

Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Seddik Ben Yahia, Jijel
Faculty of Letters and Languages
Department of Letters and Foreign Languages



**An Evaluation of Grammar Learning Tasks in the Algerian
Third Year Secondary School Textbook “New Prospects”**

Dissertation submitted in partial fulfilments of the requirements for the degree of Master in
English Didactics.

Candidates :

Haddada Chaïma

Heyahoum Zina

Supervisor :

Aouamri Mebarak

Board of Examiners

Supervisor: Mr.Aouamri Mebarak

University of Jijel

Examiner: Bukazzoula Mohammed

University of Jijel

Chairperson: Koira Loubna

University of Jijel

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Submitted by:

Supervised by:

Chaima HADDADA

Mr. Mebarek AOUAMRI

Zina HEYAHOUM

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This humble work is dedicated to

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*My brother "**Farouk**" and my sister "**Zineb**" for their support.*

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Abstract

This study aims to examine the effectiveness of grammar learning tasks in the third year secondary school textbook “New Prospects”. It attempts to investigate whether the third year secondary school English textbook "New Prospects" address adequately students’ grammar learning needs . The study also seeks to know if secondary school students and teachers are satisfied with the effectiveness of textbook under study in relation to grammar tasks. Three (03) research tools were used to conduct this research namely, an assessment of the third year secondary school textbook "New Prospects" (the first unit "Ancient Civilization"), a questionnaire for third year students, and another for teachers who have taught third year classes. The study was conducted at "Draâ Mohammed Essadek" secondary school in Jijel, with the participation of 3AS learners from the same school, and eight (08) English teachers from different schools. The evaluation of the textbook proves that the grammar lessons are exhausting, for it is hard for students to have up to three consecutive grammar lessons. It also demonstrates that not providing students with any rules and giving them references to check instead is impractical, all the more that some references are not readily available. In addition, the questionnaire for teachers reveals that they are not satisfied with the course book in general and the way grammar is presented, tested and assessed in particular. They complain that the textbook is overloaded for both teachers and pupils, and does not give the chance to pupils to practice grammar in context.

List of Abbreviation

3AS: third year secondary school students

Adj: adjective

AF: Absolute Frequency

BAC: Baccalaureat

BEM : Brevet d'Enseignement Moyen.

CBA : Comptency Based Approach

CLT: Communicative language teaching

EFL: English foreign language

ELT: English Language Teaching.

ESL: English second language

GP: Guided practice

GTG: Generative transformational grammar

GTM: Grammar Translation Method

LMD : Licence_ Master_ Doctorat system .

NT: Number of teachers

.Prep: preposition

Q: Question

RF: Re Frequency

SE2: second year

SFG: Sestematic functional grammar

SFL: Sestematic functional linguistic

%: percentage

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General Introduction

In recent days English is considered a lingua franca that is the language of the world that interferes in all the domains like education, sciences, communication, and industry. For that reason, Algeria put great emphasis on teaching English as a foreign language through different materials especially the textbooks. For many researchers, textbooks are the most effective materials of English language teaching and learning process. They are considered as key components in most English language teaching programs because they serve as a guide for both teachers and learners when conducting lessons. The evaluation of these textbooks is considered as an important pedagogical contribution in the teaching/learning process.

In fact, grammar is one of the most important aspects of language that heavily required the use of a textbook. Actually, making learners use foreign language relies on teaching them how to produce it correctly, that means to use the right rules in the appropriate situations. Furthermore, teaching English as a foreign language requires essentially the teaching of its grammar; Since grammar plays an important role in the teaching of foreign languages, good knowledge of English grammar has always been considered as an essential part of the course aiming at improving mastery of language and developing the learners' accuracy in speech and writing. Therefore, third year secondary school students have to comprehend and master the English grammatical rules in order to use language successfully. Thus learning grammar is a very significant act in the process of foreign language learning in general.

Theoretical Framework

Grammar teaching has always been considered as a controversial issue in the field of English teaching and learning. While some educators think that it is a must to master any language, others

question its importance arguing that the language can be acquired naturally without studying long lists of complicated rules, just as a child learns his native language. Nevertheless, it is agreed that grammar plays an essential role in the process of language learning.

Some researchers and educators have conducted various researches to investigate the suitability of the textbooks. With reference to EFL in the Algerian school context, some researchers have investigated the effectiveness of teaching grammar. Belouahem (2008, p. 4), for instance, in his research states that “aims to achieve insights into teachers’ and learners’ perception of the course book and to explore whether the course book serves the students’ expectation in relation to the objectives of the programme”. The results showed that even if the course book matches the objectives of the ministry of education, it does not suit the teachers’ and learners’ expectation. In terms of grammar, the results found that teaching grammar communicatively is an essential need to develop the learners’ language proficiency.

Since the textbook is the most useful source to teacher which acts as a guide in the classroom during the teaching/learning process, our study is conducted to add some knowledge to this areas of research by evaluating grammatical components in the textbook “New Prospects” in order to figure out if the textbook is meeting the needs of third year students, and if teachers are satisfied with the grammatical components presented in the textbook.

Statement of the problem

Learning a second language meant at first learning its grammatical structures and citing prescriptions for its use. Grammar has a great influence on the flow of different teaching and learning methods. Without grammar spoken and written words lose much of their meaning and value, learners will struggle to read, speak or write effectively and adequately. However, most language specialists considered the mastery of English grammar as a complex task. This study is

designed to examine third year secondary school textbook "New Prospects" effectiveness in dealing with the grammar learning tasks. Moreover, the main objective of this study is to figure out if the textbook is meeting the needs of 3AS learners in relation to grammar and its practice.

Research Questions

This research tackle the following questions :

Does Algerian textbook “New Prospects” address adequately students’ learning needs ?

Are secondary school students and teachers satisfied with the effectiveness of textbook under study in relation to grammar ?

Aims of study

The aim of this study is to evaluate the grammar adequacy and sufficiency in the textbook “New Prospects”. It aims to investigate the effectiveness of third year textbook in presenting the grammatical components. Also to shed light on the importance of teaching grammar in teachers as well as learners perspective.

Means of Research

In order to confirm or refuse the research hypothesis and provide this study with sufficient information, three data collection methods will be used. The first one is textbook evaluation of third secondary school textbook "New Prospects " which will investigate the place of grammar in the Algerian curriculum and determining the effectiveness of this teaching material in presenting and practicing the grammar learning tasks. The second one is a questionnaire designed for third year secondary school students. It is used in order to know if students consider the textbook as a sufficient material to learn and practice grammar. Moreover, another questionnaire designed for secondary school teachers of English language. The questionnaire was designed to determine

teachers' perceptions and views on textbook effectiveness in terms of grammar learning tasks in the textbook.

Structure of the study

This research is divided into 3 main chapters. The first and second chapters are related to theoretical part, while the third chapter is devoted to the practical part. The first chapter is entitled "grammar", it deals with general issues related to grammar teaching. It provides a definition of grammar, and it discusses the following: types of grammar, importance of grammar in language teaching and learning, grammar in main teaching approaches, and the common difficulties facing teachers and learners. Whereas, the second chapter is entitled "Textbook Evaluation". It provides information about the Algerian educational system, English teaching approaches in Algeria, definition of evaluation, its types and importance. Also, it discusses textbook definition, advantages and disadvantages, importance of textbook, types, and approaches to textbook evaluation. The third chapter includes the practical part of the study. It contains an evaluation of the textbook "New Prospects", then an analysis of students' questionnaire, and another analysis of teachers' questionnaire.

Chapter One: The Role of Grammar in English Language Learning

Introduction

Grammar is a key concept in general linguistic theory. It plays a fundamental role in language teaching and learning. In fact, grammar is used to refer to a number of different things. It can be used to refer to books that contain the description of a structure of a language, the knowledge that native speakers have of their language, a set of rules developed to control certain aspects of the usage of native speakers and a set of rules typically taught in school about "appropriate usage" and about writing. The present chapter discusses the important issues related to grammar teaching and learning such as the definition of the term "grammar", approaches to teach grammar, the importance of teaching grammar, grammar in the main teaching methods and approaches and finally the common difficulties faced by teachers and learners.

1.1. Grammar Definition

Grammar can mean a system of rules which allow the users of the language in question to create meaning, by building meaningful words and larger constructions of sentences and other elements, as well as their combination and interpretation. In fact, views about grammar differ from one writer to another.

In Oxford Learner's Pocket Dictionary (2008, p.193), grammar is defined as "rules for forming words and making sentences ". Ur (1991, p.75), defines grammar as "the way words are put together to make correct sentences ". On his turn Thornbury (1999, pp.1-2), argues that grammar is the study of possible forms or structures within a particular language, he also states that "grammar is a description of the rules that govern how language's sentences are formed".

Williams (2005, p.2) defined grammar as «the formal study of the structure of a language and describes how words fit together in a meaningful construction".

According to Harmer (1987, p.1)," the grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence". For many writers (Al-Moutawa & Kailani, 1989 ;(Harmer, 2001; Thornbury, 1999; Ur, 1988) grammar is the study of syntax and morphology; by syntax, it is meant the study of word order or how words are combined in a sentence while morphology is the study of word formation ; that is to say how sounds are related to meaning, thus, grammar is important in conveying meaning. On the other hand, Woods (1995, p.1), describes grammar as "that science which treats the principles and the rules of spoken and written language." Given the above mentioned definitions, the aim of teaching grammar to English Foreign Language (EFL) learners is to make them able to express their ideas correctly either orally or in the written form. Al-Moutawa and Kailani (1989, p.69), state that all theories agree on the fact that grammar is "the internal organization of language." In fact, many linguists advocate the central role that grammar plays in the study of language; they argue that without grammar no language would exist.

1.2. Types of Grammar

1.2.1. Traditional Grammar

Traditional grammar was initially based on European languages, particularly on Latin and Greek. It is also known in linguistics as schools grammar. In fact, traditional grammar is a framework for the description of the structure of language. It is widely used in language teaching. Moreover, traditional grammar is considered as prescriptive form of grammar because it is

governed by strict rules. Williams (2005), states that traditional grammar is prescriptive because it emphasizes the distinction between what people can do and what they should do with language according to a particular criterion. In fact, Al-Moutawa and Kailani (1989, p.70), summarize the significant role of traditional grammar as follows:

The contribution of traditional grammar to foreign language learning is considerable, thus, along with the practical definitions of the basic structures such as phrases, clauses and sentences. Furthermore, it provides the teacher with simple rules to teach the language. Probably, for some reasons, traditional grammar is still used in one form or another in foreign language classes. In other words, traditional grammar plays a crucial role in learning a foreign language, it contains certain rules that both teachers and learners need to take into account for effective language teaching and learning. Richard Nordquist(2019), states that the term traditional grammar refers to the collection of Prescriptive rules and concepts about the structure of language that is commonly taught in schools. Traditional English grammar, also referred to as school grammar, is largely based on the Principles of Latin grammar, not on modern linguistic research in English.

1.2.2.Descriptive Grammar

Focus on describing the language as it is used, not saying how it should be used. Moreover, it assumes that the only authority for what exists in language is what native speakers accept and understand as a part of their language. Therefore, descriptive grammars are essentially scientific theories that attempt to explain how language works .

1.2.3. Prescriptive Grammar

Prescriptive grammar is a set of rules about language based on how people think language should be used. In this type there is right and wrong language. For example, a grammarian might

explain that you should never end a sentence with a preposition or that starting a sentence with a conjunction.

1.2.4. Structure Grammar

According to Al-Moutawa and Kailani (1989, p.70),"this type of grammar is descriptive. It postulates that language has a set of grammatical patterns in which words are arranged to convey meaning which is determined by word form, function words, word order and intonation patterns such as stress, pitch and junctures ". Indeed, structural grammar started first with Ferdinand de Saussure (1916) who distinguished between Langue and Parole. Langue refers to the abstract linguistic system (full of rules) shared by all the members of the community, whereas, Parole refers to the actualization of Langue; it is all that which is spoken or written. According to Lyons (1974), structural grammar shows the relationship between forms and meanings in a particular language system at a particular point in time, it also takes into account the relationship between entities.

1.2.5. Transformational (Generative) Grammar

In 1957, Noam Chomsky developed a theory known as transformational generative grammar (GTG) as a reaction to structuralism. In fact, GTG is a system of language analysis that recognizes the relationship among the various elements of sentences and among the possible sentences of language and uses processes of rules. It is called generative because it generates structures and distinguishes between the structures which can be permitted and those which cannot. An example of grammar generative is the idea that sentences have surface structure and deep structure levels. According to Chomsky (1957, 13) "the grammar of language will thus be a device that generates all the grammatical sequences of language and none ungrammatical ones" Chomsky differentiates between competence which is defined as the ideal speaker-hearer. "In

other words competence is a person's underlying (subconscious) linguistic ability to create and understand sentences, including sentences he/she has never heard before. Chomsky's distinction is similar to de Saussure's distinction of Langue and Parole. Indeed, Richards (1985,p.145), claims that " the theory of transformational grammar captured our ability to realise propositions in sentence structure through rules for the construction of words, phrases and clauses through the choice of grammatical categories, such as subject, predicate and complement; and through grammatical processes such as ellipses pronominalisation, reordering and transformation". Therefore, transformational generative grammar was the starting point for the growth in linguistics studies since the 1950s.

1.2.6. Functional Systematic Grammar

Systematic functional grammar (SFG) or systematic functional linguistics (SFL) is a model of grammar developed by Michael Halliday in the 1960s. the term "systemic" refers to the view of language as " a network of systems, or interrelated sets of options for making meaning "; the term "functional" indicates that the approach is concerned with the contextualized, practical uses to which language is put as opposed to formal grammar, which focuses on compositional semantics, syntax and word classes such as nouns and verbs. In fact functional grammar appeared as a reaction to formal approaches to grammar, especially generative and transformational approaches. One of its basic assumptions is that language is a symbolic system with a certain purpose or purposes, mainly communication, although there are other possibilities too, such as the use of language as an instrument of thought and social interaction. Systematic grammar is based on a distinction between three main meta-functions of language, The ideational function , which deals the expression of content and with the experience of the and logical; the interpersonal function, which is used for establishing and maintaining social relations; and the

textual function, which deals with the creation of texts and the relations which deals with the creations of texts and the relations that established within them. These meta-functions occur simultaneously in language it organizes our reasoning on the basis of our experience.

1.3. The Importance of Grammar in Language Teaching and Learning

Grammar is the sound, structure, and meaning system of languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language. That is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of words, and the different ways of putting words together to make meaningful sentences. However, while students may be effective writers, they need to clear how to transfer their knowledge of grammatical concepts from oral language to written language. In fact, grammar is one of the main linguistic disciplines which studies the grammatical system of language. The grammatical system is the whole set of regularities determining the combinations of words in the formation of utterances. According to Hedge (2000), teachers give a great attention to grammar while teaching the foreign language in the classroom because of the significant role it plays. Pachler (1999) argues that learners need to master the grammatical rules in order to facilitate communication, i.e. grammar helps in producing an infinite number of sentences with a limited number of words and utterances. Besides, Nunan (1991), states that grammar is beneficial for learners to better perform in the target language. Brown (1994), also emphasizes the role of grammatical structures in understanding people's ideas and thoughts noting that without grammar language would not be clear and appropriate. In addition, Widodo (2006, p. 2), states that grammar is not limited only to the structure of a sentence and how words are combined together in order to have a full

sentence, but it also takes into account and affects the four language skills ;reading, writing, speaking and listening. In speaking and writing, students cannot write a passage or talk fluently if they do not have a fundamental level in grammar, otherwise, how they can construct correct grammatical sentences. In listening and reading students also need to have basic knowledge of the grammatical rules otherwise, they cannot interrelate the different parts of the discourse in order to grasp the intended meaning. In fact, Ur (1988), states that grammar is very important for the acquisition of language, since people need to know how to appropriately combine the different units of language in order to use it successfully. Ur (1996) also stresses the importance of knowing the grammatical rules in mastering a particular language.

1.4. Grammar in the Main Teaching Methods and Approaches

Grammar or the so-called the language “code” has always played an important role in the history of second and foreign language teaching in all over the world. In Algeria, the educational system has adopted different methods in teaching process. First of all, it adopted the grammar-translation method which is known as the structural approach, it is purely structural in its orientation because it puts a great emphasis on the learning of grammar and vocabulary. It is referred to as traditional or classical method that was used in the teaching of Latin and Greek in the 19th century and even through the 20th century. In the free encyclopedia, (2008: 1) it is defined as follows:

The method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to be able to read and translate literary masterpieces and classics.

The assumption behind this method is that since language is a formal system, it is the learning of the rules that govern the language system that matters. The learner finds himself with plenty of

training in mental manipulation of verb paradigms, grammar rules, vocabulary and applying these to translation both into and from the mother tongue. As far as the Algerian educational system is concerned, the teaching- learning of English was carried out through this method from the independence of Algeria in 1962 up to the early 1970s. The prescribed textbooks, L'Anglais par l'Action by Richard and Hall (1960) for middle schools (known as CEG at that time), and also L'Anglais par literature for secondary schools by the same authors Richard and Hall (1969) were designed according to the principles of the grammar translation method. In fact, grammar was taught deductively, the practice in the classroom was a teacher-centered methodology where the teacher was the only authority and did everything from questions to answers. Even the teacher himself did not develop his speaking ability since instructions and explanations, corrections, etc. were also done in French. Then, the audio lingual method or the so called Army Method or New Key took over. This method is based on the behaviorist theory. This approach was similar to another earlier method called direct method. The audio lingual method advised that students should be taught the language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar. Then because of its behaviorist approach, relying on the principal of stimulus-response, the learner was treated as a "machine" that responds to the teacher's stimuli to learn, thus proving its inability to form learners who can communicate effectively as far as language teaching is concerned. For this reason, recourse was called from the communicative approach in the 1980s with 'the teaching with objectives' method. Then the world witnessed a change in most of the educational systems in terms of the implementation of new curricula new approach based on competencies. This is the case of Algeria in which the competency based approach (CBA) was introduced in 2002 as a result of the educational reforms in the primary, middle and secondary

school; new books were published for this aim for all the levels. CBA has been adopted in teaching English as foreign language in order to prepare the learners to be competent in their real life tasks.

1.5. The Common Difficulties

1.5.1. Grammar Difficulties

The problems in learning English grammar extend to other concerns. Larsen Freeman (1991) considers that, for example, "it is neither the form nor the meaning of the English tenses that presents the greatest long-term challenge to ESL/EFL students; rather it is when/why to use one tense and not the other. In other words, it is the pragmatic usage of the tenses that is the major obstacle to their mastery". (p.289). Accordingly, Lock (1996) states that a description of the grammar of a language needs to do more than simply lay out the forms and structures of the language, instead it needs to show what they are for and how they are used in order to be of real use to language learners and teachers. Regarding grammar as being "a prescriptive enterprise" represents another difficulty. Biber, Conrad and Reppen (1998), state that it is a common belief to view grammar as a matter of listing and specifying the grammatical rules required for 'correct' speech. They explain, "rules such as 'do not end a sentence with a preposition' and 'be consistent in the use of tense throughout a sentence' are prescriptive rules that many students associate with English grammar" .(p.55). Another problem with grammar rules pertains to their easiness or difficulty and the degree of explanation they necessitate. Harmer (2001) gives the example of the rule of the use of "s" third person singular. He explains that one of the easiest rules to explain is the use of the "s" morpheme on the third person singular of the present simple, it is always added with the pronouns "he", "she" and "it". This is a

straightforward rule, but it needs qualifying immediately. It can be restated by saying that adding "s" to all verbs for the third person singular of the present simple, unless they are modal verbs (must, can, will, should, etc.). So a simple rule has become slightly less simple. Tarone and Yule (1989), argue that the problem in rule explanation is not that the teacher does not know the rule or does not illustrate how language works, but the difficulty arises "when the learner asks why a particular form is used". The problem occurs when the rule presented is 'too simplistic and does not account for the different contexts where a particular form is used. Therefore, if the learner meets a sentence such as "Eric said that Susan is ill", but previously was taught the 'tense harmony' rule in reported speech, the learner will likely to be confused as it is illustrated in the following example (pp.15-16) :

Eric: "Susan is ill"

What did Eric say?

Eric said that Susan was ill.

They explain that such explanations present at least two "dangers":

- Language teachers do not always have an explanatory rule to offer. They may not have heard of a rule to explain a particular phenomenon, or they may not even be sure that an accurate description of a rule exists to cover a particular case;
- If the rule is probabilistic, but is stated as categorical, then the teacher is providing the learner with a solid basis for future confusion, or even error ".

1.5.2. Learners' Difficulties

English learners may face many difficulties in their learning process which may harden

their understanding of the learned materials. Yorkey (1974), (cited in Peck, 1991), gives the example of Arabic (without any distinction). He said that in Arabic, there is a use of coordination, not subordination, in written paragraphs. A tightly organized English paragraph with its topic sentence, controlling and supporting ideas, is a manner of expression which is foreign to Arabic-speaking students, and one which they often interpret as "cold and calculating". To overcome these difficulties, Yorkey suggests making students practice subordinate clauses (particularly adverb clauses of time and place, result, concession, cause, purpose and condition) through writing and identifying the various constituents of the paragraph like the topic sentence and other components. (pp.367-368). Aitken (1992), argues that "some errors are caused by 'mother tongue interference'; the native language behaves in ways which are not applicable to English, but the learner treats them as equivalents." (p.9).

1.5.3. Teachers' Difficulties

One of the common problems faced by most of the teachers of English in teaching grammar is the poor level of the students. The latter are even ignorant of the basic rules and structural patterns which they are supposed to have learnt at the lower level. If a teacher directly starts his teaching at the graduate level without trying to know the level of the students, his efforts will not bear any fruits as he will not be able to raise a structure over a feeble foundation. A teacher should begin from the simple grammatical items and proceed towards the complex ones. Each succeeding grammatical item has to be based on the previous ones taught earlier in the class. Thus, by carefully selecting the frequently recurring grammatical items and by grading them as per the background of the learners, a teacher should provide constant practice to the students in creating and using sentences based on the grammatical forms and structures in various day-to-day situations of their lives. The biggest problem is that students find the grammatical lesson so

difficult and boring. To solve it, I prefer the "Communicative" way of teaching grammar to the traditional way. Grammar, as we all know, should be presented in context. Whatever the technique used to present grammar, it should be followed by guided practice (GP). This GP helps the learner process the language. Free practice is widely advisable: interaction should be encouraged and multiplied. Moreover, English prepositions are a problem because different languages use different prepositions to express the same ideas. It will help your students if you do not teach too many prepositions at one time. Also, it will help if you are sure to put the prepositions in context (in a situation where the use is natural). Furthermore, word order in English is more important than it is in many other languages. Very often EFL students produce sentences that sound strange to the native's ear because the order of the words in the sentences is wrong. Teachers should implement rearrange words to form meaningful sentences. Teachers should also encourage students to speak and write about their daily events freely. In a nutshell, I must say we can be better teachers and impart better knowledge to our EFL learners if we can overcome all the above mentioned problems. Finally, it should be pointed out that the more real communicative activities are the better and more effective the classes will be. We have to consider how we can make formal instruction help students use the language correctly and appropriately.

Conclusion

There can be no doubt that grammar is an essential component of any language. Without grammar we cannot understand, for example, the time of action whether it happened in the past or in the present. This chapter tackled the important issues related to grammar teaching and learning. It also shed light on the different methods and approaches used to teach grammar and the importance of grammar, grammar in the main teaching methods and approaches. Finally, the

chapter highlighted the common difficulties that the learners and the teachers face in learning and teaching grammar.

Chapter Two: Textbook Evaluation

Introduction

The success or failure of a language teaching program depends on many components such as teachers, students, textbook and methodology. However, the textbook remains the main medium in language teaching since teachers rely heavily on it in presenting the subject matter defined by the curriculum. The textbook should be well presented and well organized in order to achieve the learners' needs as well as the instructional requirements. This section presents a brief description of the Algerian Educational System, the different approaches used to teach English in Algeria, the importance of teaching English as a foreign language in Algeria. Moreover, it discusses important issues that are related to evaluation such as the definition of evaluation, its types and its importance. Furthermore, this section highlights textbook definition, its advantages, disadvantages, its types and finally it deals with the different approaches to textbook evaluation.

2.1. The Algerian Educational System

The educational system in Algeria began with the French colonialists, who forced the Algerians to learn the European languages especially French. At that time, only few Algerians were able to receive education. However, when Algeria became independent, a new educational system was established. This new system has been divided into four (04) sections as follows: The Pre-school and Primary school, the middle school, the secondary school and finally higher education.

Firstly, Algerian children aged five years enter the pre-school in order to get pre-knowledge before the primary studies. They learn the Arabic alphabet, numbers, and some simple mathematical operations. In the next year, at the age of six, they start their primary education in the same school. Children learn the French language as a first foreign language at the age of eight

while the English language is not taught at all at this level. After five years of primary education students have to pass a national exam so that they can move to the higher level.

The second level is the Middle school where pupils study four (04) years. English is introduced in the first year and taught for four years. It is considered as the second foreign language.

Students need to pass a national educational exam "Brevet d'Enseignement Moyen" (BEM) in order to grant their access to the secondary school.

After passing the BEM exam, successful students transfer to the Secondary school where they choose to complete their studies either in the literary division or in the scientific one.

Furthermore, in the fourth year students pass the most important exam in their educational career which is the Baccalaureate examination. Students who pass the exam successfully can proceed to one of the universities, state technical institutes, or vocational training centres and continue their studies.

The last level in the educational system is the higher education. In the last few years the Ministry of education began a global reform to meet the new system requirements imposed by the new socio-economical needs of the country as well as those of science and technology. As a result the choice of the Ministry fell on the LMD system (Licence_ Master_ Doctorate). It is set to introduce a degree structure based on the new French model of Licence, Master, and Doctorate degree.

2.2. English Teaching Approaches in Algeria

Different approaches and methods were established by the Algerian Ministry of Education in order to teach English as a foreign language. In the 1960's, the Grammar Translation Method (GMT) dominated the English language teaching field at all educational levels. In 1967 the

Situational Approach was used in Algeria through L.G.Alexander's *"Practice and Progress"*. Furthermore, in the 1970's, the Algerian education system implemented the Aural-Oral Approach through *"Success with English Course book I"* (1970) and *"Success with English Course book II"* (1971). Later, the Direct Method was used in the Algerian education system through the textbooks *"Andy in Algeria, Learn English with Us, 3^{ème} AM"* (1977) and *"Madjid in England, Learn English with Us 4^{ème} AM"* (1977). Moreover, the Structural Approach and Communicative Approach to Language Teaching were adopted to teach English as a foreign language in Algeria. Finally, the Competency Based Approach was introduced in 2005 and has been adopted in the new textbooks of the English language.

2.3. Why Teaching English as a Foreign Language in Algeria

According, to Burshfield (cited in Louznadgi, 2003, p.78) "Any literate, educated person on the face of the globe is deprived, if he does not know English". In the light of this quotation the Algerian Ministry of Education has adopted the teaching of English as a foreign language not only because it plays a major role in education but also in all the fields of human life such as business, commerce, economy, politics, culture...etc.

2.4. Definition of Evaluation

The term evaluation was defined by different researchers like Lynch (1996, p.2) who state that evaluation is "the systematic attempt to gather information in order to make judgments or decisions". Also, Hutchinson and Waters (1987, p.96) say that "evaluation is the process of judging the suitability of particular purpose". Besides, the term evaluation is defined by Alderson (1986, p.5) (cited in Brown and Rodgers, 2002, p.227) as "the process of seeking to establish the value of something for some purpose". Moreover, Nunan (1992, p.185) states that evaluation "involves not only assembling information but interpreting that information-making value

judgments ". Furthermore, McDonald (1973,pp.1-2) points that " evaluation is the process of conveying, obtaining and communicating information for the guidance of educational decision making, with regard to a specific program ". Therefore, Rea-dickens and Germaine (1994,p.4) claim that "evaluation is an intrinsic part of teaching and learning" .

In the light of the previous definitions we find that many researchers and scholars argue that evaluation is the systematic collection of data about a specific program or project in general in order to measure its value and help in decision-making whether the project is appropriate or it need modification to improve it.

2.5.Types of Evaluation

When searching about evaluation we find many and different types which are divided depending on what is being evaluated and the purpose of evaluation. Some of the main types are as follows:

2.5.1. Formative Evaluation

Formative evaluation is usually conducted at first when starting a new program or when an already existing one is being adopted or modified. According to Brown (1989) and Scriven (1967), formative evaluation is used for the purpose of assessing a program and checking whether it is feasible, appropriate and acceptable before it is fully implemented. Also, Tanner (1972) has defined formative evaluation in the following words, "formative evaluation refers to the use of tests and other evaluative procedures while the course and instructional program is in progress".

Formative evaluation needs to answer the following questions:

- What type of strategies can we use to improve the program?
- How well is the quality of the program being delivered?

2.5.2. Summative Evaluation

Summative evaluation takes place at the end of a program to measure overall achievement. Examples of summative evaluation are the annual internal or external examinations. The purpose of this evaluation is to certify fail or success of a program thus, giving information about the program which helps in deciding whether to continue or end this program. Summative evaluation is used to assess whether the results of the program meet the stated goals. (Scriven, 1967). It answer this question “Should this program be continued or ended?”

2.5.3. Process Evaluation

According to Scriven (1967), process evaluation is conducted as soon as the program implementation begins in order to determine whether a program has been implemented as planned. It is used to determine why an established program has changed overtime. Process evaluation focuses on the changes in comprehension, attitudes, behaviours and practices that result from program activities. This type of evaluation can be very useful in determining whether a program should be continued, expanded upon, refined or eliminated. Process evaluation describes the inputs to the delivery of services such as : ‘who’, ‘what’, ‘where’, ‘how many’ and ‘how much’. It answers questions such as :

- How do external factors influence program delivery?
- Did your program continue to meet its goal for recruitment of program participants ?

2.6. The Importance of Evaluation

Evaluation refers to the process of gathering information for the purpose of determining whether a program is effective in achieving the stated objectives and anticipated results. Formative evaluation helps in providing sufficient information to teachers for modifying teaching, formulating individual and group remedial program. It also provides feedback to

student as well as teachers. Besides, it enables the teacher to readjust his teaching according to the needs of students. In addition, it gives reinforcement to high achievers.

Summative evaluation helps the teachers to know if students have understood the subject, if they determine achievement. Moreover, it helps in guiding future plans and ensuring that the objectives are met and identifying problems and weaknesses so they can be rectified.

2.7. Textbook Definition

The textbook is one of the most useful tools and the most commonly used by the teachers and also by learners although recent technological innovations have helped teachers to teach in new ways and to reach new goals. Different specialists in the field have given different definitions to this instructional material. Richards and Schmidt (2002, p.550) define the textbook as "a book on specific subjects used as a teaching-learning guide". Oxford Dictionary (2008, p.1530) indicates that it is "a book that teaches of a particular subject use especially in schools and colleges ".In fact, textbook can be referred to as a published book designed particularly to help language learners improving their linguistic and communicative abilities. (Sheldon, 1987). Besides, textbooks are designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students (Mares, 2003) and foster effective and quick learning of the language (Cunningsworth, 1995). Textbooks play an essential role in ELT classroom all over the world. (Dendrinis, 1992; Lee, 1997; Williams, 1983).

2.8. Advantages of Textbook

According to Sheldon (1988), one advantage of using the textbook in language classroom and program is that the printed textbooks and published materials have more credibility than other materials. Also Hutchinson and Torres (1994) state that the textbooks can help teachers since the

changes introduced gradually and it can create a frame upon which teachers build their own methodology through different activities, readings and explanations. Textbook provides a readily available source of ELT materials for teacher to focus on doing the real work of teaching and not having their energy dispersed by preparation of teaching materials (Edge & Wharton, 1998). The way textbook chapters are designed and structured can provide a blueprint of how lesson can be conducted. (Hutchinson & Torres,1994). Textbook can also serve as a tool to motivate and stimulate language learning. (Allwright,1981 ; Lee,1997; Skierso,1991). Besides, textbook can serve as a reference point for teachers managing their teaching progress and also help to provide focus for teaching (Tomlinson, 2008). One of the major motivations in using textbooks in the ELT environment is that textbook can serve as a good monitor for measuring progress of teaching and learning. Textbook can have a similar function of a map, showing the teaching progress and can provide directions and ideas in how lesson can be delivered (McGrath, 2002 ; O'Neil,1982 ;Ur,1996 ;Tomlinson,2008). Textbooks are effective tools in terms of allowing for carefully planned and systematic presentation of the syllabus of an ELT program and facilitate curriculum change. (Ur, 1996 ; McGrath, 2002).

2.9. Disadvantages of Textbook

Although there are many advantages of using ESL/EFL textbook as stated by many theorists, a number of researchers (Allwright, 1981; Harwood, 2005; Swales, 1980), highlight the disadvantages regarding the use of textbooks. At one extreme, the wide use of textbooks can be seen as educational failure (Swales 1980). No textbook can effectively address individual learning styles, differences of learners and the requirement of every classroom setting (Tomlinson,2003 ;Ur,1996 ;Williams,1983). At its worse, the teachers may become totally reliant on the textbook and not spend time preparing their lessons. (Ur,1996 Tomlinson,2008). This

would ultimately lead to an adverse situation in which the teacher teaches the book rather than teaching the language itself (McGrath, 2002 ;Reynolds, 1974). Allwright (1981) argues that textbooks, in some situations, may affect learners' involvement in the language acquisition process. He suggests that pre-packaged textbooks are inadequate to sufficiently cater for the complex dynamics of the process of language acquisition.

The structure of textbook may inhibit creativity and imagination during the learning and teaching process (Ur, 1996). Teachers may even be led to believe that the activities and tasks of textbooks are always superior to their own ideas (McGrath ,2002). Moreover, learners may dislike the topics covered by the textbook and this may lead to association with boredom in English lessons. (Lee, 1997; Ur,1996). After all, language learning should be interactive and should not be limited to the structure imposed by the textbook (Tomlinson, 2010). No matter how pedagogically sound the textbook is, learners will quickly lose interest if they find the materials not interesting (Cunningsworth, 1995). Tomlinson (2010) points out that a big potential disadvantage of using textbook is that only a minority of textbook writers have actually applied language acquisition principles when writing the materials (Reynolds, 1974; Tomlinson, 2010).

2.10. The Importance of the Textbook in EFL Classroom

There are many important materials used in EFL and ESL classrooms and programs. Among these materials textbooks are of utmost importance. In fact, they are the most essential component of English language teaching. Their importance is so extensive that it is almost a universal element in ELT teaching and it is crucial to any ELT program. (Hutchinson &Torres, 1994; Litz, 2005; Sheldon,1988). Research has suggested that it is extremely common to see ELT professionals incorporating the use of textbooks for daily teaching purposes and very few of them would not use published ELT materials at some stage of their career (Byrd, 2001;

Cunningsworth, 1984; Harmer, 1991; Litz , 2005; McDonough & Shaw, 1993). Even though the importance of using textbooks in ELT has been justified by many different researchers, opinions on whether textbooks can actually help or hinder the teaching and learning process seem to be polarized.

2.11. Type of Textbook Evaluation

Scholars in textbook evaluation, such as Sheldon (1988) state that evaluation checklists should cover some criteria related to characteristics of textbooks such as layout, organization, methodology, aims and the degree to which a set of materials is not only teachable, but also fits to the needs of the teachers' approaches as well as the organizations of general curriculum.

Besides, textbook evaluations should include criteria related to gender and cultural components and the extent to which the linguistic items, subjects, content, and topics accord with students' personalities, backgrounds, needs and interests as well as those of the teacher and/or institution. Ellis (1997) distinguishes three types of evaluation, namely predictive or pre-use evaluation, in-use evaluation and retrospective evaluation.

2.11.1. Predictive Evaluation

A predictive evaluation is designed to examine the future or potential performance of a textbook and to make a decision regarding what materials to use. Teachers who are required to carry out a predictive evaluation determine which materials are best suited to their purposes.

2.11.2. In-Use Evaluation

The in-use evaluation is designed to examine materials that are currently being used. It can help to examine the suitability of the textbooks while using them or by observing how they are actually being used.

2.11.3. Post-Use Evaluation

Once the materials have been used, further evaluation may be conducted to find out whether the materials have worked out for them. This type of evaluation is called retrospective or post-use evaluation. All of these types of evaluation help teachers make appropriate judgement concerning the effectiveness of their teaching including the materials they used.

2.12. Approaches to Textbook Evaluation

The textbook evaluation can be conducted in following three forms:

2.12.1. Impressionistic VS In-Depth Evaluation

According to Cunningsworth (1995), textbook evaluation is approached in an impressionistic way when a general overview of its possibilities, strengths and weaknesses is operated. However, when the evaluators penetrate into the textbook's approach and how specific items are dealt with in relation to the learners' needs and syllabus requirements, then it means that an in- depth evaluation is taking place.

2.12.2. Potential VS for Suitability Evaluation

When there is no predetermined use in mind in terms of what situations the textbook can be used in, then it is evaluation for potential. However, when evaluation is carried out on the basis of a set of criteria, then it is evaluation for suitability. Cunningsworth, 1995).

2.12.3. Predictive VS Retrospective Evaluation

Predictive evaluation aims at enabling the evaluators to make decisions as to what materials are to be used in terms of their suitability to the objectives. The teachers can either rely on evaluations conducted by experts, or carry out their personal evaluations using several checklists and guidelines as helping tools. Retrospective evaluation occurs after the textbook has been used to diagnose its weaknesses and strengths, to what extent it has been successful in achieving the

predetermined objectives, and to what degree it needs renewal and/ or modification.

(Cunningsworth, 1995; Ellis,1997).

Conclusion

In this chapter we discussed the Algerian educational system and the textbook. Since Algeria took its independence, the Algerian educational system shifted from one approach to another till it stabilized on the Competency Based Approach. Thus it established the official textbook entitled “NEW PROSPECTS”.

Chapter three: An Evaluation of Grammar Tasks

Introduction

Three data collection methods were used in order to verify the effectiveness of the Algerian third year secondary school textbook "New Prospects" in presenting the grammar learning tasks and investigate the teachers' perceptions about the relevance of this teaching material. The three data collection methods are: a textbook evaluation which will assess the teaching of grammar in the Algerian secondary school. Then a questionnaire was conducted for third year secondary school students to see if the students view the textbook as sufficient material to learn and practice grammar. Another questionnaire of 18 questions was designed for secondary school teachers with the aim of determining the teachers' perceptions and views on the textbook's effectiveness in terms of grammar in the Algerian curriculum.

3.1. Textbook Evaluation

3.1.1. General Information about the Textbook

- Name of the textbook: "New Prospects".
- Intended learners' level: Third year secondary school.
- Authors: S.A. ARAB.
B. RICHE.
M. BENSEMMANE.
- Publisher: The National Authority for School Publications.
- Year / place of publication: 2007/Algeria.
- Number of pages : 270.

3.1.2. "New Prospects" Design

"New Prospects" is the official textbook designed by the Ministry of National Education to teach English to third year students in the Algerian secondary schools. The aim of the textbook in general is to reinforce the learners' three core competencies: interpreting, interacting and producing by adopting the competency-based approach to language teaching.

This textbook consists of six units which follows the same organisation and structure. Each single unit deals with a specific topic suggested by the curriculum designers. It contains four main sequences. The six units and their themes are presented in table 1 as follows:

The Units	The Themes
Exploring the past	Ancient civilization
Ill gotten gains never prosper	Ethics in business: Fighting Fraud and Corruption
Schools: different and alike	Education in the world: comparing educational systems
Safety first	Advertising , consumers and safety
It's a Giant leap for Mankind	Astronomy and the solar system
We are family!	Feelings ,emotions, humour and related topics

Table01: Themes and Units' Organization of New Prospects (Curriculum of English 3AS, 2007, p.137)

The units' structure are as follows:

- Presentation of the project outcome
- Two parts: Each part contains two sequences divided into rubrics.

- Take a break (a relax section for students)
 - Research and report (section in which students work individually or in groups to check whether they have achieved the designed objectives)
 - Project outcome
 - Assessment
 - Time for...
- Part One : contains two sequences :
1. Listen and consider
 2. Read and consider

These sequences contains the following rubrics:

- ✓ Language outcomes (to state linguistic objectives)
- ✓ Getting started
- ✓ Let's hear it (for the **Listen-and-consider** section)
- ✓ Taking a closer look (for the **Read-and-consider** section)
- ✓ Around the text (comprises grammar and vocabulary tasks through grammar explorers and vocabulary explorers.)
- ✓ Pronunciation and spelling
- ✓ Think, pair, share

➤ Part Two :also contains two sequences :

- 1- Listening and speaking
- 2- Reading and writing

These sequences contains the following rubrics:

- ✓ Skills and strategies outcomes
- ✓ Before listening or before reading
- ✓ As you listen or as you read
- ✓ After listening or after reading
- ✓ Say it in writing or writing development

This part ends with a project outcome which is presented at the beginning of each unit. (English Siminar, 2007).

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

- a. Listening scripts
- b. Grammar reference
- c. Resources portfolio

3.1.3. Textbook Evaluation

To detect strengths and weaknesses of the third year secondary school course book "New Prospects» and whether it is effective in presenting the grammatical structures, this research provides the following checklist from the theoretical framework and from the checklists adopted from Cunnigsworth(1995)

- 1- Is grammar taught in real-life contexts?
- 2- Are the examples interesting?
- 3- Are there contextualized examples of grammatical structures?
- 4- Is the grammatical structures in the textbook explained in the students' mother tongue or in the language they are learning?
- 5- Are the newly introduced items related to and contrasted with items already familiar to the learners?

- 6- Do the grammar items included in the textbook correspond to the linguistic needs of the learners?
- 7- Is grammar taught explicitly?
- 8- Is grammar taught implicitly?
- 9- Is grammar taught inductively?
- 10- Is grammar taught deductively?
- 11- Are the grammatical points repeated and reinforced in subsequent lessons?
- 12- Do the grammatical points receive sufficient practice through exercises and activities?
- 13- What grammar items are included?
- 14- How balanced is the treatment of form and use?
- 15- Do the presentation and practice activities include the integration of skills in a realistic context?
- 16- Are the new grammatical points presented in a meaningful context to facilitate comprehension?
- 17- Are the explanations easy to understand?
- 18- Are there enough examples accompanying the explanations?
- 19- Are the grammar rules presented in a logical manner and in an increasing order of difficulty?
- 20- Is there an emphasis on language form?
- 21- Which approach is used to teach grammar ?
- 22- Do large classes affect the students' participation?

Before dealing with grammatical criterion it is obligatory to provide some information about the textbook.

3.1.4. The Place of Grammar in the Textbook

In the "New Prospects" textbook learners are subjected to several language forms with the aim of knowing how to use English language. As mentioned earlier, there are six units in the textbook. ". It combines topics that are related to science and technology, and others related to language and humanities. Besides, introducing any particular grammatical point relies on listening or reading a passage. From this, we can say that grammar is emphasized in this textbook. Additionally, throughout the grammar reference rubrics learners can review grammar structures on their own. Moreover, it is noteworthy that within the same units the grammatical points are repeated. Furthermore, grammar is taught inductively, meaning that the students discover the rules themselves. In fact, there is no agreement on the appropriate method of teaching grammar.

3.1.5. Evaluating the Grammatical Component

Each one of the six units of "New Prospects" textbook is organized around one theme and within the same organizational structures. Thus the evaluation will focus on one of the units which is the first unit entitled "Exploring the past" and its theme is "Ancient Civilization".

The first thing to notice when evaluating the textbook is that each section has its own objectives that learners should reach by the end. Those objectives are mentioned in the rubrics that are called "language outcomes". For example the section understudy includes the following objectives:

Language outcomes

- Informing: asking and answering questions with ago...
- Use of articles
- Narrating: using had to, used to, was able to and past simple of be
- Using dependent prepositions: adj + prep and vb + prep
- Pronouncing was/were/ wasn't/ weren't in connected speech
- Giving a talk about changes in lifestyles

Figure 01 :An Example of Language Outcome. (New Prospects, p.15)

Grammar in "New Prospects" textbook is taught using the inductive approach so, the learners are supposed to deduce the rules and apply them on their own.

The grammar items that are included in unit one "Exploring the past" are as follows:

Themes	Functions	Grammar
Ancient Civilization	<ul style="list-style-type: none"> - informing - narrating - expressing cession - comparing 	<ul style="list-style-type: none"> - past simple of be questions with ago - past perfect with when, as soon as, until, after... - Use of articles - used to -had to -was/were able to - though, although, in spite of the fact that, despite the fact that - the comparatives and superlatives of quantifiers: much/more/the most, little/less/the least, etc. - articles: use+ omission before abstract nouns - well+ past participle E.g. well-preserved

Table 02: A Sample of Grammar Lessons Presented in the Textbook.

(English Textbook (3AS), 2007, p.8)

When evaluating the grammar rubrics in the first unit of the textbook we found the following results:

In “Language Outcome” rubrics (Figure 01) we find that “Asking questions and answering theme with ago” is mentioned as an objective that the students should master by the end of the sequence. However, by analyzing the following figure (Figure 02) we notice that this objective is not well presented in the textbook. Figure 02 illustrates the section “Let’s hear it” pp. 16-17, which contains activities for this purpose but what we can notice is that the five activities are not enough at all. “Asking and answering questions with ago” is mentioned in the first activity and in the fifth one in only one sentence. In addition, there is no rule or tip to follow, so the teacher is forced to make one for the student to memorize. Finally, it is noteworthy that the 5 activities are related to the theme of the unit and not to the real-life communication situation of the students.

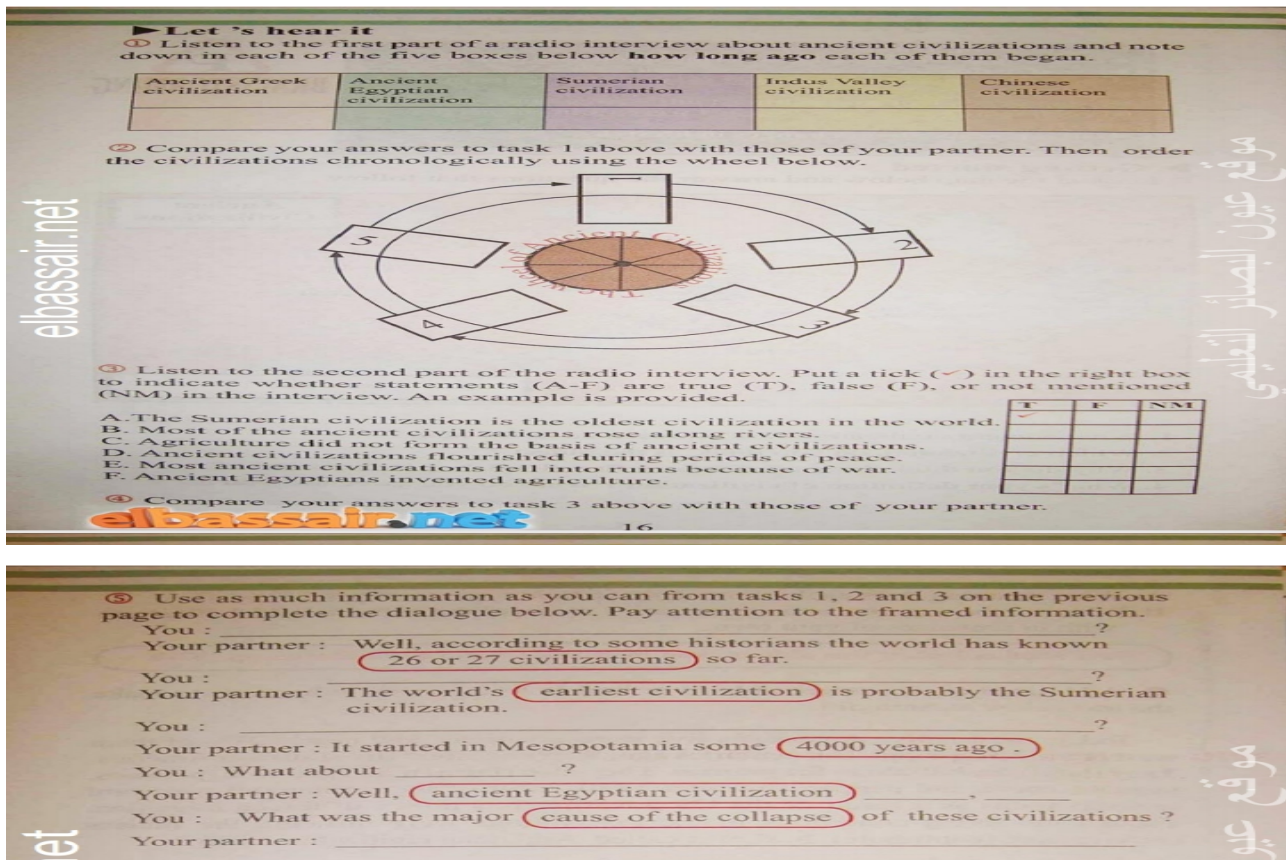


Figure 02: An example of Let’s hear it. (New Prospects, 16-17)

In section “Around the text” (**Figure 03**) there are two grammar explorer, we find an activity on the use of articles which is not enough for students to practice. Thus, it will confuse the students and force the teachers to invent other activities to meet the unfulfilled needs of students . We also notice that there is no rule. Instead, we find that students are asked to see Grammar Reference, pp. 211-212. Making students turn pages, go and back, is not practical, it will distract their attention. Still, in grammar explorer two p17 (**Figure 03**) students are asked to read the sentences 1, 2 and 3 and answer questions A, B. We notice that there is no rule. Yet they are asked to illustrate with a sentence of their own. It is illogical to make them give examples without enough explanations. Also at the end of the activity, students are asked to have another look at ‘was able to’ and ‘had to’ in SE2 Grammar References, pp. 197-8”. It is not possible to send students to other references in the previous textbook to find theoretical information and additional examples. The problem is that students will not be carrying previous textbooks to school, so the reference will not be readily available to them.

Around the text

Grammar Explorer I: Revision

Transition
Fill in each of the blanks in the text below with a zero article, a definite, or an indefinite article. Then explain why you have used each of them.

For me ___(1) civilization is synonymous with ___(2) refinement, ___(3) refinement in ___(4) architecture, in ___(5) law, and in ___(6) life styles. ___(7) culture and ___(8) literature of ___(9) society also contribute to ___(10) flourishing of its civilization.

See Grammar Reference, pp.211-212.

Grammar Explorer II: Revision

Consider sentences 1-3 below. Then answer questions A-B on the next page.

1. The Sumerians **had to** import many of the raw materials necessary for civilized life because those were not available in Mesopotamia.
2. They **were able to** control the Euphrates.
3. They **used to** barter their goods.

A. What meaning does each of the items in bold type convey ?
B. What are the negative and interrogative forms of the items in bold ? Illustrate with in sentences of your own.

Have another look at **was able to, had to** in SE2 Grammar Reference, pp.197-8.

● Add **used to, was/were able to or had to** to the verbs in brackets to make the text below meaningful.

Today, most native Americans live in reservations, and nearly 97% of them west of the Mississippi. But centuries ago, their ancestors (live) all over America. They (hunt) the buffalo in the prairies. They also (farm) maize, manioc, potatoes, peanuts, cocoa and pepper. But after 1830, most of them (migrate) westward to reservations as a result of the US government's policy of forced migration. Though the living conditions in the reservations were difficult, the Indians (survive) and (contribute) to what is called American civilization today .

Figure 03: An example of Grammar Explorer. (New Prospects, pp. 17-18)

In **figure 04** we find a tip that contains the rule of dependent prepositions followed by an activity to practice by rewriting the sentences using the dependent preposition. What we can notice is that for a topic that is mentioned in the “Language Outcome” rubric which means it is an objective that students should acquire by the end of the unit; one activity is not enough for that purpose. Also asking student to “see grammar reference pp. 212-215”, is impractical and it is also exhausting for students to read all the details mentioned in the reference without enough practice.

3 Have a look at the tips below. Then rewrite the parts of sentences that follow using the dependent prepositions in red type.

TIPS

Some adjectives and verbs in English are **always** followed by specific prepositions called **dependent prepositions**. There are no specific rules as to which preposition goes with which particular verb or adjective. It takes practice and memorizing to learn to associate verbs and adjectives with suitable prepositions. **E.g.**

A. The Egyptians were good **at** building canals.
 B. Ancient Greeks believed **in** many gods.

1.a. Ancient Egypt consisted mainly	on,	1.b. the Nile Delta.
2.a. It contributed greatly	of,	2.b. the development of geometry.
3.a. If its people were interested	from,	3.b. geometry, it was basically for practical purposes.
4.a. Ancient Egypt depended a lot	in,	4.b. the Nile River.
5.a. Its waters were used		5.b. drinking and irrigation.
6.a. Many geometry laws were derived		6.b. their attempt to control the waters of the Nile.
7.a. The Ancient Egyptians became so good	at,	7.b. geometry that Greek scientists like Thales went to study geometry in Egypt.
	for,	
	to	

See Grammar Reference pp.212-215.

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Figure 04: An example of grammar Tips. (New Prospects, p 19)

In section “Around the text” we find two grammar explorers. In activity 1 (**Figure05**), students are asked to choose sentences containing the comparatives and superlatives of the quantifiers in the text. Thus, students should have a pre-knowledge of what quantifiers are and information about the forms of comparatives and superlative. Also read the text, which we notice that it takes

a long time for the students to choose from because it is too long. All of these realities are exhausting for both students and teachers. In addition it is a waste of time, one hour of class is insufficient for the teachers to present the lesson and even for the students to understand. Moreover, students are asked to see grammar reference, 216-217, which is inconvenient.

Finally, when we check the reference we find it very long and ambiguous to the point that students will not even read it or understand it.

Around the text

Grammar Explorer I

① Pick out the sentences which contain the comparatives and the superlatives of **quantifiers** in the text above. Write them in the corresponding boxes on the next page.

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Comparatives of		Superlatives of	
superiority		superiority	
equality		inferiority	
inferiority			

② Consider the comparatives and the superlatives in the boxes you have filled in task 1 above and explain how they are formed.

See Grammar Reference, pp.216-217.

Figure05: An example of grammar explorer. (New Prospects, pp. 23-24)

Grammar Explorer Two

In this part we find two activities (Figure06) that ask the student to pick out from the previous text sentences that express concession and time without providing any examples or explanations. The act of turning pages to read the text is a real waste of time and due to the length of the text, students are bored. Also asking students to see grammar reference is impractical. In addition, in activity 4 (Figure06) students are asked to combine pairs of sentences (A-B) with the appropriate conjunctions from the box. This activity is not interesting for the students and not innovative, the same structure of the activity is repeated in all the next 5 units.

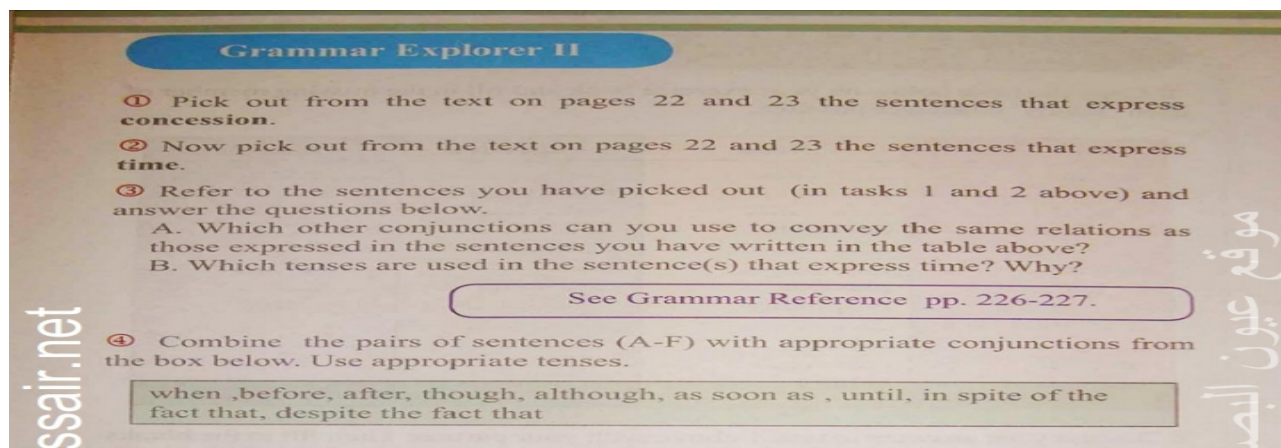


Figure 06: An example of Grammar Explorer. (New Prospects, p 25)

All in all, according to the evaluation of the textbook (unit one) we find that the course book contains many shortcomings and weaknesses.

Grammar is presented in inductive way in which learners discover the rule by themselves through exercise and activities, but it is overloaded to introduce different grammatical structures in the same teaching unit. Having up to three grammar explorer in the first sequence then four pages further another three grammar explorer is very exhausting for students as well as teachers.

Grammar activities such as asking students to read a text, which is very long, and pick out sentences are time wasting and long for both teachers and learners. One hour of class is not enough to finish the lesson, understand, and practice the activity.

Regarding practice, the activities are in relation to units' themes not students real life context. Moreover, students are not interested or motivated by units' themes as a result they are not interested in the activities presented in the course book. Furthermore, the instructions of the activities are repeated in all the six units so that students are bored. One can deduce that these activities are not suitable for this generation.

Instructions such as “have another look..., see grammar reference...” that sends students to previous textbooks to get further information and data are not practical for the reason that pupils do not have them at their disposal. Moreover, some students do not even know that there is grammar reference in the end of the textbook, they rarely take a look at it. Another problem is that the reference is somehow complicated, confusing, and need the teachers’ explanation.

3.2. The Analysis of Students’ Questionnaire

3.2.1. Administration of the Questionnaire

The sample of the questionnaire consists of twenty one third year-learners at Deraa Mohammad Saddek Secondary School. Some learners gave clear answers while others did not answer all the questions.

3.2.2. Description of the Questionnaire

The learners’ questionnaire aims to collect reliable information on learners attitudes, interests and sources of difficulties. It is made up of eighteen (18) questions. Each one of the questions aim to elicit specific information from learners. (21) Questionnaires were distributed and the informants were allowed to answer the suggested questions in regardless of the medium of their choice. To this end, the primary objectives of the learners questionnaire were to collect self-assessment data about:

- * The subjects’ background (age, gender, EFL learning experience and social background)
- *The learners’ affective orientation: motivation and attitudes towards grammar learning and teaching.
- *Their level, their preferences, and namely their awareness of using strategies in learning the grammar of the target language.

* Part of the goals of using this research tool was meant to identify the learners' problems and difficulties in learning grammar.

In this respect, the learner questionnaire consisted of the following headings:

- General Information about the Informants:
- English Learning Objectives & Grammar Learning Objectives: (questions 1, 2& 3)
- Attitude to grammar: (questions 4, & 5)
- The Degree of Learners' Reflection and Awareness of the Objectives of Learning English Grammar: (questions 6)
- Learners' self Evaluation of their Grammar Level: (question 7)
- Grammar Learning Preferences: (questions 8 & 9)
- Attitudes to Teachers Methodology: (question 10)
- Attitudes to Grammatical Terminology: (question 11&12)
- Learning Strategies: (questions 13)
- Learners' Attitudes and Assessment Preferences: (questions 14, 15, &16)
- Factors that Make Grammar Difficulties for Learners (question17)
- Suggestions to Overcome the Identified Grammar Difficulties (question 18)

3.2.3. Presentation and Discussion of Data

It is important to mention that not all the learners have answered the whole questionnaire. Some were not interest and others answered a few questions. In this section, some others did not understand the questions well. The obtained result will be presented and described separately in tabular form for better understand these results.

Question one: Attitude Towards Learning English Language

Attitudes to Learning English	AF	RF
Positive	10	47,6%
Indifferent	4	19,04%
Negative	3	14,28%

Table03: Attitude Towards Learning English Language.

As shown in the table above (47, 6 %) declared positive attitudes towards English, while (3) learners or (14, 28%) seemed to hold negative attitudes towards the target language. The rest four informants have announced being indifferent.

Question Two: Learners Reasons for Learning English

Options	AF	RF
To speak and write English correctly	8	38,09%
To upgrade your level in English	12	57,14%
To prepare yourself four the BAC exam	14	66,7%

Table04: Learners Reasons for Learning.

From the data shown in the table, we notice that (38, 09%) of the students seem to be directing their language learning objectives towards mastering spoken and written English. While 57, 14 % appear to learn the target language to upgrade their level in English. On the other hand 66, 7% learners report being motivated by Baccaulaureate exam.

Question Three: The Usefulness of Grammar Lessons on Achieving Learners' Purpose

Learners' Answer	AF	RF
Number of learners answering "yes"	15	71,42%
Number of learners answering "No"	5	23,80%

Table05: The Usefulness of Grammar Lessons

This question aimed to check learners' attitudes to grammar. According to the results (15) learners answered yes for this question, while just (5) learners answered No.

Question Four: Learners' Overview to Grammar Lesson in Terminal Classes.

Degree of Difficulty of Grammar Lessons	AF	RF
Difficult	0	0%
Easy	5	23.80%
Somehow	16	76.19%

Table06: Learners' Attitudes to Grammar Lessons.

As shown in the table (76,19%) find grammar lessons somehow difficult while (23,80%) of learners consider grammar easy. All learners agree that grammar lessons in 3AS level are not difficult.

Question five: Learners' Opinion about Grammar of English.

Options	AF	RF
Very important	10	47,61%
Important	8	38,09%
Less important	1	4,76%
Not important	2	9,52%

Table07: The Importance of Grammar.

According to the results, the majority of learners think that grammar is very important whereas (38, 09 %) confirm that grammar of English is important. On the other hand, (2) learners assume that grammar is not important, while just (1) learner presume that grammar is less important.

D. Degree of Awareness.**Question Six: What Does Grammar Help You Do?**

Options	AF	RF
To use English fluently	7	33.33%
Have a good level in English	12	57,14%
to speak and write English correctly	12	57,14%
To understand spoken and written English	11	52.3%
To score well in the Baccalaureate examination	15	71,42%

Table08: Learners' Reasons for Learning English.

This question concerns with grammar help for learners. As shown in the table (33,3%) of learners prefer to answer the first suggestion as a reason to what grammar help them to do, while(12) of learners think that grammar help them to have a good level in English (57.14%) see

that grammar assist them to speak and write English. On the other hand (11) of learners consider grammar useful to understand spoken and written English, whereas the majority of learners select the last objective (scoring well in the BAC exam).

E. Self Evaluation

Question Seven: Do You Think Your Level in Grammar is Good?

Proficiency level	AF	RF
The number of students answering "yes"	16	76.19%
the number of students answering "No"	4	19.04%

Table09: Level of Learners.

In answer to this question the majority of learners that is 76, 19 % reported that their level in grammar is good while (4/21) or 19, 04% said that their level in grammar is not good. For further information some learners justified their choice by the good marks they get. From the students' explanation we can deduce that students relate the good level with the good marks regardless of proficiency and fluency.

F. Grammar Learning

Question Eight: Learners Preferences of Grammar Teaching Methods.

Teaching Method	AF	RF
To have examples from you deduce the rule	15	23,8%
To have the rule directly, then examples	5	71,42%

Table10: Teaching Methods.

This question shows learners preferences of grammar teaching methods. More than half of learners (15) or (76, 66 %), show their like to have examples from which they deduce the rule. While only five learners viewed the opposite.

Question Nine: Do You Learn Grammar Rules by Heart?

Learners answer	AF	RF
Number of learners answering “yes”	5	23,80%
Number of learners answering “No”	15	76,6%

Table11: Learning Grammar Rules.

The objective of this question is to investigate whether learners of 3AS memorize grammar rules by heart or not. According to the results in the table (5) learners or (23,80%) answered "yes" while the majority of learners or (76,6%) answered opposite.

G. Attitudes to Teachers' Methodology

Question Ten: Learners Interest in the Grammar Teaching Methodology.

Learners' answer	AF	RF
Number of learners answering “yes”	13	61,9%
Number of learners answering “No”	8	38,09%

Table12: Grammar Teaching Methodology.

This question was asked to find out whether learners are interested in grammar teaching methodology. The results show that about (13) or 61,9 % informants affirmed their interest to teachers' methodology, while (8) of them said "No". The majority of learners justify their positive

answers about their interest in the grammar teaching methodology by the easiness and simplicity of teaching and communicating.

G. Grammatical Terminology

Question Eleven: Do You Find Difficulties in Acquiring the Different Grammatical Terminologies?

Learners' answers	AF	RF
Number of respondents answering "yes"	17	80,95%
Number of respondents answering "No"	4	19.04%

Table13: Difficulties in Acquiring the Different Grammatical Terminology.

This question asks whether learners find difficulties in acquiring the different grammatical Terminologies or not. According to the findings, 17 learners or 80, 95% presume having difficulties in acquiring grammatical Terminology, while only 4 of learners report the contrary. No one answer the section of giving examples.

I. Learning Strategies

Question Twelve: Strategies that Students Use to Learn Grammar.

Strategies	AF	RF
a-work with peers	4	19.04%
b-ask your teacher help or clarification	11	52.38%
c-use your own resources to practice grammar.	6	28.57%

d- refer to the grammar reference rubric to consolidate and revise your grammar lessons	6	28.57%
e-pay attention to grammar rules when you speak or write	9	42.85%
f-think about the situation in which you can use the newly learnt grammar structure	7	33.33%

Table14: Learners' Grammar Learning Strategies Use.

This question aimed at diagnosing the strategies that learners use to learn grammar. According to the findings, a considerable number of 11 learners or 52, 38% probed for asking the teachers' help, whereas 19.04% of the learners seemed probed for using their own resources to practice grammar. The remaining six learners admitted using the grammar references rubric to consolidate their grammar learning. On the other hand, 9 learners or 42, 8% reported paying attention to grammar rules when speaking, and writing while the remaining learners or 33;33% think about the situation in which they can use the newly learnt grammar.

J. Learners Attitudes to Teachers Assessment

Question Thirteen: How do You Find the Grammar Activities Proposed by Your Teacher?

Attitudes to Teacher s Assessment Procedure	AF	RF
Interesting	7	33,33%
Helpful	13	61,9%
Boring	10	47,14%

Table 15: Learners' Attitudes to their Teacher's Assessment Procedure.

The results show that 33.33% of learners find that grammar activities proposed by their teachers are interesting for them while 13 of learners or 61.9% reported that what the teacher proposed as

grammar activities was helpful for them. By contrast, 47.14% notice that grammar activities are boring.

Question Fourteen: Do the Proposed Activities Help you Acquire Grammar Easily?

Learners' Answers	AF	RF
Number of respondents answering "yes"	15	71,42%
Number of respondents answering "No"	5	23,80%

Table 16: Activities and Acquiring Grammar.

This question investigates whether the proposed activities by teacher help learners acquire grammar easily (15) of learners voted "yes", while (23, 80%) said "No".

Question Fifteen: Teachers' Activities Inside and Outside the Classroom.

Learners' Answers	AF	RF
Number of learners answering "yes"	18	85,71%
Number of learners answering "No"	2	9,52%

Table17: Extra Activities in Grammar.

The results in the table below show that the majority of learners announced that teachers gave them extra activities inside or outside the classroom. Only (2) learners answered the opposite.

K. Factors that Make Grammar Difficult for Learners.

Question Sixteen: Learners' Main Sources of Grammar Difficulties.

Reasons for grammar difficulties:	AF	RF
Uninteresting grammatical lessons	5	23,80%
Insufficient practice in the classroom	4	19,04%
Lack of cooperation in the classroom	11	47,61%
Unclear instruction	6	28,57%
The inability to use grammar in speech and in writing	3	14,28%

Table18: Main Reasons for Learners' Difficulties in Grammar.

This question aims at shedding light on learners' reflections on their own learning process and identifying the major causes of their grammar learning difficulties. As shown in the table (23.80%) of learners think that the difficulties of grammar are related to uninteresting grammatical lessons while (47, 61%) of the learners link their difficulties to the lack of cooperation in the classroom. On the other hand 19, 04% of learners report that their difficulties are due to insufficient practice in the classroom. 28, 57% announce that grammar difficulties are related to the unclear instruction. The result for the last proposed causes of difficulties are similar 14, 28% of the learners in each case interpret their inability to use grammar to speak and write.

Question Seventeen: the Effect of Grammar Lesson on Learners' Level.

Learners' answer	AF	RF
Number of respondents answering "yes"	15	71,42%
Number of respondents answering "No"	5	23,08%

Table19: the Effect of Grammar Lessons

According to the results obtained, the majority of the learners or 71, 42% seem to hold positive views toward the effectiveness of previous grammar lessons on their current level while 23, 08%

of the learners vote “No”. Some of them suggest that previous lessons affect their level because they help them speak and write English correctly whereas others say that it improve their writing ability.

Question Eighteen: Do You Think Previous Grammar Lessons Have an Effect on Your Current Level?

This question aimed to uncover learners’ own perspectives about what suggestions might work best for them to overcome the areas of difficulties of grammar with regard to the findings proportion. The pupils’ suggestions were stressing the use of social and affective strategies, teachers’ methodology and consideration of practice inside the classroom. Two of the informants linked their suggestions to motivation and thus, proposed raising interest during grammar lessons and creating a warm learning atmosphere inside the classroom, capable of enhancing learning. With regard to the Learners’ previous attitudes to grammatical structures (the difficulty of the structure in question) and to the idea of recycling grammatical structures along the units, some learners showed their concern about the long grammar program. Thus, they proposed slimming down the grammar syllabus. Other respondents invited learners to invest more efforts in learning and acquiring grammar. A number of learners pointed to the necessity of varying the resources for practicing grammar to boost learners’ motivation. As expected, many learners stressed the necessity of receiving cooperation from their classmates while working in group. A couple of respondents pinpointed to the use of self-access English materials (use additional textbooks and CD ROMs without the teacher’s intervention). As previously argued, many other informants drew the researchers’ attention to necessity of finding an efficient way to learn grammar without difficulties. As regards the assessment procedure, a great deal of learners have urged their teacher to increase practice inside and outside the classroom to consolidate the studied structures, avoid

sticking to the text-book activities and give importance to remedial sessions to overcome pupils' weaknesses. Some weak learners appeared to give due attention to the use of the mother tongue while explaining, especially for unclear instructions.

According to the results, most learners seem to hold positive attitudes towards the English language and its grammar Only to use it in BAC exam. Also the majority of learners affirm that grammar lessons help them score well in BAC exam. Thus, their objective from grammar lessons is to get good marks in BAC exam regardless their level of proficiency and fluency. They are interested only in grammar lessons that are mentioned in BAC exam while they do not give any importance to lessons which will not be included in such exam. It has similarly been acknowledged that learners rely a lot on their teachers to help them understand grammar lessons, they do not have any idea about the references that are mentioned in the end of the book. As we notice, many learners did not answer the proposed suggestions.

3.3. The Analysis of Teachers' Questionnaire

3.3.1. The Administration of the Questionnaire

The sample of the questionnaire consists of eight (08) teachers chosen at random from three schools in Jijel: one at Harrathen, one at Jijel, one at Ouled Yahia . All of the teachers who responded to the questionnaire taught third-year secondary school students. They were all given a period of an hour or two to answer the questions. The teachers who answered the questions were both novice and experienced because we believed that asking them both could add data and interesting remarks to the topic being studied.

3.3.2. Description of the Questionnaire

The purpose of this questionnaire is to examine the effectiveness of the third year secondary school textbook “New Prospects” in presenting the grammatical components. The questionnaire consists of seventeen (18) questions. The questions are a mixture of both closed-ended questions which teachers are asked to answer with "Yes" or "No" or check from the suggested choices, and open-ended questions where teachers are required to suggest remarks when necessary.

3.3.3. Presentation and Discussion of Data

It is important to mention that not all the secondary school teachers answered the questionnaire. We intended distribute more than twenty (20) questionnaires but we could distribute just eight (08) due to the closure of schools because of Corona pandemic.

In this section the obtained findings will be presented separately in tabular form in order to give a clear idea about the scores we have collected, followed by a full description and analysis of the results. The results are determined as the number of teachers (NT) and as percentage of each number (%). It should also be noted that some teachers checked more than one choice.

A. Pedagogical Objectives

Q1- What is the Objective of Teaching English According to You?

Objectives of Teaching English	NT	%
Improve their proficiency in English.	4	50%
Enhance their level of English.	1	12,5%
Prepare pupils for the BAC exam.	7	87,5%

Table20: Objectives of Teaching English to 3AS Classes

The obtained results show that the majority of teachers (05) representing 83% consider that the objective of teaching English is to prepare pupils for the BAC exam. While three (03) teachers representing 50% mentioned that their goal is to improve pupils English proficiency. One teacher believed that the aim of teaching English is to enhance the pupils level. Thus we can notice that the majority of teachers have made the preparation of students to take the baccalaureate exam as their own objective, whatever their level or their skills.

Q2- What Do You Consider When Teaching Grammar to 3AS Classes?

Objectives of Teaching Grammar to 3AS	NT	%
Achieved a level of proficiency in English either in speaking or writing.	2	25%
Prepare pupils for the Bacculaureate exam.	7	87,5%
Provide them with the necessary grammatical knowledge appropriate for their level.	4	50%

Table21: Objectives of Teaching Grammar to 3AS

This question aims to explore teachers' views on teaching grammar to 3AS students. The majority of teachers (05); or 83.33% share the same objective which is to prepare students for the BAC. On the other hand, three (03) other teachers representing 50% indicate that their objective of teaching grammar is to provide students with the necessary grammatical knowledge to their level of proficiency. Only two informants, 33.3%, associate the teaching of grammar with a level of proficiency in oral or written English. Based on the results, we can assume that the majority of secondary school teachers regard the BAC exam as a very important stage to pass, as a result, they put all their efforts into preparing their students to achieve good grades in this exam, regardless the other mentioned purposes.

B. Attitude to Grammar**Q3- How Would You Define Grammar?**

Definition of Grammar	NT	%
A set of rules that govern language.	4	50%
The way words are combined to make correct sentences.	3	37,5%
The rules that govern the way we speak.	2	25%

Table22: Definition of Grammar

The aim of this question is to know how teachers define grammar. According to the obtained results that are mentioned in the following table, seven (07) teachers representing 87,5% of informants define grammar as the way words are combined to form correct sentences. Four (04) teachers consider grammar as the rules that govern the way we speak. While only two teachers consider grammar as a set of rules that govern the language. Surprisingly, according to the results, only 50% of teachers are aware of the real goal of teaching grammar, which is to achieve a level of oral or written competence.

Q4- What Makes Grammar Important for You?

The Importance of Grammar	NT	%
Reinforcement of language proficiency.	5	62,5%
Aid to learning.	3	37,5%
A support to the other language skills.	2	25%
It is part of the curriculum/ syllabus.	3	37,5%

Table23: The Importance of Grammar

This question examines teachers' attitudes to the main reasons that make grammar teaching and learning important. The results show that the majority of informants (05) that is 62,5% regard that grammar is a reinforcement of the mastery of the language. The same number of teachers (03) that is 37.5% consider grammar to be important as a learning aid and as part of the curriculum/ syllabus. Surprisingly, only 2 informants or 25% consider grammar as a support to other language skills.

C. Assessment of 3AS Learners Level in Grammar

Q5- How Well is 3AS Pupils' Grammar Performance?

3AS pupils' Grammar Performance	NT	%
Good	1	12,5%
Average	8	100%
Poor	0	0%

Table24: 3AS Pupils' Grammar Performance

This question examines teachers' views on grammar mastery and students' performance. Surprisingly, only one teacher said that the level of grammar mastery was good (she checked both good and average), while the majority of teachers (08), or 100%, said the level of their students was average. Therefore, no teacher (0%) chooses poor.

D. Grammar Learning Difficulties

Q6- What Type of Difficulties Have You Faced when Teaching Grammar?

Type of Difficulties when Teaching Grammar	NT	%
Low language proficiency.	4	50%
Demotivated learners.	4	50%
Negative attitudes towards English.	3	37,5%
Large-mixed ability classes.	5	62,5%
Lack of teaching materials.	4	50%

Table25: Type of Difficulties when Teaching Grammar

The majority of teachers (05), 62, 5% said that the main difficulty is large-mixed ability classes, while the same number of teachers (04), 30% agreed on three difficulties encountered in the process of teaching grammar namely, poor language skills, motivated learners, and lack of teaching materials. Three (03) of the informants or 37, 5% said that their grammar problem was related to the students' negative attitudes toward English.

Q7- Difficulties for Students when Completing Grammar Tasks

Pupils Difficulties	NT	%
Grammatical accuracy.	4	50%
Lack of relating meaning and structures.	3	37,5%
Inability to use their knowledge of grammar to communicate.	8	100%

Table26: Pupils Difficulties

This question aims to identify the difficulties of the learners when performing the tasks. The results show that the vast majority of informants (08) or 100% report that the main grammatical difficulty of their students is the inability to use their grammatical knowledge to communicate.

Some teachers check more than one answer. Therefore, four (04) of the same informants state that their learners have problems with grammatical accuracy while three grammar difficulties are linked to the lack of meaning and structure. It can be inferred that the teachers are aware of the problem under study.

Q8- Why 3AS are Weak in Grammar?

3AS Pupils' Weaknesses in Grammar	NT	%
Complexity of grammatical structures.	3	37,5%
Complexity of grammatical terminologies.	0	0%
Insufficient teaching time for classroom practice.	6	75%
Pupils' own demotivation and negative attitudes.	5	62,5%

Table27: 3AS Pupils' Weaknesses in Grammar.

This question examines teachers' awareness of the reasons for their learners' sources of difficulties. The results show that the majority of teachers (06) or 75% link learners' weaknesses in grammar to insufficient teaching time for classroom practice. The second significant proportion include 5 teachers or 62.5% believe that learners' difficulties are due to their own demotivation and negative attitudes. Three (03) teachers or 37, 5% report that the complexity of grammatical structures is at the origin of most of the learners' difficulties. Surprisingly, none of the informants report that the complexity of grammatical terminologies cause grammar difficulties.

E. Methodology**Q9- What Do You Rely on in Preparing Your Grammar Lessons?**

Preparing Grammar Lessons	NT	%
On the textbook.	7	87,5%
On your personal knowledge.	4	50%
On other resources.	7	87,5%

Table28: Preparing Grammar Lessons

This question invites teachers to report the different teaching aids they use in class. According to the results an equal number of teachers (07) or a ratio of 87, 5% choose both textbook and other sources. While four (04) teachers or 50% rely on their personal knowledge to prepare grammar lessons. Overall, we notice that the majority of teachers are not restricted to textbook material. They try to adapt new materials using their personal knowledge.

Q10- Do You Present the Grammatical Structures in?

Explaining the Grammatical Structures	NT	%
In the target language.	7	87,5%
In the pupils' mother tongue.	4	50%
In a combination of the two.	7	87,5%

Table29: Explaining the Grammatical Structures

The aim of this question is to study how teachers explain grammatical structures. The results show that the majority of teachers (05) or 62, 5% explained grammatical structures in the target language while four (04) of the informants or 50% said that they use a combination of the mother tongue and target language. Only one teacher confirmed using only pupils' mother tongue to explain grammar lessons. In the light of these results, teachers seem to be aware that their

students need the interference of their mother tongue and the target language for better understanding.

F. Attitude to Pupils' Needs

Q11- When Presenting the Use of Grammatical Structures, Do You Introduce?

Ways of Introducing the Uses of Grammatical Structures	NT	%
The uses mentioned in the textbook or syllabus only.	1	12,5
The different uses of the structure.	5	62,5
The number of introduced.	4	50%

Table30: Ways of Introducing the Uses of Grammatical Structures

This question aimed to see whether teachers took into account their pupils' needs when teaching. Surprisingly, the majority of the informants (05) or 62, 5% declared using the different uses of the structure whereas, four (04) of the informants or 50% said that it is depended on the complexity of the grammatical structure. Only one of the informants indicated that he/she only explained the uses mentioned in textbook or syllabus. We see that the majority of teachers do not take into account the needs of their pupils.

Q12- Do You Use any Form of Adaptation with the Proposed Grammar Activities?

Using Adaptation with Grammar Activities	NT	%
YES	6	75%
NO	2	25%

Table31: Using Adaptation with Grammar Activities.

This question aims to test teachers' consideration of pupils' needs by adapting new tasks and activities in addition to those proposed in the textbook. Surprisingly, the majority of teachers, a

ratio of 75% answer yes, with the exception of two teachers. The teachers who say yes suggested some examples like:

- they change the whole activity, the instructions, and add more.
- prepare documents with images to know the language structure taught.
- add more practice; re-use grammar games like crosswords and puzzles.

This question highlights the weaknesses of textbook activities. Teachers are aware that these activities do not meet the needs of their learners.

G. Grammar Strategy Instruction

Q13- Do you Introduce Additional Strategies to Help Pupils in Grammar Difficulties?

Introducing Additional Strategies	NT	%
YES	7	85,5%
NO	1	12,5%

Table32: Introducing additional strategies

The aim of this question is to determine whether teachers use additional strategies that may help pupils overcome their difficulties. The results show that the majority of teachers, 85, 5% agreed to use additional strategies, except for one teacher who reported the opposite (she did not use), i.e. she is limited to the textbook. When asking them about those strategies we find that the teachers mentioned techniques like using pictures, videos, stories, using analogy, brain storming, peer assessment, classroom activities and homework. Thus, we can infer that most teachers do not differentiate between strategies and techniques.

Q14- Do you Collaborate on Grammar Tasks With Your Students?

Types of Collaboration with Students	NT	%
Encouraging them to learn grammar in context	7	85,5%
Encouraging them to learn grammar rules through brainstorming.	5	62,5%
Encouraging them to ask your help with language difficulties.	5	62,5%
Ask them to prepare grammar lessons in advance.	2	25%
Provide them with interesting texts and situations.	7	85,5%
Provide conferencing to poor learners.	3	37,5%
Give examples to reinforce the new structure.	8	100%

Table33: Types of Collaboration with Students

The question investigates if teachers collaborate with students on grammar tasks. It also suggests seven (07) strategies to find the kind of strategies they use to help students. As expected, all teachers checked yes with no exceptions. In addition, all teachers agreed to give examples to reinforce the new structure. Seven (07) teachers or 87.5% said that they encourage students to learn grammar in context. The same number of teachers reported also that they provide students with interesting texts and situations. The number of teachers who chose encouraging students to learn grammar rules through brainstorming and that of those who chose encouraging them to ask for help with language difficulties is the same (5 teachers). Three (03) teachers chose to lecture poor students while two (02) teachers indicated that they ask students to prepare grammar lessons in advance.

Q15- What Type Grammar Learning Strategies Have you Observed in Your Learners?

Grammar Strategies that Learners Use	NT	%
Rote learning of grammar rules.	3	37,5%
Identification of grammar rules from reading passages.	4	50%
The use of grammatical charts.	3	37,5%
A lot of practice.	2	25%
Using reference books.	4	50%
Asking the teacher for further information and clarification.	6	75%
Cooperation with peers.	6	75%

Table34: Grammar Strategies that Learners Use.

This question tended to determine which learning strategies learners use according to teachers' observation. According to the results, the majority of teachers said that their students asked them for more information, in addition to cooperating with their peers. Similarly, the number of teachers who reported that students use both the identification of grammar reading passages and the use of reference books was the same (04 teachers). Three (03) teachers chose both the use of grammatical charts and the rote learning of grammar rules. The minority of two- teacher minority of 25% said that their learners use a lot of practice as a learning strategy.

Q16- How do you decide what areas of grammar pupils need to work on?

Decide on the assessment procedure	NT	%
Use a diagnostic test.	8	100%
Follow the plan in the course book.	1	12,5%
Use some other ways of deciding.	2	25%

Table35: Decide on the assessment procedure

This question attempts to investigate how teachers decide on their assessment procedure. This question presents three (03) possibilities to choose from and teachers have the right to tick more than one. According to the results all teachers agree on the use of a diagnostic test. Two (02) teachers also choose to use other decision modes. Surprisingly, only one teacher uses the plan in the course book to decide what to work on. It can be inferred that the textbook assessment plan does not help teachers. So, they use other assessment methods.

Q17- What Kind of Practice and Assessment is Your Grammar Teaching Based on?

The Basis of Grammar Teaching Assessment	NT	%
Form based tasks.	2	25%
Affective tasks.	1	12,5%
Language use tasks.	3	37,5%
All the three kinds.	4	50%

Table36: The basis of Grammar Teaching Assessment

The aim of this question was to find out what type of assessment teachers base their grammar teaching on. The majority of informants confirmed that they used all the three types of tasks (form based, effective, and language-using tasks). Three informants chose to use language tasks (37, 5%), while two (02) teachers said that they use form-based tasks. Only one teacher reported using effective tasks.

Q 18- Suggestions to Improve Learners' Grammar in the Textbook?

This question gives teachers the opportunity to come up with solutions to overcome weaknesses in grammar teaching and learning that the textbook does not address. Teachers are the most valuable source of suggestions regarding the textbook and the learner's needs because they are in

direct contact with both of them. All the teachers have mentioned different suggestions and remarks regarding the weaknesses of the textbook to meet the needs and problems of the students. The majority of teachers' remarks are directed to the syllabus designers to modify the textbook to overcome a huge amount of learners and learning problems. Some comments and suggestions are as follows:

- Make changes to the text book. It should include motivating content to push learners and encourage them. More colours and vivid topics are needed.
- One teacher say that he/she is not able to handle a set of tasks relating grammar to context due to time constraint and overloaded programs.
- The use of grammatical charts provides students with interesting texts and situations and encourages students to learn grammar in context.
- Some teachers suggest more practice of language structures, especially contextual practice, and improving students' reading.
- Teaching grammar through movies would be beneficial.
- One teacher made a very interesting remark, saying that there is nothing to add as the learners themselves are not interested or motivated to study languages except a few. Teachers do a lot of things that are wasted. Our educational system is simply a failure.

According to these suggestions, most teachers are not satisfied with the "New Prospects" textbook, and they want to make changes because students are not interested in its topics and the textbook does not meet their needs. We notice that teachers keep repeating the phrase "practice grammar in context". This means that text book does not give the pupils the possibility of

practicing grammar while it restricts it to the themes and texts of each unit. Also, when we discuss the matter with teachers they tell us that the textbook is "old fashioned" its subjects and themes are too old for this generation, so the students are bored especially the first unit "Ancient Civilisation" The students are not interested in these subjects. Moreover, the text book is very long, overloaded, and exhausting for both teachers and learners.

Limitations of the study

Corona Pandemic

One week after we had started distributing the questionnaire the Corona pandemic arrived and schools were closed. As a result, we could neither continue to distribute the questionnaire nor get back the ones we had already distributed. This explains the reduced number of teachers contributing to the research (only eight (08) teachers answered the questionnaire).

Limitations of the questionnaire

Questionnaires have certain limitations. Even though they are widely used as a tool of research, the informants do not always demonstrate their true attitude; nor do they continue their answers with necessary examples or suggestions. It is noteworthy that learners' questionnaire have a lot of faults. It did not give us valuable data that may help us in our work, because students did not demonstrate their true attitude.

Conclusion

In conclusion, the results obtained from the textbook evaluation and the two questionnaires (one for students and the other for teachers) proved that the Algerian third year secondary school textbook "New Prospects" is weak in presenting the grammatical components and does not meet

the learners' needs. Moreover, secondary school teachers claim that the textbook does not give the chance to students to practice grammar in context rather it provide them with grammar related to the themes of the units. These themes neither motivate students to learn nor attract their interest.

Pedagogical Recommendation

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

- The grammatical content would be better if related to students’ social and cultural background (real life context).
- The addition of attractive illustrations and colours can attract the learners’ interests and raise their creativity.
- The inclusion of more activities that help students to use the learned grammatical points.
- Teaching grammar through movies would be beneficial.
- Reduce the textbook content because it is overloaded.
- Change the theme of the units to issues in line with the new generation.
- Developing students’ awareness about the importance of grammar for successful foreign language learning.
- Raise learners’ motivation through introducing grammar in contexts that match their needs, age, gender, and social and cultural backgrounds.
- Syllabus designers should consider students’ attitudes and perceptions when making decisions about how to teach grammar.

- Understanding learners' concerns, needs, and problems would help teachers in planning the lessons and activities and in choosing the necessary supplementary materials.

Finally, this study aims at evaluating if third year secondary school textbook presents the grammatical components effectively or not. However, more studies concerning this issue under other different conditions and circumstances would give other results. This would help improve education in Algeria.

General Conclusion

Since teaching foreign languages entails teaching its grammar, the present study was conducted in order to shed light on the following question: "if third year secondary school textbook "New Prospects" presents the grammatical components effectively or not?"

The present dissertation is composed of three chapters. The first chapter provides some theoretical issues related to grammar teaching and aspects influencing the process while the second chapter deals with the textbook evaluation, and its basic principles. The third chapter deals with the practical part in which we conducted a textbook evaluation of "New Prospects", a questionnaire directed to 3AS learners, and another one for secondary school teachers.

This study hypothesized that if third year secondary school textbook "New Prospects" provides useful content for grammar understanding, then the textbook would be effective. The results of our study reject this hypothesis. In other words, the results showed that the textbook is overloaded and that students are using the book just to have good marks in the BAC exam. Teachers also have problems with the textbook and learners' negative attitude. The study tackles three questions: Are English language teachers satisfied with the textbook's grammatical components?, Are the grammatical components adequately presented in "New Prospects"?, Does the textbook meet the needs of 3AS learners?

The Analysis of the textbook and the two questionnaires prove that English language teachers are not satisfied with the textbook in general and its grammatical components in particular. The grammatical components in the textbook are not well presented because they are presented in context i.e., activities are in relation to units' themes which students are not interested in. Concerning the textbook and learners' needs, the obtained findings show that the textbook neither

raises the learners' motivation or creativity nor gives them the chance to practice grammar in real context except when teachers make efforts to change textbook activities.

All in all, the results of this dissertation shed light on textbook shortcomings as well as the teachers' and learners' problems while using it in teaching/learning process.

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Appendices

Appendix A

Checklist from the theoretical framework and from the checklists adopted from
Cunningsworth(1995)

- 1- Is grammar taught in real-life contexts?
- 2- Are the examples interesting?
- 3- Are there contextualized examples of grammatical structures?
- 4- Is the grammatical structures in the textbook explained in the students' mother tongue or in the language they are learning?
- 5- Are the newly introduced items related to and contrasted with items already familiar to the learners?
- 6- Do the grammar items included in the textbook correspond to the linguistic needs of the learners?
- 7- Is grammar taught explicitly?
- 8- Is grammar taught implicitly?
- 9- Is grammar taught inductively?
- 10- Is grammar taught deductively?
- 11- Are the grammatical points repeated and reinforced in subsequent lessons?
- 12- Do the grammatical points receive sufficient practice through exercises and activities?
- 13- What grammar items are included?
- 14- How balanced is the treatment of form and use?

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15- Do the presentation and practice activities include the integration of skills in a realistic context?

16- Are the new grammatical points presented in a meaningful context to facilitate comprehension?

17- Are the explanations easy to understand?

18- Are there enough examples accompanying the explanations?

19- Are the grammar rules presented in a logical manner and in an increasing order of difficulty?

20- Is there an emphasis on language form?

21- Which approach is used to teach grammar ?

22- Do large classes affect the students' participation?

Appendix B

Examples of Grammar Tasks from New Prospects Textbook

► Let's hear it
 ① Listen to the first part of a radio interview about ancient civilizations and note down in each of the five boxes below **how long ago** each of them began.

Ancient Greek civilization	Ancient Egyptian civilization	Sumerian civilization	Indus Valley civilization	Chinese civilization

② Compare your answers to task 1 above with those of your partner. Then order the civilizations chronologically using the wheel below.

③ Listen to the second part of the radio interview. Put a tick (✓) in the right box to indicate whether statements (A-F) are true (T), false (F), or not mentioned (NM) in the interview. An example is provided.

A. The Sumerian civilization is the oldest civilization in the world.	T	F	NM
B. Most of the ancient civilizations rose along rivers.			
C. Agriculture did not form the basis of ancient civilizations.			
D. Ancient civilizations flourished during periods of peace.			
E. Most ancient civilizations fell into ruins because of war.			
F. Ancient Egyptians invented agriculture.			

④ Compare your answers to task 3 above with those of your partner.

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موقع عين البصائر التعليمي

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⑤ Use as much information as you can from tasks 1, 2 and 3 on the previous page to complete the dialogue below. Pay attention to the framed information.

You : _____ ?
 Your partner : Well, according to some historians the world has known **26 or 27 civilizations** so far.

You : _____ ?
 Your partner : The world's **earliest civilization** is probably the Sumerian civilization.

You : _____ ?
 Your partner : It started in Mesopotamia some **4000 years ago**.

You : What about _____ ?
 Your partner : Well, **ancient Egyptian civilization** _____.

You : What was the major **cause of the collapse** of these civilizations ?
 Your partner : _____

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موقع عين البصائر التعليمي

Around the text

Grammar Explorer I: Revision

Transition

Fill in each of the blanks in the text below with a zero article, a definite, or an indefinite article. Then explain why you have used each of them.

For me ___ (1) civilization is synonymous with ___ (2) refinement, ___ (3) refinement in ___ (4) architecture, in ___ (5) law, and in ___ (6) life styles. ___ (7) culture and ___ (8) literature of ___ (9) society also contribute to ___ (10) flourishing of its civilization.

See Grammar Reference, pp.211-212.

Grammar Explorer II: Revision

Consider sentences 1-3 below. Then answer questions A-B on the next page.

- The Sumerians **had to** import many of the raw materials necessary for civilized life because those were not available in Mesopotamia.
- They **were able to** control the Euphrates.
- They **used to** barter their goods.

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موقع عين البصائر التعليمي

17

A. What meaning does each of the items in bold type convey ?
 B. What are the negative and interrogative forms of the items in bold ? Illustrate with in sentences of your own.

Have another look at **was able to, had to** in SE2 Grammar Reference, pp.197-8.

● Add **used to, was/were able to or had to** to the verbs in brackets to make the text below meaningful.

Today, most native Americans live in reservations, and nearly 97% of them west of the Mississippi. But centuries ago, their ancestors (live) all over America. They (hunt) the buffalo in the prairies. They also (farm) maize, manioc, potatoes, peanuts, cocoa and pepper. But after 1830, most of them (migrate) westward to reservations as a result of the US government's policy of forced migration. Though the living conditions in the reservations were difficult, the Indians (survive) and (contribute) to what is called American civilization today .

③ Have a look at the tips below. Then rewrite the parts of sentences that follow using the dependent prepositions in red type.

TIPS

Some adjectives and verbs in English are **always** followed by specific prepositions called **dependent prepositions**. There are no specific rules as to which preposition goes with which particular verb or adjective. It takes practice and memorizing to learn to associate verbs and adjectives with suitable prepositions. E.g.

A. The Egyptians were good **at** building canals.
 B. Ancient Greeks believed **in** many gods.

1.a. Ancient Egypt consisted mainly	on,	1.b. the Nile Delta.
2.a. It contributed greatly	of,	2.b. the development of geometry.
3.a. If its people were interested	from,	3.b. geometry, it was basically for practical purposes.
4.a. Ancient Egypt depended a lot	in,	4.b. the Nile River.
5.a. Its waters were used		5.b. drinking and irrigation.
6.a. Many geometry laws were derived		6.b. their attempt to control the waters of the Nile.
7.a. The Ancient Egyptians became so good	at,	7.b. geometry that Greek scientists like Thales went to study geometry in Egypt.
	for,	
	to	

See Grammar Reference pp.212-215.

Around the text

Grammar Explorer I

① Pick out the sentences which contain the comparatives and the superlatives of **quantifiers** in the text above. Write them in the corresponding boxes on the next page.

Comparatives of		Superlatives of	
superiority		superiority	
equality		inferiority	
inferiority			

② Consider the comparatives and the superlatives in the boxes you have filled in task 1 above and explain how they are formed.

See Grammar Reference, pp.216-217.

Grammar Explorer II

- ① Pick out from the text on pages 22 and 23 the sentences that express **concession**.
- ② Now pick out from the text on pages 22 and 23 the sentences that express **time**.
- ③ Refer to the sentences you have picked out (in tasks 1 and 2 above) and answer the questions below.
 - A. Which other conjunctions can you use to convey the same relations as those expressed in the sentences you have written in the table above?
 - B. Which tenses are used in the sentence(s) that express time? Why?

See Grammar Reference pp. 226-227.

- ④ Combine the pairs of sentences (A-F) with appropriate conjunctions from the box below. Use appropriate tenses.

when ,before, after, though, although, as soon as , until, in spite of the fact that, despite the fact that

Appendix C

Third Year Learners' Questionnaire

1. Personale information

Age :

Sex Male Female

Repetitive Yes No

2. English Learning

1-What is your attitude towards learning English language?

Positive Indifferent Negative

2-Why are you learning English?

- To speak and write English correctly.
- To upgrade your level in English.
- To prepare yourself for the BAC exam.

3-Do you find your grammar lessons useful in achieving your purpose?

Yes No

Why?.....

.....

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9- Do you learn the grammar rules by heart?

Yes

No

7. Attitudes to teachers' Methodology

10- Are you interested in the grammar teaching methodology of your teacher?

Yes

No

- If yes, what is special about his/her teaching?

.....
.....

8. Grammatical Terminology

11- Do you find difficulties in acquiring the different grammatical terminologies?

Yes

No

-If no, why? Provide some examples.

.....
.....

9. Learning Strategies

12- What strategies do you use to learn grammar?

- work with peers
- Ask your teacher help or clarification
- Use your own resources to practice grammar.
- Refer to the grammar reference rubric to consolidate and revise your grammar lessons
- Pay attention to grammar rules when you speak or write
- Think about the situation in which you can use the newly learnt grammar structure

10. Learners' Attitudes to Teachers' Assessment

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13- How do you find the grammar activities proposed by your teacher?

Interesting helpful boring

14- Do the proposed activities help you acquire grammar easily?

Yes No

15- Does your teacher give you extra activities in grammar inside or outside the classroom?

Yes No

11. Factors that make grammar Difficult for Learners

16- What makes grammar difficult for you?

- Uninteresting grammatical lessons
- Insufficient practice in the classroom
- Lack of cooperation in the classroom
- Unclear instruction
- The inability to use grammar in speech and in writing

17-Do you think previous grammar lessons have an effect on your current level?

Yes No

Why?.....
.....

18- What do you suggest to overcome grammar difficulties?

.....
.....

Appendix D
Secondary school Teachers' questionnaire

Dear colleagues,

I submit you the following questionnaire, necessary for conducting a work of research concerning the teaching of grammar to terminal class in the Secondary School and wish your sincere collaboration.

You are therefore kindly required to tick the appropriate answer according to your own perspective and make comments when necessary. We are interested in the way you handle grammar with terminal classes and the possible problems you encounter in the teaching of such classes. We would be very delighted to receive your sincere collaboration.

School name:.....

Age:.....

Town:.....

Total number of years of experience in teaching the English language.....

A. Pedagogical Objectives

1-According to you, what is the objective of teaching English to 3AS classes?

- Improve their proficiency in English.
- Enhance their level of English.
- Prepare pupils for the BAC exam.

2-What do you consider when you teach grammar to 3AS classes?

- Achieve a level of proficiency in English either in speaking or writing.
- Prepare your pupils for the Baccalaureate exam.
- Provide them with the necessary grammatical knowledge appropriate for their level.

B. Attitude to Grammar

3- How would you define grammar?

- A set of rules that govern language.
- The way words are combined to make correct sentences.
- The rules that govern the way we speak.

4- What makes grammar important for you?

- Reinforcement of language proficiency.
- Aid to learning.
- A support to the other language skills.
- It is part of the curriculum /syllabus.

C. Assessment of 3AS Learners level in Grammar

5-With regard to the majority of 3AS pupils, how well is their grammar performance?

Good Average Poor

D. Grammar Learning Difficulties

6- What type of difficulties have you encountered when teaching grammar?

- Linguistic (Low language proficiency).
- 12. Motivational (demotivated learners).
- 13. Attitudinal (negative attitudes towards English).
- 14. Contextual (large-mixed ability classes).
- 15. Material (lack of teaching materials).

7-What type of difficulties do your pupils regularly encounter when completing grammar tasks?

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- Grammatical accuracy.
- Lack of relating meaning and structures.
- Inability to use their knowledge of grammar to communicate.

8- According to you, why 3AS are weak in grammar?

- Complexity of grammatical structures.
- Complexity of grammatical terminologies.
- Insufficient teaching time for classroom practice.
- Pupils' own demotivation and negative attitudes.

E. Methodology

9- What do you rely on in preparing your grammar lessons?

- On the textbook
- On your personal knowledge
- On other resources

10- Do you explain the grammatical structures?

- In the target language.
- In the pupils' mother tongue.
- In a combination of the two.

F. Attitude to Pupils' Needs

11- When explaining the use of the grammatical structures, do you introduce?

- The uses mentioned in the textbook or syllabus only.
- The different uses of the structure.
- The number of introduced uses depends on the complexity of the structure.

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12- Do you use any form of adapting with the proposed grammar activities?

Yes

No

If yes, provide some examples.....

.....

G. Grammar Strategy Instruction

13- Do you introduce additional strategies that may assist your pupils overcome their difficulties in grammar?

Yes

No

If yes, what type of strategies?

.....

.....

14-Do you collaborate on grammar tasks with your learners?

Yes

No

If yes, what kind of collaboration?

• Encouraging them to learn grammar in context.

• Encouraging them to learn grammar rules through brainstorming.

• Encouraging them to ask your help with language difficulties.

• Ask them to prepare grammar lessons in advance.

• Provide them with interesting texts and situations.

• Provide conferencing to poor learners.

• Give examples to reinforce the new structure.

H. Evaluation of Learning Strategies

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15-What type of grammar learning strategies have you observed in your learners?

- Rote learning of grammar rules.
- Identification of grammar rules from reading passages.
- The use of grammatical charts.
- A lot of practice.
- Using reference books.
- Asking the teacher for further information and clarification.
- Cooperation with peers.

I. Assessment

16- How do you decide what areas of grammar pupils need to work on?

- Use a diagnostic test.
- Follow the plan in the course book.
- Use some other ways of deciding.

17- On what kind of practice and assessment is your grammar teaching based on?

- | | | | |
|--------------------|--------------------------|-----------------------|--------------------------|
| -Form based tasks. | <input type="checkbox"/> | -Language use tasks. | <input type="checkbox"/> |
| -Affective tasks. | <input type="checkbox"/> | -All the three kinds. | <input type="checkbox"/> |

J. Suggestions

18-Relying on your classroom experience, what suggestions will you make to help improve learners' grammar?

.....

.....

.....

.....

Résumé

La présente étude vise à examiner l'efficacité de l'enseignement de la grammaire anglaise dans les lycées algériens. Elle tente de déterminer si le manuel d'anglais de troisième année secondaire "New Prospects" présente effectivement les composantes grammaticales de la langue. L'étude cherche également à connaître la perception des enseignants concernant l'enseignement de la grammaire à travers le manuel en question. Afin de vérifier la validité de notre hypothèse, qui stipule que "Si le manuel 'New Prospects' fournit des éléments grammaticaux précieux et suffisants, alors le manuel serait efficace", trois (03) outils de recherche ont été utilisés pour mener cette recherche à savoir, une évaluation du manuel d'anglais de troisième année secondaire "New Prospects" (la première unité "Civilisation ancienne"), un questionnaire pour les élèves de troisième année et un autre pour les enseignants des classes de terminal. L'étude a été menée au lycée "Draâ Mohammed Essadek" de Jijel, avec la participation des élèves de troisième année secondaire du lycée susmentionné et de huit (08) enseignants d'anglais de différents lycées. L'évaluation du manuel démontre que les leçons de grammaire sont épuisantes, car il est difficile pour les élèves d'avoir jusqu'à trois leçons de grammaire consécutives. Elle démontre également que se contenter de donner aux élèves des références à vérifier au lieu des règles n'est pas pratique, d'autant plus que certaines références ne sont pas facilement disponibles. De plus, le questionnaire destiné aux enseignants révèle qu'ils ne sont pas satisfaits du manuel en général et de la manière dont la grammaire est présentée, testée et évaluée en particulier. Ils se plaignent qu'il est surchargé tant pour les enseignants que pour les élèves, et ne donne pas la possibilité aux élèves de pratiquer la grammaire en contexte.

الملخص

ترتكز هذه الدراسة على استقصاء مدى نجاعة تدريس قواعد اللغة الإنجليزية في المدارس الثانوية في الجزائر، وبالأخص التحقق من صحة الفرضية المتمثلة في "ما إذا كان كتاب السنة الثالثة ثانوي للغة الإنجليزية يقدم قواعد اللغة بفاعلية"، بالإضافة إلى تحري وجهات نظر الأساتذة والتلاميذ على حد سواء بخصوص الفرضية المدروسة. لنفي أو تبني هذه الفرضية قمنا بتقييم للكتاب المدرسي للسنة الثالثة ثانوي، كما أجرينا استبيان لأساتذة اللغة الإنجليزية في ولاية جيجل الذين سبق لهم تدريس الأقسام النهائية، بالإضافة إلى استبيان آخر لتلاميذ السنة الثالثة ثانوي في ثانوية دراع محمد الصادق بجيجل.

هذا وقد بينت نتائج تحليل الكتاب المدرسي أن دروس القواعد مجهدة للتلاميذ حيث أنه من الصعب على التلاميذ تلقي نحو ثلاث دروس قواعد متتالية، كما أن الكتاب غير عملي وأن بعض المراجع الموجودة فيه ليست في المتناول. من جهة أخرى أظهرت النتائج المتحصل عليها من استبيان الأساتذة والتلاميذ عدم رضاهم عن محتوى الكتاب المدرسي بصفة عامة وعن قواعد اللغة المقدمة فيه بصفة خاصة، حيث أنهم أكدوا أن الكتاب المدرسي مثقل بدروس القواعد لكنه لا يعطي الفرصة للتلاميذ لممارسة هذه القواعد في سياق الحياة اليومية ولا يلبي احتياجاتهم ولا يتماشى مع اهتماماتهم.