemployment, poverty, family breakdowns, and racism) left out?

---

***M. Educational validity***

39. Does the textbook take account of, and seem to be in tune with, broader educational concerns (e.g. the nature and role of learning skills, concept development in younger learners, the function of 'knowledge of the world', the exploitation of sensitive issues, and the value of metaphor as a powerful cognitive learning device)?

---

***N. Stimulus/practice/revision***

40. Is the course material interactive, and are there sufficient opportunities for the learner to use his or her English so that effective consolidation takes place?
41. Is the material likely to be retained/remembered by learners?
42. Is allowance made for revision, testing, and on-going evaluation/markings of exercises and activities, especially in large-group situations; are ready-made achievement tests provided for the course book, or is test development left for the hard-pressed teacher? Are 'self-checks' provided?

---

***O. Flexibility***

43. Can the book accommodate the practical constraints with which you must deal, or are assumptions made about such things as the availability of audio-visual equipment, pictorial material, class size, and classroom geography; does the material make too many demands

---

on teachers' preparation time and students' homework time?

44. Can the material be exploited or modified as required by local circumstances, or is it too rigid in format, structure, and approach?
45. Is there a full range of supplementary aids available?

---

***P. Guidance***

46. Are the teacher's notes useful and explicit? English?
47. Has there been an inordinate delay between the publication of the student's and teacher's books which has meant that teachers have had to fend for themselves in exploiting the material?
48. Is there advice about how to supplement the course book, or to present the lessons in different ways?
49. Is there enough/too much 'hand-holding'?
50. Are tape scripts, answer keys, 'technical notes' (in the case of ESP textbooks), vocabulary lists, structural/functional inventories, and lesson summaries provided in the Teacher's Book?
51. Is allowance made for the perspectives, expectations, and preferences of non-native teachers of English?

---

***Q. Overall value for money***

52. Quite simply, is the course book cost-effective, easy to use, and successful money in your teaching situation, in terms of time, labor, and money?
  53. To what extent has it realized its stated objectives?
-

## Appendix C

### Tucker's Checklist

NO.	CRITERIA	VS	MS	MVP
<b>I. INTERNAL CRITERIA</b>				
<i>A. Pronunciation Criteria</i>				
1.	Completeness of presentation			
2.	Appropriateness of presentation			
3.	Adequacy of practice			
<i>B. Grammar Criteria</i>				
4.	Adequacy of pattern inventory			
5.	Appropriate sequencing			
6.	Adequacy of drill model and pattern displayed			
7.	Adequacy of practice			
<i>C. Content Criteria</i>				
8.	Functional load			
9.	Rate and manner of entry and re-entry			
10.	Appropriate of contents and situations			
<b>II. EXTERNAL CRITERIA</b>				
11.	Authenticity of language			
12.	Availability of supplementary materials			
13.	Adequate guidance for non-native teachers			
14.	Competence of the author			
15.	Appropriate level for integration			
16.	Durability			
17.	Quality of editing and publishing			
18.	Price and value			

VS: value scale      MS: merit scale      VMP: value merit product

## Appendix D

### Daoud and Celce- Murcia's Checklist

No	Item	Response				
		SD	D	U	A	SA
<b>A. Subject matter</b>						
1.	Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the text book is intended (urban or rural environment; child or adult learners; male and/or female students)?					
2.	Is the ordering of materials done by topics or themes that are arranged in a logical fashion?					
3.	Is the content graded according to the needs of the students or the requirements of the existing syllabus (if there is one)?					
4.	Is the material accurate and up-to-date?					
<b>B. Vocabulary and structures</b>						
5.	Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?					
6.	Are the vocabulary items controlled to ensure systematic gradation from simple to complex items?					
7.	Is the new vocabulary repeated in subsequent lessons for reinforcement?					
8.	Does the sentence length seem reasonable for the students of that level?					
9.	Is the number of grammatical points as well as their sequence appropriate?					
10.	Does the structure gradually increase in complexity to suit the growing reading ability of the students?					
11.	Does the writer use current everyday language, and sentence structures that follow normal word order?					
12.	Do the sentences and paragraphs follow one another in a logical sequence?					
13.	Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?					
<b>C. Exercises</b>						
14.	Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?					
15.	Do the exercises involve vocabulary and structures					

---

which build up the learners' repertoire?

16. Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided composition)?
  17. Does the book provide a pattern of review within lessons and cumulatively test new material?
  18. Do the exercises promote meaningful communication by referring to realistic activities and situations?
- 

***D. Illustrations***

19. Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?
  20. Are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?
  21. Are the illustrations printed close enough to the extent and directly related to the content to help the learner understand the printed text?
- 

***E. Physical make-up***

22. Is the cover of the book durable enough to withstand wear?
  23. Is the text attractive (i.e., cover, page appearance, binding)?
  24. Does the size of the book seem convenient for the students to handle?
  25. Is the type size appropriate for the intended learners?
- 

1: Strongly disagree 2: Disagree U: Undecided A: Agree SA: Strongly Agree



## Appendix E

### Williams's Checklist

<b>Title of textbook:</b>		
<b>Weight</b>	<b>This textbook:</b>	<b>Rating</b>
	<b>A. GENERAL</b>	<b>4 3 2 1 0</b>
	1. Takes into account currently accepted methods of ESL/EFL teaching.	
	2. Gives guidance in the presentation of language items.	
	3. Caters for individual differences in home language background.	
	4. Relates content to the learners' culture and environment.	
	<b>B. SPEECH</b>	
	5. Is based on a contrastive analysis of English and LI sound systems.	
	6. Suggests ways of demonstrating and practising speech items.	
	7. Includes speech situations relevant to the pupils* background.	
	8. Allows for variation in the accents of non-native speakers of English	
	<b>C. GRAMMAR</b>	
	9. Stresses communicative competence in teaching structural items.	
	10. Provides adequate models featuring the structures to be taught.	
	11. Shows clearly the kinds of responses required in drills (e.g. Substitution).	
	12. Selects structures with regard to differences between LI and L2 cultures.	
	<b>D. VOCABULARY</b>	
	13. Selects vocabulary on the basis of frequency, functional load, etc.	
	14. Distinguishes between receptive and productive skills in vocabulary teaching.	
	15. Presents vocabulary in appropriate contexts and situations.	
	16. Focuses on problems of usage related to social background.	
	<b>E. READING</b>	

17. Offers exercises for understanding of plain sense and implied meaning.
  18. Relates reading passages to the learners' background.
  19. Selects passages within the vocabulary range of the pupils.
  20. Selects passages reflecting a variety of styles of contemporary English.
- 

#### **F. WRITING**

21. Relates written work to structures and vocabulary practiced orally.
  22. Gives practice in controlled and guided composition in the early stages.
  23. Relates written work to the pupils' age, interests, and environment.
  24. Demonstrates techniques for handling aspects of composition teaching.
- 

#### **G. TECHNICAL**

25. Is up-to-date in the technical aspects of textbook production and design.
  26. Shows quality in editing and publishing (cover, typeface, illustrations, etc.).
  27. Is datable, and not too expensive.
  28. Has authenticity in language and style of writing.
- 

0: not at all 1: just barely 2: to some extent 3: to a large extent 4: to the greatest extent

## Appendix F

### Questionnaire for Secondary School Teachers

**Dear Teachers,**

This questionnaire is part of a research work aiming at eliciting information about secondary school teachers of English perceptions of the teaching of writing to first year secondary school learners and of the writing component in the textbook « At the Crossroads ».

It would be greatly appreciated if you could help us by filling in the following questionnaire. Your answers will remain confidential and will only be used for research purposes.

**Thank you in advance.**

#### Section One: General Information

A- How long have you been working as a teacher of English?

- A. This is my first year
- B. 1-5 years
- C. 6-10 years
- D. 11-15 years
- E. More than 15 years

B- How long have you been teaching first year secondary school level?

- A. This is my first year
- B. 1-5 years
- C. 6-10 years
- D. 11-15 years
- E. More than 15 years

**Section Two: Teachers' Views on the Teaching of Writing to SE1 Pupils in Algeria.**

C- Do you consider the writing skill as being central to foreign language mastery?

A. Yes

B. No

D- How would you estimate your first year pupils' level in writing?

A. Very Good

B. Good

C. Average

D. Weak

E- Which approach do you use in class to teach the writing skill?

A. The product approach (focus on the final written product)

B. The process approach (focus on the writing process and strategies)

C. The genre approach (focus on the genre, the purpose and the social community)

Others (please specify):.....

.....

.....

F- What are the objective(s) of teaching writing to first year secondary school pupils? **(choose one or more options)**

- A. To learn about grammar and vocabulary
- B. To develop students' writing confidence and thinking abilities
- C. To improve communication skills using English
- D. To increase learners' knowledge, creativity & imagination
- E. Others (please specify):.....  
.....  
.....

G- Do you face difficulties while teaching first year pupils the writing skill?

- A. YES
- B. NO

If yes, please indicate the kind of difficulty and provide some suggestions on how to overcome each.

Problems	Solutions
•	.....
•	.....
•	.....

H- Do you use authentic materials in teaching writing in your classrooms?

- A. Yes
- B. No

If yes, please tell us what kind of materials you use.

.....

.....

I- How often do you adapt (Modify) any of the writing materials/activities in the textbook “At the Crossroads”?

- A. Always
- B. Sometimes
- C. Occasionally
- D. Never

J- Do you think that the textbook writing activities in general help develop your pupils’ writing abilities?

- A. Yes
- B. No

If No, please could you tell us which activity (ies) do you want to be modified?

Activity	Page N
•	.....
•	.....
•	.....

K- To what extent do you think you apply the CBA principles in teaching the writing skill?

- A. To a great extent

- B. To some extent
- C. Very little
- D. Not at all

L- Do you think you have so far, under the CBA, succeeded in teaching your pupils to write?

- A. Yes
- B. No

**Section three: Teachers' Views on The Writing Component in The First Year Secondary School Textbook « At the Crossroads »**

M- The statements given below are related to the writing component included in the first year secondary level textbook. Please tick (√) the box of your choice.

**SA = Strongly Agree, A = Agree, D = Disagree, SD =Strongly Disagree, U=Undecided.**

Item	SA	A	D	SD	U
------	----	---	---	----	---

**A- Aims and objectives.**

- 1- The writing activities objectives match to the aims of teaching English in SE1.
- 2- The writing activities objectives are clear and precise for the learners.

**B- Methodology**

- 3- There is a specific suggested method for teaching the writing component.
- 4- The writing activities focus on accuracy

as much as on fluency.

- 5- There is appropriate progression of the writing activities.
- 6- The writing activities help develop learners' autonomy.
- 7- The textbook includes communicative writing activities.
- 8- The textbook includes problem-solving activities.
- 9- The textbook contains writing activities dealing with real-life issues.
- 10- There are enough writing activities.
- 11- The writing materials focus both on the final product and the writing process.
- 12- The writing activities are of different types (controlled, guided, and free).
- 13- The writing activities allow students to think critically about using the language.
- 14- The writing activities provide opportunities for learners to practice different types of written work (sentence composition, spelling, punctuation, coherence, etc).
- 15- The writing activities encourage learners



to review and edit their written work.

16- The writing activities encourage learners

to use different writing strategies.

17- The writing activities involve learners in

continuous assessment of their writing

abilities.

18- The writing activities involve learners in

self and peer assessment.

---

### **C- Suitability to learners**

19- The writing activities match to learners'

needs.

20- The writing activities match to learners'

level.

21- The topics in the textbook are authentic

and interesting to learners.

22- The instructions are clear for the learners.

---

### **D- Suitability to teachers**

23- The textbook provides teachers with

alternative authentic writing materials.

24- The writing activities can easily be

adapted (modified) by the teacher.

---

## **Résumé**

La présente étude vise à évaluer la composante de l'écrit dans le manuel d'anglais de la première année du secondaire «At the Crossroads» du point de vue des enseignants du secondaire. Cette étude est dirigée par l'hypothèse que plus les enseignants fondent leur enseignement à l'aide du manuel sur les principes de l'approche par compétences et sur les besoins et le niveau de compétence de leurs élèves, plus ils seront satisfaits de la composante de l'écrit du manuel «At the Crossroads». Le mémoire est présenté sous la forme de trois chapitres. Les deux premiers chapitres exposent les aspects théoriques liés à l'écrit et à l'évaluation des manuels. Le troisième chapitre est pratique et présente la procédure de collecte des données et les résultats de l'étude. Un questionnaire a été soumis à un échantillon de 25 professeurs d'anglais du secondaire à El-Milia / Jijel, dans le but de connaître leurs points de vue sur l'enseignement de la compétence de l'écrit dans le cadre de la présente approche et sur la composante de l'écrit dans le manuel «At the Crossroads ». Les résultats ont révélé que les enseignants ont reconnu avoir rencontré des difficultés lors de l'enseignement de l'écrit à leurs élèves. Les enseignants ont également exprimé leur mécontentement à l'égard des parties d'écriture incluses dans le manuel de première année d'anglais. De plus, ils ont indiqué que le manuel de première année correspondait aux principes de l'approche par compétences et que la plupart d'entre eux suivaient l'approche processus pour enseigner l'écrit, ce qui ne correspond pas entièrement à ce que la théorie dit. Les enseignants ont affirmé que les activités de l'écrit correspondaient aux objectifs généraux de l'enseignement de l'anglais, mais pas aux besoins et aux niveaux de compétence de leurs apprenants. Cela peut confirmer l'existence de certains problèmes dans l'enseignement de l'écrit aux élèves de la première année secondaire. Sur la base de ces résultats, qui semblent confirmer l'hypothèse, quelques recommandations pédagogiques sont proposées.

Mots clés: évaluation des manuels; Composante de l'écrit; Principes de l'APC.

## ملخص

تهدف الدراسة الحالية إلى تسليط الضوء على عنصر التعبير الكتابي في كتاب اللغة الإنجليزية للسنة الأولى « AT the CROSSROADS » و تقييمه من ناحية وجهة نظر أساتذة التعليم الثانوي. حيث بُنيت هذه الدراسة على الفرضية السائدة؛ أنه كلما زاد اعتماد الأساتذة على الكتاب المدرسي المبني على مبادئ النهج القائم على الكفاءة خلال تدريسهم، مع أخذهم بعين الإعتبار لمستوى التلاميذ و إحتياجاتهم، كلما كانوا أكثر رضا على عنصر التعبير الكتابي الذي يحتويه كتاب اللغة الإنجليزية « At the Crossroads ». تضمنت الأطروحة ثلاثة فصول. تناول الفصلين الأول و الثاني دراسة الجوانب النظرية المتعلقة بمهارات التعبير الكتابي و تقييم الكتاب المدرسي. فيما تناول الفصل الثالث الجانب التطبيقي الذي يحتوي على الطريقة المعتمدة لجمع البيانات اللازمة و النتائج المتوصل إليها. تم إرسال إستبيان إلى عينة تتكون من 25 من معلمي اللغة الإنجليزية بثانويات الميلية / جيجل ، بهدف معرفة آرائهم حول تدريس التعبير الكتابي في ظل المنهج المعتمد في الوقت الحالي، وعن عنصر التعبير الكتابي في « At the Crossroads ». أظهرت النتائج أن معظم الأساتذة اقرّوا بمواجهتهم لبعض الصعوبات أثناء تدريسهم هاته الكفاءة ، كما أعربوا عن عدم رضاهم على أجزاء التعبير الكتابي المدرجة في كتاب السنة الأولى للغة الإنجليزية. علاوة على ذلك، لقد أجمعوا على أن كتاب السنة الأولى يتوافق مع مبادئ النهج القائم على الكفاءة لكن معظمهم يتبع نهج التعلم بالممارسة لتعليم الكتابة ، والذي لا يتطابق تمامًا مع مبادئ المقاربة بالكفاءات. فيما يخص تمارين التعبير الكتابي ، يرى الأساتذة أنها تتوافق مع الأهداف العامة لتدريس اللغة الإنجليزية ، ولكن ليس من ناحية تلبيةها لإحتياجات المتعلمين ومستويات قدراتهم. وهذا ما يؤكد وجود بعض المشاكل في تعليم تلاميذ السنة الأولى ثانوي مهارة الكتابة. بناءً على هذه النتائج ، التي يبدو أنها تؤكد الفرضية ، تم اقتراح بعض التوصيات التربوية.

الكلمات الأساسية: تقييم الكتاب المدرسي ، عنصر التعبير الكتابي ، مبادئ النهج القائم على الكفاءة.