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First Year Middle School Teachers' Perceptions of Grammar
Teaching in the Second Generation Curriculum Textbook
'My Book of English, Year One'

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First Year Middle School Teachers’ Perceptions of Grammar Teaching in the Second
Generation Curriculum Textbook “My Book of English, Year One”

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Abstract

The study in hand investigates the place of grammar in the Algerian second generation curriculum textbook of the first year middle school, "My Book of English, Year One". More specifically, the essence of this study is twofold: analysing the treatment of grammar in the textbook and gauging the teachers' attitudes and practices regarding this component. Thus, it is hypothesised that grammar teaching in "My Book of English, Year One" would be effective if the teachers had positive attitudes towards the presentation of grammar in the textbook and practised grammar teaching in their classes as suggested in the textbook. To achieve the aims of the study, the data are collected by means of a content analysis based on a evaluative checklist adapted from three recognised evaluative checklists and a questionnaire designed and administered to 36 first year middle school teachers in Jijel. The findings revealed that even though the teachers called for the need of modifying some aspects of grammar presentation, namely reducing the grammar load of some sequences and including more activities that help pupils to apply the acquired knowledge of grammar for communicative purposes, the teachers had positive attitudes towards grammar teaching in the textbook and also in their classes. They followed the approach suggested in the textbook. Therefore, the findings confirmed the research hypothesis and revealed that grammar teaching is effectively presented in the textbook. Based on the results obtained, some pedagogical recommendations are suggested.

Key words: Grammar, Grammar teaching, the Competency-based approach, the second generation curriculum, My Book of English, Year One.

Dedications

To the true leader of my life "*My tender mother*"; thank you for your continuous care, endless love, patience and every word of encouragement you have been supporting me with.

To the source of my strength "*My devoted father*"; without you I could never be what I am today.

To my sole sister, ***Siham***; thank you for being in my life.

To my dearest brothers whom I love, ***Abdelaziz*** and ***Abdelhakim***.

To my partner and dear friend, ***Soumia***, for her efforts.

To my beloved friends: ***Narimane***, ***Sofia***, ***khadidja*** and ***Samah*** with whom I shared the best moments of this journey.

I dedicate this humble work.

Soumia MOKHNACHE

In loving memory of the person who could not be here today.

To *My Dearest Grandfather*, Gone yet Never Forgotten.

To the so very precious people in my life, to those who have always encouraged me, to *My Beloved Family*, from the bottom of my heart I love you all.

To my partner and friend, *Soumia*, and *All My Friends*.

I dedicate this humble work.

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List of Abbreviations

CBA: Competency-based Approach

EFL: English as a Foreign Language

1AM: Première Année Moyenne

Vs.: Versus

Q: Question

%: Percentage

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General Introduction

1. Statement of the Problem
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5. Research Tools
6. The structure of the Study

General Introduction

1. Statement of the Problem

Grammar is the backbone of any language as no language can exist without it. This component has always been an inseparable part of a language and grammar teaching in one form or another has an essential role in developing a learner's command of the language. In Algeria, English grammar is presented in textbooks which are considered by most educationists to be the most effective materials for English as a Foreign Language (EFL) teaching and learning; in fact, in the Algerian EFL classrooms, textbooks remain an important teaching and learning element.

Moreover, it has been widely accepted that a textbook is an essential component of the EFL teaching/learning process. Consequently, evaluation of the textbook is of paramount importance to find out whether or not they pedagogically contribute to the teaching/learning process.

In the context of ELT in Algeria, textbook evaluation is even more of an important issue, especially after the adaption and implementation of new reforms. The Algerian English textbooks were subjected to two reforms namely: the first generation curriculum (2003) and the second generation curriculum (2016). Both follow the competency-based approach as the grounded approach for teaching EFL. Yet, the second reform came as a response to the shortcomings of the first one as well as to specifically meet the learners' needs and to manage the low performance level in all subjects, including English.

As a matter of fact, the newly textbooks got the ground floor on teaching grammar in the Algerian middle schools. This opened the door to an evaluation of the grammar content introduced in the revised curriculum textbook "My Book of English, Year One" along with an investigation of the first year middle school teachers' attitudes and practices on teaching

grammar which is even more than an important concern considering teachers as a central pole in EFL classrooms.

2. Aims of the Study

The essence of this study is to evaluate how grammar is addressed in the first year middle school second generation curriculum textbook. It also seeks to gauge first year middle school teachers' attitudes towards grammar teaching in the textbook and their actual practices in their classes.

3. Research Questions

In view of the above, it is the intent of this study to answer the following questions:

1. How is grammar addressed in the first year middle school second generation curriculum textbook "My Book of English, Year One"?
2. What are the Algerian first year middle school teachers' attitudes towards grammar teaching as presented in "My Book of English, Year One"?
3. Do the teachers currently practise grammar teaching in their classes according to the competency-based approach principles?

4. Hypothesis

In the light of the previous questions, the study in hand hypothesises that:

Grammar teaching in "My Book of English, Year One" would be effective if the teachers had positive attitudes towards the presentation of grammar in the textbook and practised grammar teaching in their classes as suggested in the textbook.

5. Research Methods

In order to test the research hypothesis and achieve the desired aims, the appropriate gathering tools are checklists, questionnaires and classroom observation. The tools opted for in conducting the current study are an adapted evaluation checklist to evaluate the grammatical components in 'My Book of English, Year One' and a teacher questionnaire to figure out the teachers' attitudes and practices of grammar teaching in the newly textbook. The questionnaire is administered to first year middle school teachers via the available face book groups and pages of different middle schools in Jijel. Thus, the methodology used in this research work is both quantitative and qualitative.

6. Structure of the Study

The present study includes two main parts: a theoretical part and a practical one. The theoretical part includes two chapters: the first one entitled 'English Language Teaching in Algeria' discusses briefly the status of English in the Algerian educational system with a focus on the reform of 2003 and that of 2016 (the first generation curriculum 2003 and the second generation curriculum 2016). In addition, the discussion touches the CBA and its concepts as being the ground approach under which both curricula have been presented.

The second chapter 'Grammar Teaching and Textbook Evaluation' encompasses two sections. The first section 'Grammar Teaching' tackles the grammar definition and role, approaches to grammar teaching in the classroom, ends up with a note about teaching grammar under the CBA. The second section 'Textbook Evaluation' deals with textbook definition and role in EFL classes, its advantages/disadvantages, its types, the need for textbook evaluation with a note on the use of a checklist as an evaluation tool and finally models of the famous textbook evaluative checklists.

The third chapter, which is the practical part, consists of data collection tools, analyses, and discussions. It is divided into two main sections. The first section is a content analysis through which the elements of the self-constructed checklist are evaluated on what concerns grammar in the targeted textbook. The second section tackles the presentation and the discussion of the teachers' questionnaire regarding their attitudes and practices in terms of grammar content in the textbook. The chapter also includes the general discussion of the findings, some suggestions and recommendations as regards how grammar teaching can be improved in addition to the limitations of the study.

Chapter One: English Language Teaching in Algeria: the Shift from the First Generation Curriculum to the Second Generation Curriculum

Introduction

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Chapter One: English Language Teaching in Algeria

Introduction

In the field of 21st century education, the creation or even the shift to a new educational curriculum has been a vital issue due to the current global demands. In this context, English, as being the first language of the world, has been at the core of changes concerning its educational status in different countries. Therefore, it has become desirable for Algeria, as a developing country, to sharpen up the status of English. The process was in a form of a number of educational reforms which included a change within the curriculum, the textbooks, and the method or approach adopted. Hence, two recently considerable reforms are discussed in this chapter: the reform of 2003 and the reform of 2016 respectively. Besides, a brief discussion of the status of English language in Algeria and the Algerian educational system are provided.

1.1. The Algerian Educational System

After the independence, the Algerian educational system passed through many changes as a way to make it more accessible and able to cope with the recent demands of the world. The current Algerian educational system covers thirteen years of study divided into three main stages:

- **The primary stage:** it is the primary school level. At this stage, education is compulsory for all children who reach the age of six. This cycle is composed of five years of education and ends with a national exam. French is the only foreign language taught at this level starting from the third year.
- **The intermediate stage:** middle school level is composed of four years of study. Then, by the end of the fourth year, the students are called to pass a national exam called Brevet d'Enseignement Moyen or "BEM", which allow them to access the next

level. At this stage of study, English is introduced in the first year and taught as a compulsory subject for four years, but with a less coefficient than that of French (Benadla, 2012).

- **Secondary stage:** this level is composed of three years of education. In the first year, students are obliged to choose between two streams: science or letters. Then, in the second year, students are asked to choose other streams. The coefficient of English changes from one stream to another; it is more important for the literary streams than for the scientific ones (Benadla, 2012). By the end of the third year, students sit for the national baccalaureate exam, which opens the door for them to access the university.

All in all, the Algerian educational system is structured carefully into three levels: primary, middle and secondary, taking into account both the learners' capacities and the world's demands and necessities as a way to make the Algerian education effective and successful.

1.2. The Status of English in Algeria

With the development of globalization, English imposes itself as the vehicle language used for communication across this ever-shrinking global community. Nowadays, it is the language of science, of aviation, internet communication, and international trade. This fact has increased the demand of teaching and learning English across many countries in the world and Algeria is no exception.

The Algerian linguistic situation is characterised by a mixture of languages and dialects: Arabic with its two forms (Algerian Arabic and standard Arabic), French and English as foreign languages. Firstly, Algerian Arabic is considered as the everyday language of the large population and it has no written form. Secondly, standard Arabic is the official language in Algeria. It is the language of media, of schools and of international communications. It is

not really used by the Algerian people in their everyday life except in the official occasions. Thirdly, French imposes itself as the first foreign language in Algeria due to some historical reasons, namely the French colonization. The French language is started to be taught at an early age, more specifically at the third year of the primary school level. Fourthly, English as the second foreign language (EFL2) is taught only in schools starting from the first year at the middle school level.

The interest in teaching English has started after the independence, particularly when the Algerian authorities adopted an eradication policy of French rule and culture (Mami, 2013). Then, in 1993, the Algerian educational authorities tried to introduce English in the fourth grade of primary school (EFL1) by giving the chance for parents to choose for their children to learn either English or French as the first foreign language. The statistical results at that time illustrated that the majority of parents opted for French to be taught as the first foreign language and English as the second foreign language (Rezig, 2011).

Nowadays, English still enjoys its status as EFL2 in Algeria; it is started to be taught at the first year of middle school level to students aged eleven. They study it in the four years of middle school in addition to the three years of secondary school as a compulsory subject. At the tertiary level, English is a field of study at the department of English. Furthermore, it is also an obligatory module in many other fields such Sociology, Biology, Mathematics and physics.

1.3. The Algerian School Reforms

After 1962, the winds of change blew over the Algerian educational system. Thence, the Algerian schools have witnessed many educational reforms with the aim to improve the educational policy in Algeria.

1.3.1. The Reforms from the Independence to 2003

The arabisation process was the first reform which put into practice in 1962; that is directly after the independence. It aimed at wiping out the French content and language from the landscape of Algeria after being colonized for more than 130 (Rezig, 2011) and placed the Arabic as the only language. Thus, the classical Arabic was the only language taught in the Algerian schools at that time. However, this policy or the changing of teaching French to Arabic caused many problems and led to other reforms.

In 1976, another reform called the fundamental school came to the floor through making some changes upon the previous one. The major change was the reintroduction of bilingualism in Algeria after the failure of arabisation policy. This reform is characterized by the fusion of the primary and the middle school and by the use of Arabic in teaching all subjects except for foreign languages and scientific subjects such Maths and Biology (Rezig, 2011). At that time, English was taught as the second foreign language starting from the second year at the middle school level, that is to pupils aged 13.

Furthermore, a new process was implemented in 1993 as an attempt to enhance the teaching of foreign languages in the primary school level through giving the students' parents the chance to choose between English and French to be taught for their children as the first foreign language. This process aimed to encourage teaching foreign languages to pupils at an early age (Rezig, 2011).

By the beginning of the new millennium, the Algerian authorities felt the need to redesigning the educational system with the aim, on the one hand, of increasing its efficiency and responding to the challenges of the modern society on the other hand. The Algerian educationists' interest has changed this time towards searching for a modernized approach to be implemented in teaching. This matter of fact led to other reforms. Accordingly, the

beginning of the academic year 2002/2003 has witnessed new educational reforms in the three cycles of education: primary, middle and secondary school. These reforms are characterized by changing the Algerian schooling system from 6- 3- 3 to 5- 4-3 and by implementing the competency based approach (CBA) as the main approach to be followed.

1.3.2. The Reforms of 2003: Teaching English under the Competency Based Approach

Torres (1996) asserts that for any developing or industrialized country, education reforms are at the core of interest especially in the last decades. The CBA aims at developing the learners' communicative abilities. Evidently, new textbooks were designed for all levels along with the principles of the newly approach. Furthermore, the CBA has been adopted in teaching English as a foreign language in order to make the learners more competent and able to function effectively in real life situations (Chelli, 2010).

1.3.2.1. Background of the Competency Based Approach

The primary roots of the CBA can be traced back to the behaviourist model, which was popular during the 1950s in the US. The CBA became a popular approach in US starting from 1970, where it was evolved in vocational training programs before its spread to Europe such as to UK and to Germany in 1980s; and then to Australia in the 1990s. Furthermore, the CBA has been known with a variety of names, namely performance-based learning, criteria-referenced learning and capabilities-driven instruction (Bowden, 2004 as cited in Griffith & Lim, 2014).

Moreover, CBLT follows the ideology of the CBA. It is defined by Richards and Rodgers (2001) as "an application of the principles of CBE to language teaching" (p. 141). Additionally, Richards (2006) mentions that the CBA is an expansion to CLT, which was popular during 1970, in the sense that they share some common features. On the other hand, Henny (2005) considered that the emergence of the CBA came as a reaction to the

advancement of English as an international language for communication after the Second World War (as cited in Patel & Vyas, 2018). Consequently, the latter led to increase the demand of practical English or life skills instead of academic English.

1.3.2.2. Definition of the Competency Based Approach

The CBA is one of the current approaches to language teaching during the 21st century. Richards and Rodgers (2001) defined the CBA as “an educational movement that advocates defining educational goals in terms of measurable description of the knowledge, skills, and behaviours students should possess at the end of a course of study”(p. 141). Aligned with this definition, the CBA is an educational trend in which students are required to construct their capacities through the mobilization of knowledge, skills, and, behaviours and to reuse them effectively in order to solve problems and act in an appropriate manner in real life situation. In the same line of thought, the Ministry of National programme of English as a Second Foreign Language in the First Middle School Teachers' Guide defines the CBA as “...a know how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem-situation or in circumstances that have never occurred before” (As cited in Benadla, 2012, p. 146).

Furthermore, the focus within this approach is more on the product of learning, rather than on the process of learning. In other words its emphasis is more on what students can do with the language rather than on what they are expected to learn. Thus, the CBA is more a learner-centred approach. This translates what Butavo (2005) stated in her article that “the CBA is currently focused on learning outcomes and addresses its basic ideas to what the learners shall learn to do, rather than the more traditional goal of defining of what they must learn”(p. 254). All in all, the CBA is considered as an effective approach as it responds to the

world's requirement; that is to be able to use foreign languages effectively in real-world context.

1.3.2.3. Principles and characteristics of the CBA

Since the 1960s, the essential principles of the CBA have remained the same. In this regard, Bowden (2009) states the following:

1. A focus on outcomes: The first characteristic of CBA is its emphasis on the specification and assessment of outcomes; by meaning that the content, the materials, and the way of assessment are all adopted according to the expected results and outcomes.
2. Greater workplace relevance: in the sense that the course will be designed according to the competencies that were analysed and identified, and which are appropriate to the workplace requirement.
3. Outcomes as observable 'competencies': the third principle is to express outcomes as explicit, observable workplace performance. These outcomes are clear and précised competencies, which produce a better communication in real life settings.

According to Auerbach (1986, pp 414-415), there are eight key features of the CBA. They are listed as follows:

1. A focus on successful functioning in society: The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.
2. A focus on life skills: Rather than teaching language in isolation, CBLT teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situations in which they will function.

3. Task-or performance-centred orientation: What counts is what students can do as a result of instruction. The emphasis is on overt behaviours rather than on knowledge or the ability to talk about language and skills.
4. Modularized instruction: Objectives are broken into narrowly focused sub objectives so that both teachers and students can get a clear sense of progress.
5. Outcomes which are made explicit a priori: Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioural objectives so that students know exactly what behaviours are expected of them.
6. Continuous and ongoing assessment: Students are pretested to determine what skills they lack and post tested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested. Program evaluation is based on test results and, as such, is considered objectively quantifiable.
7. Demonstrated mastery of performance objectives: Rather than the traditional paper- - and- pencil tests, assessment is based on the ability to demonstrate pre-specified behaviours.
8. Individualized, student-centred instruction: in content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; students progress at their own rates and concentrate on just those areas in which they lack competence (pp. 414-415).

In a nutshell, what characterizes the CBA is that it is a learner centred approach; its emphasis is more on the outcomes rather than on the input. In addition, the focus is on what students can do with the language rather and on what they are expected to learn.

1.3.2.4. Teacher/ Learner Role

The roles of the teacher and the learner have been changed from one approach to another. Since the CBA is an expansion of CLT, the roles of the teacher and the learner within the CBA and the CLT are similar to a large extent.

In such an approach, the learner is the centre of the teaching and learning process. Hence, the learners are active participants inside the classroom, who are actively involved in all aspects of the lesson. In this respect, Richards and Rodgers (2001) mentioned that the role of the learner within the CBA is to decide whether the competences to be taught are useful, relevant, and serves his needs. Moreover, they are responsible for constructing their own knowledge base, deduce the rules of language, exchange ideas and information, using learning strategies that may help them to learn and communicate better (Patel & Vyas, 2018). Consequently, this makes them able to assess themselves through problems solving activities.

Owing to the fact that the CBA is a learner centred approach, it gives the teacher a new role inside the classroom. Hence, he is first considered as a helper and facilitator, in the sense that he is responsible for guiding and monitoring the teaching and the learning process. Within this scope, Patel and Vyas (2018) assert that the role of the teacher under the CBA is “to support learners to take active roles in the classroom by providing them with experiences that meet their interests and needs” (p. 188).

Furthermore, his role is also to create a comfortable atmosphere for students where they can work actively, figure out the rules, develop the skills they need, and communicate among each other without any fear of making mistakes (Patel & Vyas, 2018).

In all, both the teacher and the learner play different roles within the CBA. Accordingly, such an approach puts the learner in the centre of the teaching/learning process with a high responsibility inside the classroom. On the other hand, the teacher's job is to monitor and

facilitate such a process and to create a suitable atmosphere for learners in order to access the outlined and the desirable objectives

1.3.3. The Reform of 2016 (The Second Generation Curriculum)

After the great educational reform of 2003, which brought up numerous, perhaps more overwhelming changes, concerning the situation of teaching English in Algeria, a second reform in the field was introduced in 2016 and implemented at the primary and the middle levels of education.

1.3.3.1. The Revised Curriculum

Before getting deeper into the revised curriculum of 2016, better known as the Second Generation Curriculum, it is important to shed light on the concept "curriculum".

In its broad meaning, a curriculum refers to 'a set of courses constituting an area of specialization'; otherwise, 'the courses offered by an educational institution' (Merriam-Webster.com). Nunan (1988) states that curriculum is 'seen in terms of what teachers actually do; that is, in terms of 'what is', rather than 'what should be' (p. 1). That is, the curriculum is a plan that spells out goals, objectives, topics and methods regarding the teaching/learning situation.

As a response to the Orientation Law on National Education No. 08-04 23(January2008), the Algerian educational authorities launched the revised curriculum in April 2016. Farid Benramdane, a member of the national commission of programs states: "the second generation programs bring improvements upon the current ones without affecting the structure of the subject or their hourly volume" ("Education Nationale: Les programmes") (our translation). Boukri, Hamouda, and Smara (2016) get deeper positing that in order for learners to acquire

competencies in English, which they need in their own daily life, new adopted textbooks have been designed.

In March 23th, 2016, Radio Algérie Internationale ran a radio spot with four educationists. The guests, in a sum, claimed that introducing a new reform to the system of education is nowadays considered to be of salient importance, knowing that the rate of academic failure among students is 30% as well as 32% for dropping out of schools before the age of 16. Therefore, the aforementioned programs seek to develop the cognitive capacities of learners starting from the school year 2016-2017. Simultaneously, the programs would be preceded by the teachers' and inspectors' training which are supposed to start in April 2015 and spread over three phases. The guests ended by declaring that the national commission of programs, which is responsible for setting up these programs, holds 200 Algerian experts in all teaching disciplines ('le Programme 2ème Génération, Nouvelle Réforme) (our translation).

1.3.3.2. Principles of the Revised English Curriculum

The Curriculum of English for Middle School Education (2015, p. 56) sets the following major principles for the second generation English curriculum:

1. The development of communication competence in English: the goal is to prepare the learner for oral and written communication.
2. The learner is in the centre of the learning process : The pedagogical act is no longer based on the transmission of knowledge but it involves the construction of knowledge, taking into account the learner's interests, likes and dislikes, etc. ('me, my world, the world').
3. There is a constant interaction between teacher, learner, and resources, at school and outside school: The role of the teacher is to involve the child in his own learning and

to help him to learn how to learn. He gives him opportunities to become autonomous at all stages of learning, and to evaluate his own performance. A good student/teacher relationship will create a favourable climate where shared values are essential to shape a good and responsible citizen.

These three principles underlie the three missions assigned to the school: education, socialization, and qualification as have been set in the Orientation Law on National Education No. 08-04 23 (January 2008). This implies that the following questions should be considered:

- What English to teach? The role of English
- What teacher: how to teach?
- What learner: how to learn? Learners and learning
- How to interact within this triangle?

These principles are divided into nine guiding principles that teachers should integrate into their professional competencies.

1. Guiding Principles

The first two principles replace more weight on English language as being the tool in now a day's communication:

1. English facilitates two-way communication with the world.
2. Communicative competence is the aim of language learning.

Other principles deal with learners and learning; what learners need in order to learn:

3. Successful learning depends on supported and purposeful development.
4. Active learners are successful learners.
5. Meaningful activities and tasks support and encourage learning.
6. Learning is an active, evolving process.
7. Assessment is an on-going part of learning.

The last two principles tackle teachers and teaching; the role of the teacher in the teaching learning process:

8. Teachers are facilitators of learning.
9. Teachers foster a supportive learning environment and effective classroom management (the Curriculum of English for Middle School Education, 2015).

The above mentioned principles are translated faithfully in the course book through meaningful situations and tasks. In addition, they are clearly organized around a didactic triangle; whose peaks represent knowledge, learner and teacher. It is of paramount importance that all middle school teachers need to adhere to these principles.

1.3.3.3. Objectives of the Revised Curriculum

The chief objective of the second generation program is to bring ameliorations upon the first generation program of 2003. Nevertheless, other objectives have been set, in their broad sense, to be more in harmony with the current global demands that are mainly based on the implications of globalization.

Boukri, Hamouda, and Smara (2016) proclaim that the new textbooks have been designed specifically to focus, first and foremost, on the learners' centeredness as well as to develop their capacities and competencies in English more effectively and appropriately through meaningful tasks. Moreover, teachers should build a more active ground for their learners in order for them to be able to solve their daily life tasks and much importantly to be autonomous learners.

The president of the National Commission of Programs at the Ministry of National Education, Farid Adel, indicates that unlike the previous programs, the new programs aim at developing the cognitive capacities and deduction of the learner. Moreover, the expected objective of these programs is to create an interactive activity inside the classroom for the

sake of promoting the development of the learners' skills and competencies. (Le Merghreb: "Education Nationale: Les programmes") (our translation).

Similarly, Abdelaziz Berrah, a member of the national program commission, points out that the second generation reforms constitute a 'step forward' since they encourage the learner's involvement in the educational operation through their participation in class. In the same line of thought Seddik Mihoubi, an inspector trainer at primary school, asserts that the above programs precisely reframe the learning domain, called in previous programs 'unit', through which learners will have another role inside classroom that is to participate in the search for solutions to the problems posed while the teacher will continue to provide school guidance ("Education Nationale: Les programmes") (Our translation).

To correspond to the changes that have been made on the Algerian educational system since 2016, the primary and the middle school textbooks were redesigned to fulfil the new objectives outlined under the principles of the adopted approach, the CBA. The new textbooks designed for first, second, third and fourth year middle school learners are entitled respectively "My Book of English, Year One", "My Book of English, Year Two", "My Book of English, Year Three" and "My Book of English, Year Four".

Conclusion

The present chapter has been set up to clarify issues related to English language teaching in Algeria, more precisely, the shift from the first generation curriculum to the second generation curriculum. Thus, it tackled firstly, the Algerian educational system as well as the status of English within this system. Then, it shed light on the last two educational reforms in Algeria; namely, the first generation curriculum (2003) and the second generation curriculum (2016). The former is famous of bringing up the newly adopted approach; the CBA and thus, an overview about the latter were captured above. Similarly, issues corresponding to the revised curriculum were discussed including its principles and objectives. The subsequent

chapter will deeply review grammar as a significant aspect of English language at the Algerian middle school level, accompanying with an overview about textbook evaluation.

Chapter Two: Grammar Teaching and Textbook Evaluation

Section One: Grammar Teaching

Introduction

2.1.1. Definition of Grammar

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Chapter two: Grammar Teaching and Textbook Evaluation

Section One: Grammar Teaching

Introduction

Learning or acquiring a second or a foreign language does not occur without mastering its grammatical structures. Thence, grammar, or the so-called the language 'code', is one language element that has gained a prestigious value in English language teaching and learning. As the aim of this study is to evaluate the grammar in the first year middle school textbook and to explore the teachers' attitudes towards grammar teaching in this newly textbook, the outset of this section will be concerned with a clear definition of grammar, along with its importance in the field of teaching and learning. More importantly, it will also shed light on the different approaches to grammar teaching and the status of grammar across the different approaches and methods of teaching foreign languages. Moreover, the role of grammar within the CBA, as it is the current approach followed in Algeria is also discussed.

2.1.1. Definition of Grammar

Different definitions that underline the notion of grammar have appeared. Some link it with form, others with meaning, while others with both. Nevertheless, what is unanimously agreed upon is that grammar represents a set of rules that govern the use of a particular language.

The Oxford Advanced Learner's Dictionary (9th edition) defines grammar as "the rules in a language for changing the form of words and joining them into sentences". Harmer (1987) states that grammar is "the way in which words change themselves and group together to make sentences" (p. 1) and further describes the grammar of a language as the results of having words into different cases such as plural, negative, questions, or even join them to form accurate units of the language.

For Ur (1988) grammar can be thought of as being an operation of significantly correlating the different words of a language to form explicit messages, and thus; grammar is equally concerned with both the structure and the meaning. From his perspective, Woods (1995, p. 1) articulates that “grammar is the science which treats the principles and the rules of spoken and written language”. In other words, grammar is the code that enables users of that language to cover it whether in a written or spoken form.

Additionally, Williams' definition (2005, p. 2) coincides with Ur's last point. The former asserts that grammar is “the formal study of the structure of a language and describes how words fit together in meaningful construction”. In other words, grammar is ultimately based not only on the structure but the meaningful structure of a language. For Chomsky (1965), grammar can be claimed as a theory of language.

Thornbury (1999), in one way, sees it as “the study both of the way words are chained together in a particular order and also of what kind of words can slot into any one link in the chain” (p. 2). His definition evidently denotes the inability to randomly combine words when using a language; there should be meaningful construction of language units. He, furthermore, considers grammar as the study of syntax and morphology. While the former refers to the organized sequence of words and phrases in a particular language, the latter stands for the form of morphemes to get words or how these words are structured meaningfully in a certain language (Cook, 2008).

Overall, the numerous definitions found around this aspect point to the same conclusion which asserts that grammar is the feature of the language concerned with rules under which the language system is built. It is the backbone of any language.

2.1.2. The Importance of Grammar Teaching and Learning

Teaching/learning grammar was significantly equalled to teaching/ learning the language itself. Despite putting its value as subject, a huge number of linguists and researchers in the field of ELT claim that for learners to master any language and its four skills, there should be a scrupulous up take of grammar knowledge. The value of grammar was never challenged (Mulroy, 2003).

Kohli (as cited in Debata, 2013) demonstrates the value of grammar awareness in an absolutely wonderful analogy:

Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue (p. 483).

The foregoing example vigorously stresses the need for a thorough acquisition of grammar in order for learners to build up accurate units of the language.

Cook (2008) states that grammar plays an exceptional role in the language teaching and learning as it is considered to be the chief aspect. Additionally, Ellis (2006) mentions that grammar teaching is unquestionable for grasping the language as well as to become accurately and fluently proficient.

In China, Wang (2010) conducts a research tackling the significance of English grammar to Chinese middle school students. She comes forward to claim the importance of grammar

instruction and considers the relationship between grammar teaching and language skills to be of co-existence and mutual dependence.

Likewise, Palmer (1984) proclaims that it is “grammar that makes language so essentially a human characteristic [...] the link between sound and meaning for man is grammar” (p. 10). His statement strikingly pictures grammar as the symbol of meaningful and accurate communication among human beings. Arguably, Bastone (1994) posits that “language without grammar would be chaotic; countless words without indispensable guidelines for how they can be ordered and modified” (p. 35), in other words, grammar represents guidelines for producing a worth language. Poor grammar knowledge equates to poor language.

Weaver (1996, pp. 7-8) lists a number of reasons for teaching grammar, among them:

1. The study of grammar will help the students score better on standardized tests that include grammar, pronunciation, and usage.
2. The study of grammar will help people master another language more readily.
3. The study of grammar will help people become better users of language, that is, more effective as listeners and speakers, and especially as readers and writers.

The above reasons and even other remaining reasons all flow in the same mould, that is, grammar is the foreground for language teaching/learning.

2.1.3. Approaches to Grammar Teaching in the Classroom

Adopting the best approach for teaching English grammar inside the classroom has been a contentious issue. Some grammarians insist on the direct approach meanwhile others believe in the indirect one. Thus, opposite approaches to present grammar have appeared,

including the deductive versus the inductive approach and the explicit versus the implicit approach.

2.1.3.1. Deductive Vs. Inductive Grammar Teaching

Deductive approach to teaching grammar starts by an overly explanation of grammar rules (presented by the teacher, the textbook, or any material), followed by applying examples of the language to help learners to reinforce the rules and practice them. Thornbury (1999) refers to this approach as a “rule-driven learning”, in the sense that rules are overt to learners. He provides an illustration about deductive learning as follows: “On arriving in a country you have never been to before, you are told that as a rule people rub noses when greeting one another, and so you do exactly that” (p. 29).

Lin (2010, p. 20) defines the deductive approach in points, among them:

1. It is a rule-based teaching style that involves presentation or explanation before learners encounter how rules function language.
2. It is one of the explicit teaching styles where students are exposed to the role of the language first.
3. It is the one that is commonly used in EFL and ESL textbooks.

Contrastingly, the inductive approach to teaching grammar consists of providing examples of the language (in a textbook for example), explaining, deducing the rules and practising them which is the learners' task. Thornbury (1999) calls this approach a “discovery learning” with an example following the one of deductive approach: “On arriving in this same country, you observe several instances of people rubbing noses on meeting so you conclude that this is the custom, and you proceed to do likewise” (p. 29).

Owing to the fact that learners are urged to infer the grammatical rules by themselves, the inductive approach is regarded as learner-centred approach.

Deductive approach is the first approach adopted in foreign language teaching. Yet, the inductive one is argued to be the best one to acquire grammatical knowledge (Ellis, 1992). Nevertheless, some linguists and grammarians supposed that a mixed method (inductive-deductive) is the greatest to implement inside the ESL or EFL classrooms (Nunan, 2003).

2.1.3.2. Implicit Vs. Explicit Grammar Teaching

The debate over which knowledge is the best implicit or explicit one, regarding grammar teaching is still controversial.

Regarding explicit knowledge, Ellis (2006) states that it “consists of the facts that speakers of a language have learned” and it is held “consciously, learnable, and verbalisable” (p. 95). In other words, there is an aim, a desire to learn. Hence, explicit grammar teaching is “the teaching methods making form as the centre, it emphasizes to learn the grammatical rules purposeful”, in addition to holding the characteristics of “purpose, consciously, controllability and learning” (Zheng, 2015, pp. 556-557). In other words, the focus is on the structure where learners deliberately learn through a conscious and controlled process which leads to the ability to manifest the learnt knowledge. They intend to absorb the grammatical rules.

On the other hand, implicit knowledge is the unconscious, uncontrolled acquisition of knowledge (Brown, 2007; Ellis, 2006). According to Zheng (2015) this type of learning is up taken in a state of unawareness, it is “automatic, abstract, stable, and anti-interference” (p. 556). He further labels the implicit grammar teaching as “a suggestive method” which refers precisely to “the teaching methods emphasizing students must be naturally acquired through situational scene when learning grammar” (p. 557). It means, acquiring the grammatical rules is much more like an accidental, senseless process during the course of grammar sessions.

In a nutshell, when teaching grammar explicitly, introducing the rules comes firstly then learners are to apply and practice them (Ellis, 1994); meanwhile, the teaching of implicit grammar is when learners are exposed to examples and infer the grammatical rules at once, (Cowan, 2008).

2.1.4. Grammar in the Major Approaches/Methods

Throughout the history of teaching English as a second or a foreign language, a number of different approaches and methods have been developed with the aim of promoting an effective teaching and learning process for both the teacher and the learner. Therefore, the principles of the aforementioned approaches have been outlined with a great emphasis on grammar teaching.

2.1.4.1. Grammar-Translation Method

Like much literature has portrayed, the Grammar-translation method or the classical method is the oldest method in the field of teaching English as a foreign language. Arguably, it is widely used during the nineteenth and the twentieth centuries as the preferable method followed in teaching Greek and Latin (Richards & Rodgers, 2001); then, its use was expanded to teach other foreign languages.

According to Richards and Rodgers (1986), the Grammar-translation method emphasizes the idea that language is acquired through the analysis and the study of its rules and structures, in addition to the translation of texts and passages from and into the target language and vice versa. They assert that the aim within such a method is to develop the learners' receptive skills and to make them able to read and understand the literature of the target language.

Thornbury (1999) claims that grammar is the essential point of instruction, in which the lessons and the grammar translation courses follows a grammar syllabus. Thus, grammar teaching is given a tremendous concern within the Grammar-translation method. Furthermore, according to Richards and Rodgers (1986) and Thornbury (1999), grammar is taught deductively; that is the grammatical rules and features are presented explicitly by the teacher, then the students are required to manipulate them through practicing written exercises and translating sentences and passages from the target language to the mother tongue and vice versa.

2.1.4.2. Direct Method

The direct method is considered as the second method in the field of teaching English as a foreign language. This method evolved the idea of the 19th reform movement, which emphasised the study of the spoken language rather than the written form of language. As a matter of fact, it appeared during the end of the 19th century as a response to the shortcomings of the Grammar-translation method (Thornbury, 1999). Larsen-Freman and Anderson (2011) state that unlike the Grammar-translation method, the Direct Method rejects the use of translation during the lesson, in the sense that the classroom instruction is carried out only by using the target language without any reference to the learner's mother tongue. Accordingly, the aim within the DM is to produce fluent speakers who are able to communicate effectively using the target language. Hence, it is called the direct method because it is based on teaching the foreign language directly through the use of visual aids and demonstrations.

Regarding the teaching of grammar in the Direct Method, Richards & Rodgers (1986) and Thornbury (1999) point out that grammar is taught implicitly, that is in an inductive way. The students are required to induce the rules themselves. Hence, the grammatical features within the DM are acquired unconsciously, in which the student experiences the grammatical

rules of the new language the same way he has experienced the grammar rules of his mother tongue (Thornbury, 1999).

2.1.4.3. Audio-Lingual Method

The audio-lingual method emphasizes the teaching of listening and speaking before reading and writing, because its primary goal is enabling learners to use language in social context. In this respect, Richards and Rodgers (1986) contend that this method is an oral based approach which derived its principals from the structural linguistic theory of language and the behavioural psychology. Thence, language is a form of behaviour acquired through the formation of correct speech habits (Thornbury, 1999).

Besides, the focus in this method is more on language structure, memorization such as the memorization of dialogues, and also on the extensive use of drills, as the main strategy for teaching the new language (Vega, 2018).

Therefore, according to Richards and Rodgers (2001), there is no grammatical explanation of rules and structure, rather the acquisition of structure occurs through the practice of form, sound and order. So, grammar within the Audio Lingual Method is taught inductively.

2.1.4.4. Communicative Language Teaching

In contrast to the previous approaches and methods, the emergence of Communicative Language Teaching in 1970 has marked a radical change in the aim of EFL teaching and learning, and that through giving the priority to communicative competence at the expense of linguistic competence. In this regard, Richards and Rodgers (2001) stress the mastering of communicative competence as the goal of language teaching with a great focus on the communicative functions rather on the form. Communicative Language Teaching aims at

making the learners communicatively competent in the sense that they can use the target language appropriately in different social settings and for different purposes.

Widdowson (1989) points out that communicative competence is "... a matter of knowing a stock of partially pre-assembled patterns, formulaic frameworks, and a kit of rules, so to speak, and being able to apply the rules to make whatever adjustments are necessary according to contextual demands" (p. 135). Moreover, Wilkins (1972) asserts that instead of describing the core of language through the traditional concepts of grammar and vocabulary only, it is worthily to focus more on the communicative usage of language (as cited in Richards & Rodgers, 2001).

On the other hand, Communicative Language Teaching does not reject the teaching of grammar; however, the grammatical components within the CLT dressed-up a new label (Thornbury, 1999). To clarify more, grammar is acquired unconsciously and fostered via classroom interaction and the different communicative practices of language, and not via teaching it following the deductive way. In this vein, Richards (2006) mentions that "with a communicative competence, grammar was no longer the starting point" (p. 9). Thus, Communicative Language Teaching does not deny the teaching of grammar; nevertheless, the focus is changed toward fluency which in itself provides a good proficiency level. Thornbury (1999) asserts also that "explicit attention to grammar rules was not incompatible with communicative practice" (p. 22). Ultimately, it is clear that Communicative Language Teaching is not aiming only at developing the learners' fluency in language use but also their accuracy.

To conclude, all the abovementioned approaches and methods share a common point on what concerns the paramount role of grammar teaching in the EFL classes. However, the way grammar is approached varies from one approach to another.

2.1.5. Teaching Grammar under the CBA

As aforementioned, the CBA is continuity to Communicative Language Teaching. The two approaches; then, share most of features including teaching grammar in an inductive and implicit manner besides, a focus on the priority of developing communicative competence in English.

Confirming the last point, Thornbury (1999, p. 18) states that researchers have been arguing that “grammatical knowledge (linguistic competence) is merely one component of what they call communicative competence [...] which involves knowing how to use the grammar and vocabulary of the language to achieve communicative competence”, i.e. grammar competence, which is the linguistic competence, is underpinned within the communicative competence; a mutual relationship. He; furthermore, adds that one of the major goals of the CBA is to master the communicative competencies including the linguistic competence (grammatical knowledge) which is believed to be more efficacious if integrated with communicative tasks.

Chapter Two: Grammar Teaching and Textbook Evaluation

Section Two: Textbook Evaluation

Introduction

2.2.1. Definition of Textbook

2.2.2. The Role of the Textbook in EFL Classes

2.2.3. Advantages/Disadvantages of Using the Textbook

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2.2.8.1. Cunningsworth’s Checklists (1995)

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Conclusion

Section Two: Textbook Evaluation

Introduction

Promoting an effective teaching/learning process requires the presence of many pedagogical materials, of which the textbook is one of the most important ones. Therefore, the evaluation of the textbook is even more of an important matter for testing their effectiveness and even the quality of education. This section highlights the definition of textbook, its role in EFL classrooms and its advantages and disadvantages. This section is also devoted to give a clear definition of textbook evaluation along with its importance and its prominent types. The use of checklists as a tool for textbook evaluation is discussed at the end of this section.

2.2.1. Textbook Definition

Despite the worldwide technological innovations of recent years which resulted in developing a variety of new instructional materials for the sake of improving the teaching and the learning process, the textbook still enjoys its place as the most useful manual of instruction. Different definitions of the word textbook have been provided.

The textbook refers to a published book, laying out particularly for the aim of helping the learners of English language in improving and developing both their linguistic and communicative abilities; thus, to make them more competent (Sheldon, 1987). Moreover, Sheldon (1988) contends that the textbook “is the route map of any EFL program” (p. 238), in which it shapes and outlines the instructions and the skills needed for a particular level.

The textbook for Richards and Schmidt (2010) serves as “a book that contains all the materials necessary for a particular type of language learner at a particular level” (p. 141). In the same vein, Tomlinson (2011) considers coursebook as “a textbook which provides the core materials for language-learning course. It aims to provide as much as possible in one

book and is designed so that it could serve as the only book which the learners necessarily use during a course" (p. xi). That is to say, it is the most useful instructional tool in classroom that both the teacher and the student rely on in selecting the appropriate materials, and for conveying and understanding the necessary knowledge in an easy and organized way. More precisely,

On the other hand, Selma (2017) states that the textbook "is an essential tool of educating and socializing, in that it transmits linguistic knowledge as well as cultural and social values" (p. 338). In other words, it not only a source of linguistic knowledge; however, it also provides the cultural values necessary for constituting the textbook content.

2.2.2. The Role of the Textbook in EFL Classes

Many researchers and educators have discussed the role of the textbook in the classroom. Hutchinson and Torries (1994) point out that the use of the textbook is of utmost importance, in which it has a positive role to play in the EFL classroom. According to them, the textbook provides all the knowledge necessarily for a certain lesson in the form of texts, dialogues, and meaningful explanation. Besides, the textbook is considered to be the solely material that can provide to a large extent what is actually done during the lesson in an organized way, in addition the current material has the possibility to be interpreted into different ways. They mention that the textbook creates meaningful negotiation inside the classroom by providing something to be negotiated, either between the teacher and the learner or between the learners themselves; considering it the best mean for a better interaction between teacher, materials, and learners (Hutchinson & Torries, 1994).

From his part, Cunningsworth (1995) discusses a number of different roles that the textbook can play, by claiming that the coursebook selects for the teacher and the student the items to be learned in the form of grammar, functions, vocabulary, and skills. He asserts also

that the textbook acts as “a resource in achieving aims and objectives that have already set in terms of learners needs” (p. 7); as well as it “can promote learning by contributing to student motivation” (p. 17). Furthermore, it is served as a guide for teachers especially the less experienced ones; in the sense that, it makes them more confident and secure (Cunningsworth, 1995).

Additionally, the textbook is viewed as the basic crutch of any school curriculum, it is considered the primary source of knowledge for both teacher and learner as well as the resource of the desirable values and skills (Wen-cheng, Chien-Hung, & Chung-Chieh, 2011). That is to say, the textbook plays the role of a guide for teachers as it provides the knowledge and the skills the learners need to master accompanied with different types of activities for practice.

2.2.3. Advantages/Disadvantages of the Textbook

As the textbook plays an important role in the language classroom, it is clear then that its use has a number of advantages as well. One advantage is suggested by O’Nail (1982) portrays some advantages of using the textbook by contending that the textbook supports and helps in preparing and conducting the lessons in advance, and more it is considered a facilitator for catching lessons as well, especially for learners who have been absent during the teaching process. He further mentions that the textbook encourages individualization and teacher creativity, as well as it provides the core language seems to be necessary and meets the needs of a specific group of people.

Another benefit regarding the use of the textbook is that the published or the printed textbooks have more credibility than other kinds of materials (Sheldon, 1988). From his part, Hutchinson and Torries (1994), who indicate that the great benefit of textbook is that it is visible and therefore, can freely negotiated from the part of both the teacher and the learner.

Moreover, It is also a support for learners, in which they can organize their learning process inside and outside the classroom, in addition to make them able to learn more better and faster (Hutchinson & Torries, 1994).

In addition, many teachers maintains that they are relying only on the coursebook, as a way of saving time instead of spending multiple hours preparing the lessons and the activities (Hutchinson & Torries, 1994).

As a synthesis of all the aforementioned advantages, the textbook is regarded, at one extreme, as a milestone for the students' education (Papajani, 2015), and as a guide for experienced and inexperienced teachers, at the other extreme.

Although the textbook has many advantages, many researchers and specialists in the field stand against the idea that the textbook is a sufficient material for teaching and learning. Underscoring this view, William (1983) states that "the teachers who rely most heavily on the textbook are the ones least qualified to interpret its intentions or evaluate its content and method" (p. 251). That is to say, the smart and the qualified teacher varies his instructional materials according to the lessons' needs not only relying on the textbook in presenting the course.

Another disadvantage suggested by Sheldon (1988) is that many textbooks do not respond to the changes made on the curriculum; namely, the methodology, experimentation, the class feedback, and the way of assessment.

Hutchinson and Torries (1994) on the other hand elucidate that the textbook is an insufficient source, which cannot meet all the classroom needs. They assert also that the textbook "can seem to absolve teachers of responsibility" (p.315).

Besides, Bell and Gower (2011) argue that the quality of a wide range of textbooks is poor, because some writers cannot reflect their knowledge about the language, and this leads them to fail in meeting the students' needs and interests.

Likewise, the textbook is a material that limits and destroys the freedom action of the teacher inside the classroom. It makes them, on the one hand, just like slaves through the predetermined content and procedures for learner and through the inhibition of their creativity and exploration on the other hand (Prabhu, 1988, as cited in Tomlinson, 2014).

Finally, there is no instructional material void of shortcomings and the textbook is no exception. Thence, although the disadvantages of the textbook that are mentioned above, this school crutch is still a necessary material for any effective teaching/learning process to occur.

2.2.4. Definition of Textbook Evaluation

Owing to the fact that textbook is a key component in EFL and ESL programs, evaluations of textbooks are; then, undoubtedly of a high status to skilfully fulfil the pedagogical process. As a matter of fact, a wide range of scholars have dealt with evaluation as an educational issue.

Rea-dickens and Germaine (1994) assert that evaluation is "an intrinsic part of teaching and learning" (p. 4), in other words, the relationship between evaluation and teaching/learning is ultimately innate, naturally being proper. In an analogous description of the above definition, Brown (1995, p.217) depict evaluation as "the heart of systematic approach to language curriculum design". In other words, evaluation is an integral segment of syllabus design. Likewise, lynch (1996, p.2) states that:

Evaluation is defined here as the systematic attempt to gather information in order to make judgments or decisions. As such, evaluative information can be

both qualitative and quantitative in form, and can be gathered through different methods such as observation or the administration of pencil-and-paper tests.

On the same line, Patton (2008) posits that when activities, characteristics, and results of programs are consistently grouping, it is said to be an evaluation. Very similar to the previous definition, it is regarded as a formal task for gathering, analysing, and interpreting information (Nunan, 1992 & Genesee, 2001).

The above mentioned definitions all cast on the same mould which pictures the meaning of textbook evaluation as an organized process to gather data relevant to a given curriculum, syllabus or subject.

2.2.5. Types of Evaluation

Textbook evaluation goes under a number of different types relying on what to evaluate and how to evaluate. Among these types are pre-use evaluation, in-use evaluation and post-use evaluation as suggested by Cunningsworth (1995) and Ellis (1997).

The pre-use or the so called predictive evaluation is the most common and complex evaluation. It is planned to explore the desired textbook before using it for the purpose of predicting and deciding upon the suitable one to be implemented (Cunningsworth, 1995 & Ellis, 1997).

This type takes place when the textbook or the material is in its current use. The purpose is to identify the merits and the demerits of the textbook under evaluation for future recommendations and suggestions (Cunningsworth, 1995).

The post-use or the retrospective evaluation is conducted after the textbook has been used. The main purpose of such an evaluation is to examine the suitability of the targeted textbook to decide if it should be replaced or not (Cunningsworth, 1995 & Ellis, 1997).

2.2.6. The Need for Textbook Evaluation

The need for textbook evaluation is for most, if not all the educationists, unquestionable. Thus, a mass of reasons have been established to determine the worth of textbook evaluation.

Patton (2008) elucidates that evaluation is mainly used for the purposes of detecting the merits and demerits of a program, increasing its efficiency and knowledge grasping as well, besides making up further judgment and up grading about it. The textbook evaluation for Brown (1995) is “the part of the modal that includes, connects, and gives meaning to all the other elements” (p. 217), in other words, other elements of the model or the textbook are meaningless whenever evaluation is neglected.

In Sheldon's view (1988), textbooks are “the heart of any ELT programme” since they serve both learners and teachers. Cunningsworth (1995) confirms the above statement adding that teaching/learning process is largely based on textbook as a valuable fundamental material. Moreover, textbook is argued to be a factor that “influences what teachers teach and what and to some extent how students learn” (McGrath, 2002, p. 12). In other words, textbooks are influential devices in the teaching/learning process.

All in all, the textbook as an instructional instrument has undoubtedly a crucial role in EFL /ESL classes and its evaluation is of salient importance under the aim of deeming the merits and demerits of the textbook, to what extent it satisfies learners', teachers, and the program's needs and to push teachers to decide on further enhancements upon the programs already in use.

2.2.7. The Use of Checklist as an Evaluation Tool

Checklist is one approach designed to evaluate textbooks. As a tool, the checklist sets out a number of criteria and goes under a number of definitions.

Byrd (2001, p. 416) states that “checklist method is systematic in the way that the criteria on the list are checked off in certain order”, in other words, checklist is a set of criteria that cannot be built randomly. To put it even more precisely, Stufflebeam (2000, p. 1) considers checklists to be “valuable evaluation devices when carefully developed, validated, and applied”. Hence, the checklist as a platform for evaluating ELT textbooks, in essence, consists of criteria that are relevant to the elements of the textbook.

However, Sheldon (1988) posits that teaching/learning situations need modified checklists in the sense that a general list of criteria cannot fit the evaluation of all the broad contexts of teaching/learning.

Researchers including Byrd (2001), Cunningsworth (1995), Sheldon (1988) and Williams (1983) have developed and used criteria such as; description, layout, design...etc, in the checklist-based approach to assist teachers in the process of evaluating EFL textbook.

McGrath (2002) argues that the checklist helps to clearly capture the evaluators' opinions about the textbooks which in turn facilitate decision making. Additionally, Cunningsworth (1995) claims that using checklists will “provide a very economic and systematic way to ensure that all relevant items are considered for evaluation” (p. 2).

In the field of education, the checklist as an evaluation tool retains a substantial asset complied with the wide teaching/learning situations. It has been of salient importance for both teachers and learners inside the EFL/ESL classroom on deciding what is considered to be enhanced whenever textbooks are concerned.

2.2.8. Models of Textbook Evaluation Checklists

Several checklist models have been developed by educationists for the purpose of evaluating textbooks; nevertheless, the criteria in these models have been differently created

since each scholar intended to set out a model based on certain criteria he/she believes to fit the targeted textbook. Some important models of textbook evaluation checklists, namely, Cunningsworth's (1995), Sheldon's (1988) and Williams' (1983) are discussed below.

2.2.8.1. Cunningsworth's Checklist (1995)

Cunningsworth (1995) suggested guidelines for the evaluation of the textbook in the ESL/EFL field stated below:

1. Matching the aims and objectives of the language programme.
2. Fitting the learners' needs, interests, expectations, learning experiences...etc.
3. The content of the syllabus (its organization regarding language components, skills...etc).
4. The teacher's role and methods of teaching.

Cunningsworth (1995) specifies 45 criteria from the above guidelines introduced in a form of a checklist which underlies the following 8 categories: 1. *Aims and approaches* tackles questions about the objectives of the textbook regarding both teachers learners; 2. *Design and organization* deals with the planning and sequencing of the content; 3. *Language content* treats the components of the textbook in terms of grammar, vocabulary, pronunciation etc; 4. *Study skills* the treatment of the language four skills in the targeted textbook; 5. *Topic* divergence and significance; 6. *Methodology* the applicability of approaches and techniques taken by the coursebook; 7. *Teacher's book* guidelines and instructions in using the textbook; and 8. *Practical considerations* regarding cost and availability (Cunningsworth, 1995, p. 3) (See Appendix A).

Cunningsworth (1995); further, put forward other checklists for the purpose of analysing the language content regarding its different aspects including vocabulary, phonology and grammar. The sample of grammar evaluative checklist by Cunningsworth (1995, p. 34) built

up through eight questions treating the components including in the targeted textbook, their relevance to the students' language needs, whether the emphasis is on form or use, or even there is a balance between the two, the relation of the new grammar items to the previous items already known by the learner and finally the grammatical form that has more than one form (See Appendix B).

2.2.8.2. Sheldon's Checklist (1988)

Sheldon (1988) developed his own checklist believing that no definite measures should be taken as the basis for creating criteria for evaluating textbooks. His model consists of a section entitled "Factual Details" followed by set of 17 criteria namely: rationale, availability, user definition, layout and graphics, accessibility, linkage, selection and grading, physical characteristics, appropriacy, authenticity, cultural bias, educational validity, practice and revision, flexibility, guidance and overall value for money.

Sheldon's (1988) raised questions for each criterion in his framework with the rating scale (* Poor; ** Fair; *** Good; **** Excellent), answering the questions is by scoring with pluses and minuses or stars, then, the evaluator collects the scores and can deduce that the high score of one criterion over another signifies for its importance in the textbook under study. The same process is tackled with the remaining criteria and thus the textbook is evaluated (See Appendix C).

2.2.8.3. Williams' Checklist (1983)

Williams (1983) created a scheme for evaluating ESL/EFL textbooks which consists of a set of pedagogical, linguistics and technical criteria. The criteria are subsequently named: *General, Speech, Grammar, Vocabulary, Reading, Writing and Technical* and categorised by sub criteria for each.

His checklist is formed of two columns; one on the left named *weighting* is for specifying the pupils' level and the curriculum' objectives, the work of the evaluator or the teacher is to select what is appropriate by placing a letter (such as A: *very useful*; B: *quite useful*; C: *fairly useful*; D: *not so useful*). The column on the right named *rating* to indicate the extent to which a given textbook satisfies each criterion on the checklist. Williams suggested for it numbers (like 4: *to the great extent*; 3: *to a large extent*; 2: *to some extent*; 1: *just barely*; 0: *not at all*). The scoring rating can be used for a final evaluation of the textbook. From the *rating* and the *weighting* columns scores, the evaluator or the teacher will deduce whether the organization of the textbook is compatible with the underlying goals of their English curriculum (See Appendix D).

Conclusion

This chapter consisted of two sections. The first section cast light upon a significant aspect of the language, grammar in terms of its definition, importance in the teaching/learning context, its teaching in the major approaches and methods. Moreover, an overview of the main approaches to grammar teaching, namely the deductive Vs. the inductive and the implicit Vs. the explicit was highlighted. In addition, a brief discussion of how grammar is taught under the CBA was provided. The second section consisted of the definition of the textbook, its role in the EFL classes focusing on its cons and pros, the definition of textbook evaluation, its main types. Lastly, the need for textbook evaluation was highlighted followed by a discussion of the use of the checklist as an evaluation tool and some models of well-known checklists.

Chapter Three: Field Work

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Chapter Three: Field Work

Introduction

The field work of this study represents the methodology used to collect data and the results of the study. The first section of the current chapter is a content analysis. It is based on an evaluative checklist against which the grammar elements in the textbook were analysed. The second section is devoted to the analysis of the questionnaire scrutinizing first year middle school teachers' perceptions, attitudes and practices on what concerns grammar instruction in the second generation curriculum textbook. The results gathered by means of both tools are presented and discussed. Finally, the chapter includes some pedagogical recommendations and suggestions for further researches as well as the limitations encountered in conducting the study.

3.1. The Research Design

The present research follows a descriptive method which is based on gathering qualitative and quantitative data relying first on a self-constructed evaluative checklist adopted from Cunningsworth's model (1995, p. 34) and contains a set of criteria turning around grammar to gain insight into the grammar content in "My Book of English, Year One". The second tool is the online teachers' questionnaire administered to the first year middle school teachers in different pages of middle school in Jijel to gauge their attitudes and practices about the grammar content in the textbook under study.

3.2. The Analysis of the Grammatical Components of "My Book of English, Year One"

3.2.1. Description of the Textbook "My Book of English, Year One"

"My Book of English, Year One" is the official textbook of English destined for the Algerian first year middle school pupils, who have been introduced to English for the first

time. Interestingly, the textbook is first issued in 2016 by the National Authority for School Publications, as a result of the new educational reform in Algeria. The recent textbook embodies the basic knowledge of English language that the learner needs to master in the first year. It is composed of 160 pages divided into different sequences and authored by Mr. Lounis TAMRABET as head of project, in addition to Mrs. Nabila BOUKRI, Mr. Abdelhak HAMMOUDI and Mr. Abdelhakim SMARA.

"My Book of English, Year One" starts with a chart that provides the table of contents of the textbook followed with an introduction written in Arabic addressed to the learner directly. Next, another table which highlights the objectives to be achieved by the end of each sequence is presented; then, it is followed by a pre-sequence titled as "Now, we have English". The latter provides the basic terms, expressions and vocabulary the learner need to be familiar with, the English alphabet, the way of greeting, the days of the week, the months of the year, the name of school things, colours, numbers.

More importantly, the textbook consists of five main sequences: 'Me and my Friends', 'Me and my Family', 'Me and my Daily Activities', 'Me and my School', and 'Me, my Country and the World'. Each of the abovementioned units embodies eleven sub-sections as they are mentioned in the teacher's guide (2016) and listed as follow:

I Listen and Do: this rubric is meant to develop the learner's skills; listening and speaking through different tasks and activities that focus on listening to giving words and sentences, and then try to repeat them and solve various tasks.

I Pronounce: this sub-section is devoted for improving the learner's spelling and pronunciation of words, in which they are required to solve different tasks just like 'I listen and repeat', 'I listen and cross the odd word out' and 'Put the words in the right balloon'. All these activities share the same aim which is developing the pronunciation skills and making the learner able to speak and spell words correctly.

My Grammar Tools: this rubric is concerned with giving some examples that the learners have already encountered, and which include some grammatical features the

learner need to acquire; then highlighting them in an organized way in order for learner to catch the rule easily.

I practise: a series of tasks are presented in this sub-section, which bring together all the tackled materials in meaningful contexts.

I Read and Do: this sub-section aims, on the one hand, at improving the reading skills of learners through giving some passages to read and at checking their ability of understanding through solving some comprehension activities, on the other hand.

I Learn to Integrate: in this rubric, the learners are required to integrate the knowledge, skills and attitudes through doing some activities collaboratively. In other word, the learners are supposed to work in pairs or in group to solve such tasks.

I Think and Write: this section provides the learner with some writing tasks which help the learner in building a meaningful communication with their classmates/peers and write about topics that fit their needs and interest.

Now I Can: this section enables the learners to assess their own knowledge and learning through checking what they can do and what they cannot.

I Play: this rubric encourages the learners' creativity and makes them able to solve real life problems through doing some activities.

I Enjoy: this rubric acts as a source of pleasure through offering for learners a relaxing atmosphere, where they can read text or passages and even singing from time to time.

My Pictionary: is a sub-section that consists of words illustrated by pictures. It is presented at the end of each sequence to clarify the meaning of some words and to provide the necessary vocabulary for learners to acquire at this age.

By the end of the second and the fourth sequence, the learners are invited to work cooperatively on a project, which aims at making the learners more responsible for their learning. In addition, the last papers of the textbook are devoted for the Recap of grammar and vocabulary and the trilingual glossary (English, Arabic, and French) of the whole textbook content.

All in all, the five sequences that form "My Book of English, Year One" are organized under the same pattern and follow the same procedures.

1.2.2. The Textbook Evaluation Checklist

To the hope to figure out whether the first year middle school textbook 'My Book of English, Year One' effectively represents the grammar components which are aligned with the CBA principles, a self-constructed checklist is followed drawing from the theoretical framework and guidelines of Cunningsworth's grammar checklist (1995). Hence, the checklist in hand consists of the first three criteria in Cunningsworth's grammar checklist (1995) namely: the grammar items introduced in the textbook, their correspondence to the students' language needs and whether they are presented in small enough units. Additionally, the current checklist tackles different self-constructed criteria regarding grammar teaching starting by the status of grammar in the textbook including its content ratio in relation to the whole content in the textbook and the activities that help pupils to apply their knowledge of grammar. Besides, the treatment of grammar in the textbook, the content gradation, its recycling in the textbook. The approach to grammar teaching in the textbook is also discussed in addition to the rules provided by the textbook, their gradation and relevance to the students' level. The next criterion in the checklist deals with the grammar activities, the main covered and the most emphasised ones in the textbook, whether students instructed to work alone, in pairs or in groups, whether they instructed to solve the tasks orally or in writing and finally whether in meaningful contexts, in isolated sentences or in authentic tasks/materials the pupils practise the grammar provided in the textbook. The last two criteria covered in the current checklist discuss the grammar terminology and its relevance to the pupils' level along with the complements, that is, about the availability of the teacher's guide and its guidance about grammar instruction (Appendix E).

3.2.3. The Results of the Analysis

3.2.3.1. The Status of Grammar in the Textbook

The results obtained showed that grammar is assigned an important role in the 1AM textbook. Grammar appears in each sequence of the textbook, in which it is taught during the whole sequence' sections and lessons, not only in the grammar reference rubric "My grammar tools", which is a separate section devoted especially for collecting all the grammar items tackled implicitly in the previous sections, and for making the pupils familiar with their rules and usage as well. More specifically, grammar is first introduced in the section "I listen and do", then in "I practise" and also in the reading session "I read and do" and that for the aim of improving both the learners' spoken and written abilities. Hence, the 1AM textbook is designed with a great emphasis on grammar in comparison with other skills, mainly because mastering grammar is a very important matter for beginner learners.

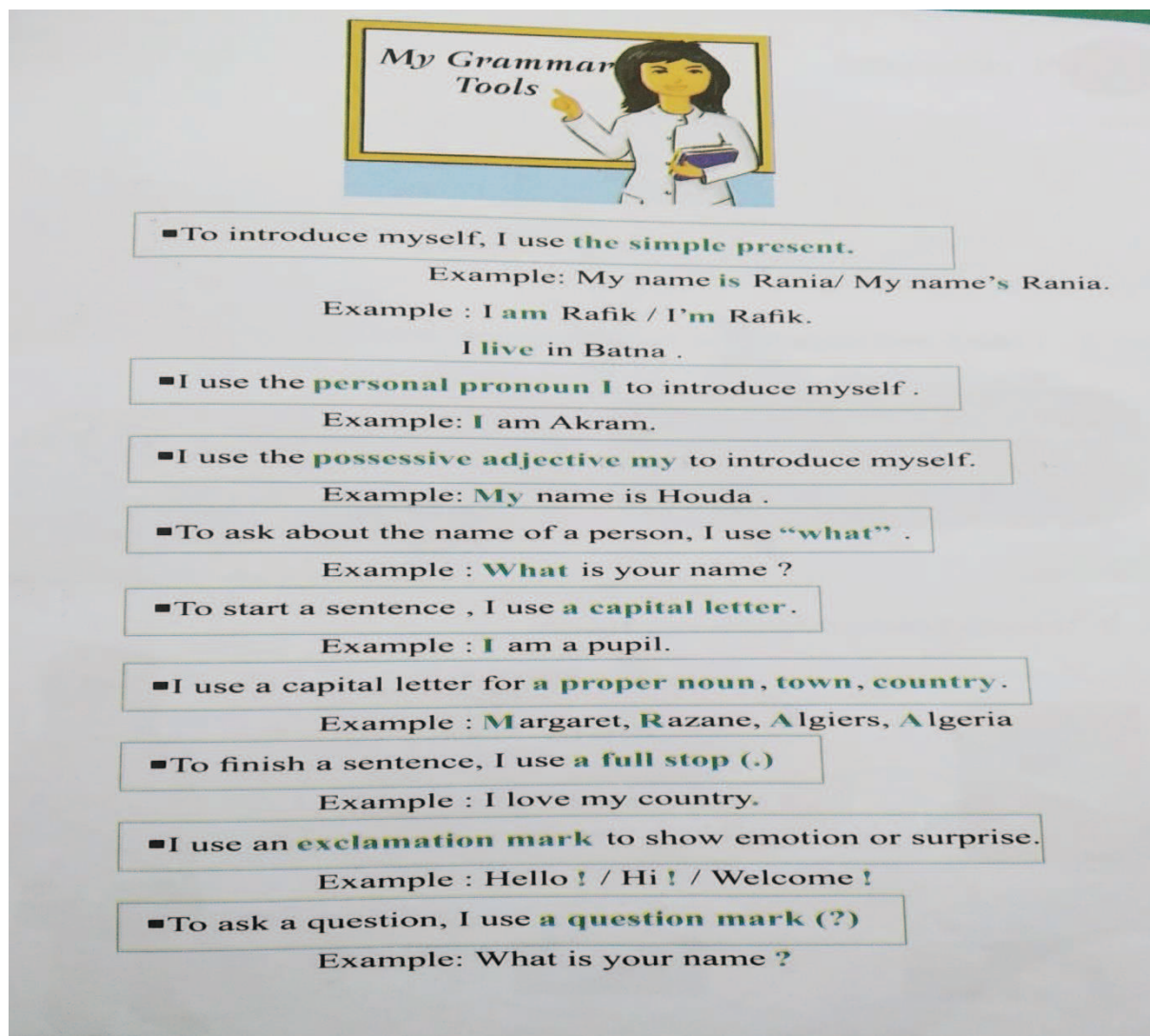


Figure 3.1: Example of "My Grammar Tools" Section

Concerning the inclusion of grammar in the self-assessment sections, the textbook tries to cover all the elements being tackled during all the sections including grammatical items in this section. Thence, this criterion seems to be applicable. As it is presented in the textbook, the end of each sequence includes a self-assessment section called "Now I can" presented in a form of a table, through which the students are required to assess their knowledge by themselves; what they can do and cannot. In this section, grammar is presented consistently in order for learners to be able to assess their grammatical knowledge by the end of each sequence. Taking the first sequence as an example, the self-assessment section appears on the

page 44, where the students are asked whether or not they can use the auxiliary “To be” in the present simple, the personal pronouns and the possessive adjective “My”. If yes, they should provide some examples and if not, they can ask for help.




Now I can.				
I can	Yes 	Example	No 	Support me 
greet my teacher.				
greet my mates.				
introduce myself.				
use polite forms.				
ask and answer about the name of my new friend.				
use numbers.				
use 'to be' in the simple present.				
use personal pronouns.				
use possessive adjective.				

Figure 3.2: Example of Self-assessment Section

However, by looking at the other skills it is found that the textbook does not provide that much of information; it just focuses on teaching the learners the English knowledge basics. Based on this, the grammar content within the 1AM textbook has a high ratio in relation to the content of other skills.

Furthermore, the results reveal that the textbook “My Book of English, Year One” does not include sufficient activities that help the pupils to apply the acquired features of grammar; that is the number of activities is very limited. In the first sequence, it is noticeable that there

are only two activities which are directed to the application of the grammar items; one is presented on the page 36 at the first section "I listen and do" before the pupils get familiar with the grammar rules. Thus, they are required to answer the task based on what they have heard during the listening session. The other task is presented in the section "I practise", Task 3, page 40. It is appeared after the grammar session in order for learners to apply what they have learned from it. Finally, the section "I learn to integrate" provides an inclusive task page 42, where pupils are asked to practise the previous acquired knowledge including grammar.

In sequence two, the number of grammar activities is limited, in which only two activities tackle the grammar content explicitly. One activity treats the use of the articles; it is presented in Task 4, page 51. The other activity is numbered Task 1, page 57, it is directed to the application of the present tense, the articles and the possessive adjectives.

Furthermore, the sequence 3 provides three grammar activities; the first one refers to Task 3, page 74, the second to Task 4, page 75 and the third to Task 2, page 81. These three activities tackle explicitly the grammatical items being introduced in this sequence.














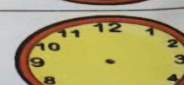
Besides, the sequence 4 includes three explicit grammar activities, namely Task 6, page 108; Task 1 and 2, page 114; in addition to other activities that require the use of the acquired grammatical knowledge such as in writing and speaking sessions.

Finally, as the sequence five tackles the famous places and locations in the world, the grammar activities within this sequence are not clearly presented; however, the application of the grammar items is combined with the practice of the different skills.

All in all, the number of grammar activities within the 1AM textbook is different from one sequence to another. Hence, each grammar activity is an application of the grammar items being introduced in the different parts of each sequence.

Task 3. I look at the picture, complete the sentence and draw the time.

I am Rafik. Here are my daily activities :

	I get up at 6:30 a.m.	
	I at	
	I at	
	I at	
	I at	
	I at	
	I at	

I wake up at 6:30 a.m.

I go to bed at 9 p.m.

Figure 3.3: Example of Activities Following Explicit Grammar Teaching

3.2.3.2. The Treatment of Grammar in the Textbook

3.2.3.2.1. Grammar Content

When checking the 1AM textbook, it is remarkable that each sequence tackles different grammar components for the sake of improving the learners’ syntactic abilities and making them able to form correct and meaningful sentences in English. The main grammar items that are covered in the textbook are highlighted in Table 2

Table 3.1.***Grammar items in “My Book of English, Year One”***

Sequence	Grammar items
01	<ul style="list-style-type: none"> -The auxiliary “to be” in the present simple -The personal pronoun “I” -The possessive adjective “My”. -The use of “What” for asking about the name of a person -The use of capitalization. -The use of the full stop, the exclamation and the question marks.
02	<ul style="list-style-type: none"> -the auxiliary “to have” and regular verbs in the present simple with the three pronouns “He”, “She” and “It”. -the use of the demonstrative pronoun “This”. -the personal pronouns “He” and “She”. -the possessive adjectives “His” and “Her”. -The use of “Who”. -the use of the indefinite articles (a, an) and the definite article “the”. -the use of the auxiliary “to be” with the three forms; affirmative, negative and interrogative.
03	<ul style="list-style-type: none"> -the use of the present simple with the first and the third person singular. -the present simple in the negative form. -the use of the prepositions “in” and “at”. -the use of the interrogative question words “What”, “At what time” and “When”.
04	<ul style="list-style-type: none"> -the auxiliary “to have” and regular verbs in the present simple with (I, you, she, he, it, we and they). -the use of the present continuous. -the use of the possessive adjectives “our” and “their”. -the use of prepositions of time (at) and of place (next to, near, between...etc.
05	<ul style="list-style-type: none"> -the use of auxiliary “to be” for locating a place. -the use of the personal pronoun “it” to describe a place. -the possessive adjectives. -“where” and “what” to ask about location.

Table 1 clearly shows that the grammar content within the textbook is varied and classified from the easiest to the more difficult ones, each sequence tackles a different package of knowledge that the beginner learners need to master. In addition, the table

illustrates that the distribution of grammar items over sequences is different from one to another; thus, some sequences provide more grammar items than the other.

It is noticeable that some grammar items are repeated in some sequences, in picture of present simple, personal pronouns, and possessive adjectives; however, the aim differs from one use to another. For example; taking the auxiliary “to be”, in sequence one, for the pupils to introduce the own selves; whereas, in sequence five, it is used to locate places.

As far the suitability of the grammar content to the learners’ level and needs, the results reveal that the grammar presented in “My Book of English, Year One” is compatible to the learners’ needs and fits their level as well. Each of the five sequences holds the section “My grammar tools” which presents the items deductively accompanied by examples as a matter of stimulating the pupils’ reasoning since it is their first year of studying English, in other words, to encourage them deduce, apply rules, and provide various examples from their own. Besides, the items under “My grammar tools” sections are graded from simplest to the most complex tenets that should be taught to the 1AM pupils regarding their needs and level as Table 1 clearly shows.

Moreover, the rubric “I practise” following each “My grammar tools” section provides contextualized tasks that pupils need to apply and thus communicate according to what they need at this level inside or outside the classroom. For example:

- ❖ In Task 3, sequence 1, page 40 learners are asked to complete the sentences with the appropriate conjugation for the verbs “To be” and “To live” in the present simple in addition to the possessive adjective “My”; hence, the broad aim of this sequence is to make learners able to introduce themselves.
- ❖ As pupils’ needs and level gradually increase, in the last sequence 5, Task 1, page 114, for example, requires learners to read the dialogue and answer the subsequent questions by their own.

Concerning the criterion of whether grammar items are recycled in the course of the textbook, the results show that only few items are recurrent such as the simple present tense, personal pronouns "I" and "It", the possessive adjectives "My" and "Our", question words "What". Hence, the fact is mainly due to the attempt to teach beginner learners how to be able to vary the use of such items. Examples are provided in the table below:

Table 3.2.***The Recycling of Grammar Items in the Course of "My Book of English, Year One"***

Items repeated	Sequence N°	Examples
The simple present tense	1	-To introduce myself (p. 39)
	2	-To introduce the family members/friends and to speak about likes (p. 56)
		-To describe the daily activities (p. 79)
		-With all personal pronouns (affirmative, negative, and interrogative) (p. 113)
	3	-To locate a place (p. 137)
Personal Pronouns	4	
	5	
	1	-To introduce myself (p. 39)
	3	- To describe daily activities (p. 79)
Possessive adjectives	3	-To ask for and tell the time (p. 79)
	3	-To describe daily activities (p. 79)
		-To describe a place (to avoid repetition) (p. 137)
	5	
Question word "What"	1	-To introduce myself (p. 39)
	5	- With places (p. 137)
	1	-To express possession (p. 113)
		- with places (p. 137)
	5	
	1	- To ask about a name of a person(p. 39)
		- To ask about a job (p. 56)
		- To ask for time (p. 79)
		- To ask questions about daily activities (p. 79)
		- To ask about location (p. 137)

The important role of grammar in the new textbook is also seen in the fact that the latter treats grammar structures in each of the five sequences in a consecutive and logical order. Table 2 in which all the grammar items in the textbook clearly revealed how these items are sequentially graded since they provide learner with easy items before more complex ones. For example:

- ❖ Sequence1 tackles the present simple, the use of “I” besides “My”, the use of capital letters, exclamation and question marks...etc.
- ❖ Sequence 2 deals with the other singular pronouns, definite and indefinite articles, the use of “Who”, “His” and “Her”...etc.
- ❖ Sequence 3 treats the use of “What” and “It” to ask about the time, prepositions of time “In” and “At”, “What”, “At what time” and “When” to ask about time...etc.
- ❖ Sequence 4 raises the level to work on the negative form of verbs, the present continuous, much time and place prepositions...etc.
- ❖ Sequence 5 ends the course of grammar by focusing on describing and locating places using “It”, “My”, “Where”,

Accordingly, the grammar content follows a regularly progression graded from the easiest to the most difficult, i.e. there is a progression of difficulty from one sequence to the succeeding one.

Additionally, as shown in Table 1 each of the sequence 2 and the sequence 4 holds huge grammar content including most of the items which are absolutely difficult for pupils to absorb at their first time of studying English. For example, the tasks following “My grammar tools” rubric in sequence 2, p. 57 do not cover the definite and indefinite articles, “Who”, “This” and “What” as mentioned in the precursory rubric.

3.2.3.2.2. Approaches to Grammar Teaching

The textbook adopts the explicit approach to grammar tutoring inside the classroom accompanied with a section namely "My grammar tools" where the grammar items even some rules are presented explicitly (the present continuous rule, page 113). According to what comes in the Teacher's Guide Middle School Year One (2016), which is designed under the CBA framework, teaching grammar in relevant situations to the learner's environment and interest is inevitable taking into account the goal of achieving efficiency. Basic grammar forms/ verb noun, adjective, preposition and structures/ noun phrase, verb phrase, simple sentences, should be equipped by learners. Moreover, the focus should be on meaning, and then on form because the latter is just a means which comes on the second place. While grammar is presented implicitly, abstract theoretical explanation should be ignored. Altogether, "learning grammar means being able to use the target language accurately in order to communicate successfully in meaningful situations related to the learner's environment" (p. 8).

It is revealed that grammar instruction in "My Book of English, Year One" is applied in an explicit way; moreover, not only inductively but also deductively.

Much of the grammar items under the rubric "My grammar tools" in each sequence are taught explicitly following the inductive approach, in other words, the textbook provides some examples to clarify the use of those components for the learner and hence to deduce the rule by themselves. For example,

- ❖ Sequence 1 "My grammar tools", page 39: to introduce myself I use the present simple tense, example: My name is Rania/ My name's Rania
I am Rafik/ I'm Rafik.
I live in Batna.

Hence, pupils are gradually guided to discover and infer the present simple rule with the grammar examples provided.

Moreover, teaching grammar explicitly through the deductive approach in the textbook is also depicted in the same rubric “My grammar tools”. The latter often provides straight rules and directs examples to the same grammar items taught implicitly in tasks of “I listen and do” section. An example of deductive teaching of grammar is:

- ❖ Sequence 2 “My grammar tools” page 56: in the present simple I add “s” to the end of the verb in the third person “he”, “She”, and “It”, example:

He lives in Algiers.

She plays basketball.

It snows in winter.

Logically any EFL textbook lays out the components of the language it carries including grammar. Undoubtedly, the second generation textbook; “My Book of English, Year One” provides grammar rules portrayed in the rubric “My grammar tool” as clarified in the table below:

Table 3.3.

The Grammar Rules in “My Book of English, Year One”

Sequence	The Grammar Rule
02	<p>-In the present simple I add “s” to the end of the verb in the third person “He, She, and It”</p> <p>- I use the indefinite article “an” before the words that starts with the vowel</p>
04	<p>-The present continuous:</p> <p>Personal pronoun + To be (present simple)+ verb + ing + noun</p> <p>-The present simple with (I, You, She, He, It, We and They)</p>

Both tenses (present simple and present continuous) are summarized in the section “My grammar recap” as a means to reinforce learners’ cognitive abilities to memorize their rules. Moreover, Table 1 shows that the learners have the opportunity to treat exclusively the present simple in the first three sequences with the personal pronoun “I” only. Altogether, pupils gradually explore and develop the use of this tense along with auxiliary “To be” and “To have” besides other verbs. In sequence 4, the present continuous is introduced after the learners get enough time to be familiar with the present simple. Thus, the grammar rules in “My Book of English, Year One” are clearly presented in a graduated logical scale. That is to say, learners will not get confused for their first ever time with the English grammar rules typically.

3.2.3.2.3. Grammar Activities

Activities or tasks are another criterion which is of a high importance for this study. The results obtained from the analysis revealed that the textbook includes three important types of activities, but with different proportions. One of the main types of grammar activities that are covered in the textbook is mechanical activities, where the learners are asked to solve some activities, in which their focus will be only on the form and the sentence structure; that is without showing any interest to the content. Meaningful activities are also covered grammar activities as well. The textbook provides from time to time some meaningful grammar activities in order for learners to be able to use the grammatical items to write or to talk about topics that fit their needs and interests. Communicative grammar activities are also considered in the 1AM textbook and that to enable pupils practise English freely, negotiate meaning and communicate within their environment; that is to make them more motivated learners.

Table 3.4.***Examples of Grammar Activities in “My Book of English, Year One”***

Types of activities	Sequence	Activity	Instruction
Mechanical activities	1	Task 4, page 51	I complete the bubble with the appropriate article (a, an, the)
Meaningful activities	2	Task 1, page 57	I circle the correct words to help Omar write his e-mail.
Communicative activities	4	Task 1, page 118	I work with my partners and fill in the table about my school regulations.

As it is stated above, the 1AM textbook includes more than one type of grammar activities, but with different proportions; one type is more emphasized than the other. The communicative activities are the most emphasized type of grammar activities in the textbook. Accordingly, in almost all the activities, the learners are required to integrate the acquired grammar knowledge with their daily routine and use it to communicate and talk about themselves and their daily activities. The textbook focuses more on such type of activities because creating active learners who are able to communicate using the target language accurately is considered one of the most principles of the CBA. One communicative grammar activity appears in the section “I learn to integrate” page (61), where the pupils are asked to draw their family tree with their information (age, job...etc.) and to send it as an attached document; to do such activity they need to use and apply the acquired grammar knowledge.

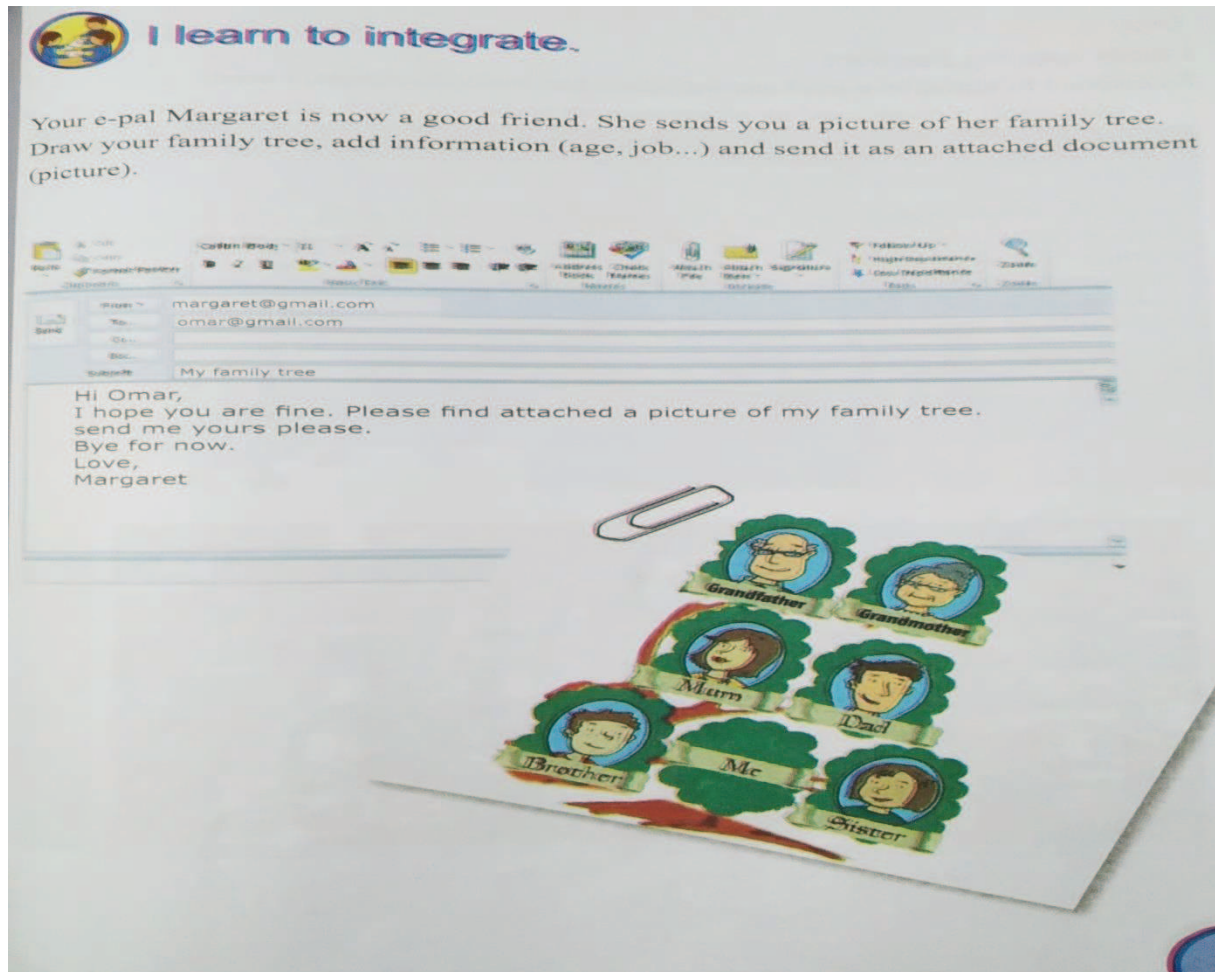


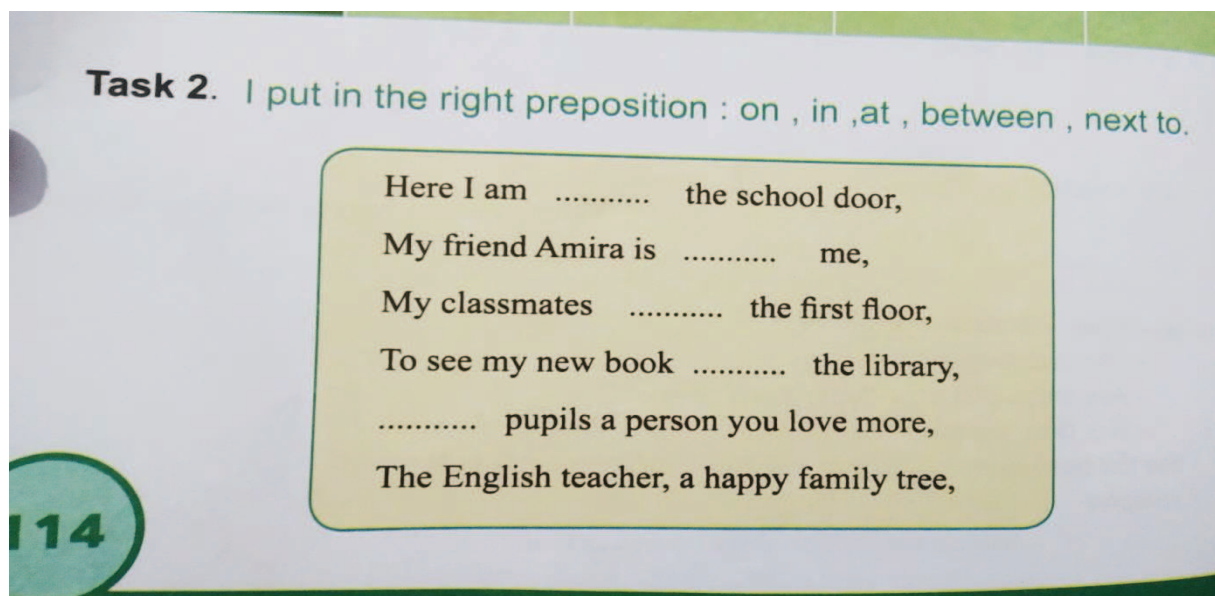
Figure 3.4: Example of Communicative Grammar Activity

The way the learners are instructed to work on grammar activities is considered another criterion for this study. The results show that a high ratio of grammar activities introduced in the textbook are devoted to be done in pairs, through which the pupil works with his classmate to solve different activities. The textbook focuses on pair work because such type of activities gives the learners, especially beginners the opportunity to speak with each other using English and enable them to raise and develop their ability of understanding. Thus, the textbook encourages the collaborative work and the interaction between learners.

Table 3.5.***Examples of Pair Work Grammar Activities in “My Book of English, Year One”***

Sequence	Activity	Instruction
2	Task 2, page 58	I write the names of my family members in the circles. I swap my sheet with my partner and guess who is who.
5	Task 1, page 138	Margaret asks you about famous places in Algeria. Can you help her?

Additionally, the grammar activities in “My Book of English” are intended to be solved not orally but in writing. That is the students are required to write down the answers and not just responding to the questions orally. A clear example of written activities is presented in sequence 4, task 2, page (114), where the learners are asked to put the right prepositions (on, in, at, between, next to) to complete a missing passage.

**Figure 3.5: Example of a Grammar Written Activity**

The way grammar practice is provided in the textbook is considered significant for this analysis. After having a glance on the grammar activities in the textbook, it is remarkable that grammar activities are presented in meaningful contexts; that is the grammatical features are integrated with other language aspects such writing, reading and speaking to enable learners to use the English language correctly and show them how grammar functions. Thus, instead of putting emphasis only on language form through standalone grammar activities, the textbook focuses more on language use; that is on language proficiency through meaningful activities.

Accordingly, almost all the grammar practice that appears in the five sequences of the textbook is presented in meaningful contexts and few of them in authentic tasks. A good example of grammar activities that are provided in meaningful contexts appears in sequence 3 "Me and my Daily Activities", task 4, page (75), where the learners are required to complete a table with the suitable verb depending on their ability of listening and comprehending a passage.

Task 4. I listen and complete the table.

My friend Amel lives in Setif. She **is** a pupil at Allam Mansour School. She gets up at 6:30 a.m. She **has** breakfast at 7:00. She **goes** to school at 7:30. After school, she watches TV. In the evening she **does** her homework. Her favourite hobby is drawing.

Amel	at 6:30.
She	at 7:00.
She	at 7:30.
She	after school.
She	in the evening.

Figure 3.6: Example of a Meaningful Grammar Activity

3.2.3.2.4. Grammar Terminology

The analysis reveals that the grammatical items are repeated in all the sequences' rubrics, the fact that promotes further the process of retaining them regarding 1AM learners. For example, the rubric "I listen and do", in each of the book five sequences, contains tasks and deals with the grammar items and terms replicated in different ways (e.g. tasks 2.a, 3, 4, 5 pp.35-36) after explicitly exposed to pupils in "My grammar tools" rubric and even repeated in the following sections "I practise" (tasks 1, 2, 3 p. 40) and "I read and do" (p. 41)

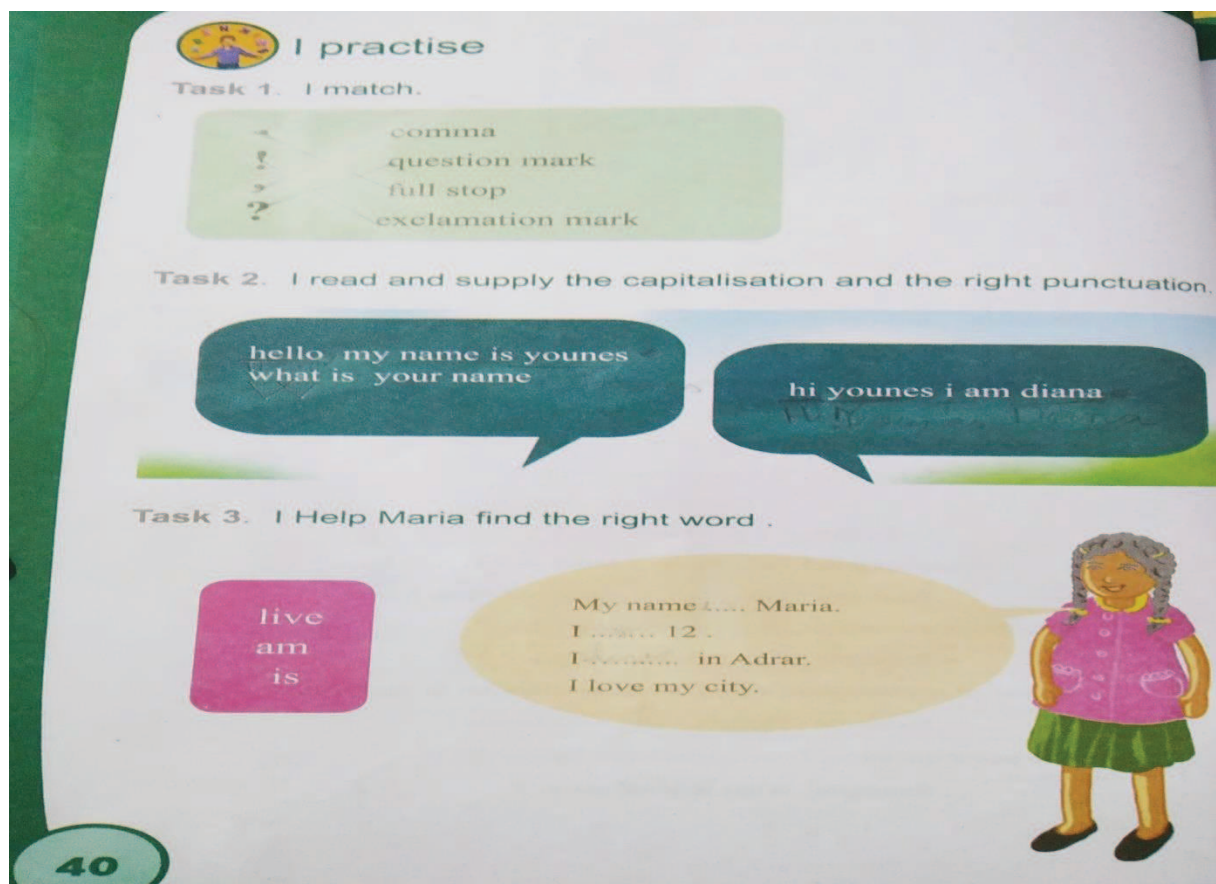


Figure 3.7: Example of Repeated Tasks

Further, grammar terms are coloured in all "My grammar tools" sections and in many tasks as well to help pupils make distinction (e.g. time and place prepositions in sequence 04, tasks 5, 6, 7 pp. 107-108-109). Furthermore, some terms are explained through supported animation like: punctuation marks in sequence 1, task 2.b, p. 35, verbs in the picture of those

in task 1 p. 72 and pp.101-103. Thus, it is clear that the grammar terms are matching 1AM pupils' level as they explained to the extent that makes things easier to recapitulate.

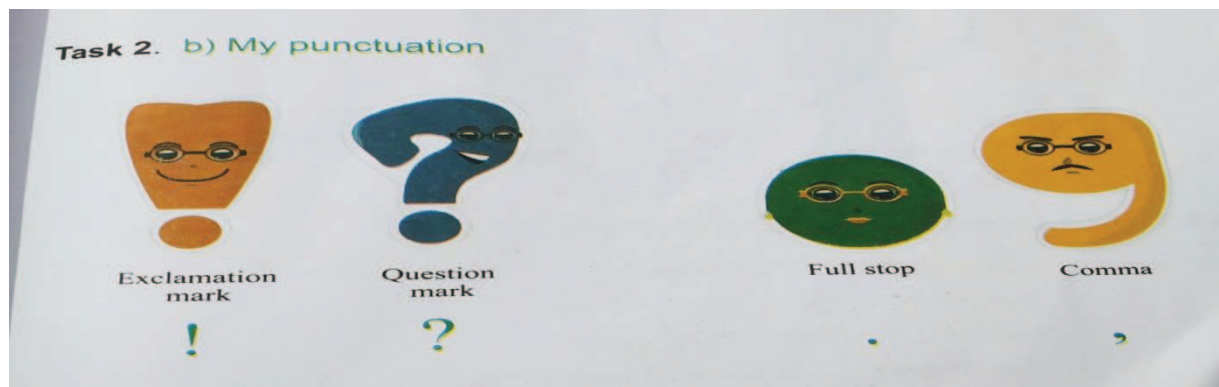


Figure 3.8: Example of Explained Grammar Terms

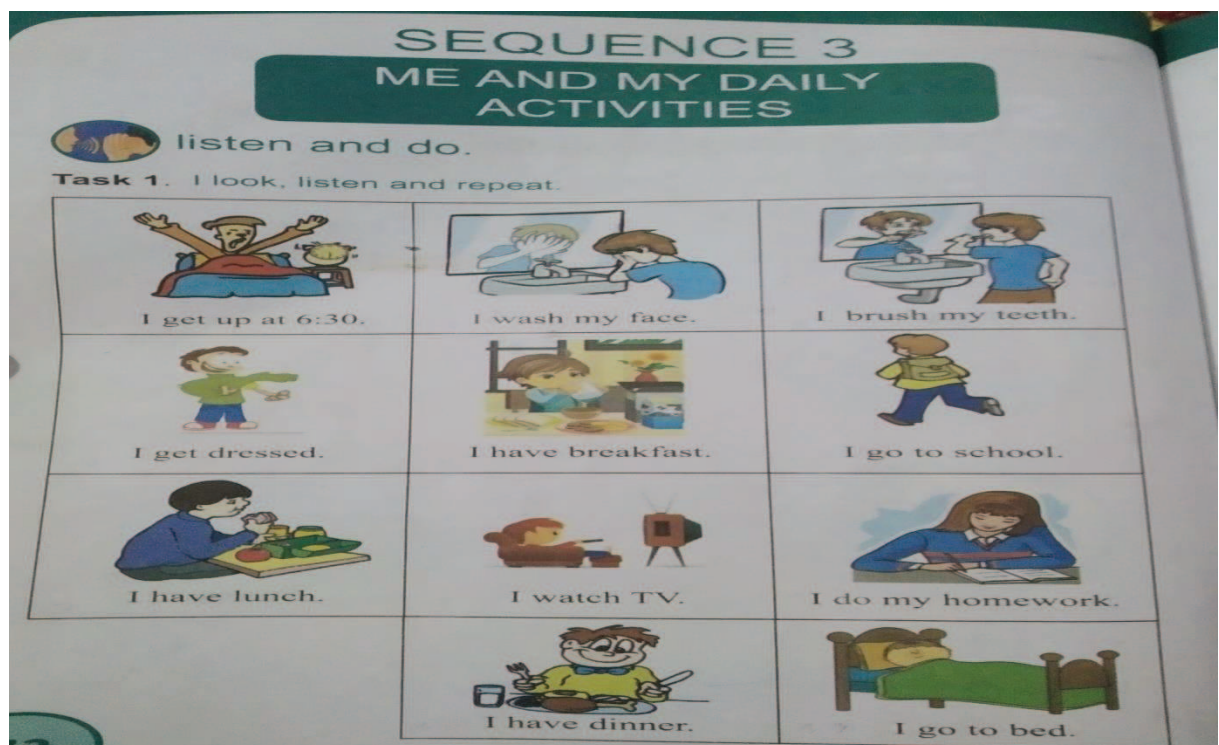


Figure 3.9: Example of Animated Grammar Verbs

3.2.3.3. Complements

The teacher's guide was offered to first year middle school teachers in regard to the new generation curriculum textbook by the Ministry of National Education. The guide entitled "*Teacher's Guide Middle School Year One*" was formulated by the head of the project Tamrabet Lounis, Boukri Nabila, Hammodi Abdelhak and Smara Abdel hakim. Such guide has been meant for 1AM teachers to help them "prepare lessons and integrate when necessary,

listening, speaking, reading and writing. It will help you to understand the important components of the language curriculum, along with the opportunities that your learners will need to achieve the educational objectives successfully” (Teacher’s Guide, 2016, p. 5).

As abovementioned, the guide introduces the approach to teach grammar in the coursebook. It is mentioned that “grammar is taught implicitly. Learners have to engage their brains and deduce the rules. However, in ‘My grammar tools’ section, some rules are given in order to teach learners reasoning and logic” (Teacher’s Guide, 2016, p. 8). That is to say, grammar is implicitly taught in the rubric “I listen and do” where learners acquire it unconsciously through repeating what they have just heard; then, they are exposed to explicit grammar studying in the rubric “My grammar tools” as a strategy to reinforce the cognitive abilities of 1AM learners. Moreover, the guide suggests specific concerns about grammar instruction inside the classroom namely: additional examples and activities to grammar instruction, clearer simplification for the notion of deductive grammar, procedures to grammar teaching (lays out some grammar lesson plans and samples), and some tasks accordingly in a way that makes the learners deduce the rule by their own.

3.2.4. Discussion of the Results

The five sequences shaping the textbook “My Book of English, Year One” are outlined with a great emphasis on grammar teaching through which the grammar rubric “My Grammar Tools” is presented consistently in each sequence spotlighting a variety of grammar components. Yet, grammar is not covered only in its independent rubric, but also in the other sections of the textbook.

Interestingly, the content in hand, counting items and rules, follows a recycled progression, that is, graded according to the complexity and further issues a balanced treatment in company with pupils’ needs and level of proficiency. One considerable merit of

1AM textbook is the self-assessment section "Now I can do" that gives the chance for learners to assess the previously acquired grammatical knowledge by themselves.

Moreover, The analysis in hand provides a thorough account of the grammar items that are introduced throughout the five sequences, such as the present simple and continuous tenses, auxiliaries such 'to be' and 'to have', prepositions like 'at, next to, in...etc.', articles 'an, a, the'. The aforementioned items are intended to be taught explicitly following the inductive approach; besides, most of them are recycled in the course of the textbook and even provided with interpretative drawings and pictures. Nevertheless, introducing the grammar content heavily in some units of the textbook seemed to be one demerit.

Owing to the fact that the textbook provides different grammar activities namely, communicative, mechanical, and meaningful activities, the communicative ones along with pair work and written activities are the foregrounded types of grammar activities. The grammar items are generally presented in meaningful contexts through which the learner's interest is drawn out also towards the context the grammar items presented in. Likewise, the textbook witnesses some weaknesses due to the limited number of activities which enable learners to apply the grammatical knowledge. More importantly, the first middle school textbook is accompanied by a "Teacher's guide" as a means of help for teachers, in which some activities and sorts of guidance and information are provided.

Overall, despite the fact that the current textbook "My Book of English, Year One" has undeniably some demerits, it comes up with changes to remedy the weaknesses discussed in the previous textbook "Spotlight on English" and yet considered to be effective for 1AM pupils.

3.3. The Analysis of the Teachers' Questionnaire

3.3.1. The Participants

The sample of this study was randomly chosen. The questionnaire was directed online via Facebook groups, where every first year middle school teacher in Jijel who has dealt with "My Book of English, Year One", was welcome to share his/her perceptions and attitudes. Hence, 36 teachers from different middle schools responded which gives much validity to the current study being based on a wide collection of first year middle school teachers.

3.3.2. Description of the Questionnaire

In order to investigate first year middle school teachers of English perceptions, attitudes, and practices of grammar teaching in the second generation curriculum textbook "My Book of English, Year One", the study is grounded on data collection instrument which is the questionnaire; the latter was administered to first year middle school teachers via Facebook. The instrument in hand (Appendix F) embraces an introductory paragraph to illustrate the aim of the study and the target population followed by a set of questions divided into four sections and vary between numeric questions (deal with teachers' background like work experiences), open-ended questions (require additional information from the informant part), and close-ended questions (the yes/no questions) .

- Section one (Q1-Q3) entitled "Background Information" opens the questionnaire with numeric questions. The two first questions to elicit teachers' teaching experience at middle school as well as their experience with 1AM (First and Second Generation Textbooks). The last one is concerned with teachers' highest degree of education.
- Section two (Q4-Q7) entitled "Perceptions about the Textbook *My Book of English, Year One*" tackles both open and close ended questions to put a figure on teachers' perceptions about the currently used textbook. The questions turn around their

satisfaction extent regarding the textbook, about its applicability as a source for pupils, whether it is competency-based, then opting for the old or the new textbook.

- Section three (Q8) entitled “Teachers’ Perceptions of Grammar Teaching” is a set of statements dealing precisely with teachers’ stances about approaches to grammar teaching inside the classroom.
- Section four (9-Q27) entitled “Grammar in *My Book of English, Year One*” embraces questions about teaching grammar in the light of “*My Book of English, Year One*”. The statements are varied to discern teachers’ both perceptions and practices about the grammar content in the textbook.
- Section five (Q28) entitled “Further Suggestions” closes the questionnaire by a space for teachers’ recommendations.

3.3.3. Results of the Questionnaire

Section One: Background Information

Q1. How long have you been a teacher of English at the middle school?

Table 3.6.

Teaching Experience at the Middle School Level

Response	Participants	%
Less than 5 years	19	52.78
Between 5 and 10 years	8	22.22
More than 10 years	9	25
Total	36	100

This question aims at knowing to what extent teachers of middle school are experienced. The results revealed that more than half of the participants (19 teachers with a 52.78%) had a low experience which is restricted to less than 5 years. While 8 teachers with 22.22% taught

between 5 to 10 years; that is to say, about a quarter of the participants can be said to be experienced. Interestingly, a quarter of the informants (25% which is 9 teachers) taught more than 10 years: experienced teachers. This implies that the population under study is divided to about a half for the participants who are experienced and about a half for those who are less experienced the fact that gives the study a mixture of opinions.

Q2. How long have you been teaching English to first year middle school learners?

Table 3.7.

Teachers' Experience with 1AM Textbook

Response	First generation textbook		Second generation textbook	
	Participants	%	Participants	%
Less than 3 years	25	69.45	27	75
Between 3 and 6 years	8	22.22	9	25
More than 6 years	3	8.33	0	0
Total	36	100	36	100

The addressed question is meant to peruse the period teachers spent teaching 1AM within the first and second generation programs. In other words, the aim behind is to discover their familiarity with both textbooks. As shown in the above table, within the first generation program, the highest percentage 69.45% (25 teachers) is for those who were not familiar with this program: less than three years of dealing with it. Between three and six years, only eight participants (22.22%) knew it. Decreasingly, three teachers (8.33%) dealt with it for more than ten years.

On the other side, $\frac{3}{4}$ of teachers (27 ones) dealt with the second generation program for less than three years. Nine participants used it in a period between three and six years and logically no one is familiar with it before six years since the programs have been launched at the beginning of the school year 2015/2016. Therefore, the majority of the participants are

familiar with both the textbooks and hence it is suggested that they are able to talk about 'My Book of English, Year One' and compare it to "Spotlight on English".

Q3. What is your degree?

Table 3.8.

Teachers' Qualifications

Response	Participants	Percentage
ITE Certificate	2	5.56
ITE Certificate + Bachelor Degree (Licence from UFC)	1	2.78
Bachelor Degree (four-year Licence)	8	22.22
Bachelor Degree (LMD Licence)	5	13.89
Bachelor Degree (ENS Certificate)	7	19.44
Master Degree	13	36.11
Total	36	100

The third question is about the participants' highest degree of education. The numbers and percentages showed that the major degrees are: a 1/3 for master degree followed by five teachers (13.9%) with a bachelor degree (LMD licence), seven teachers (19.4%) with a bachelor degree (ENS Certificate) and eight teachers (22.22%) with bachelor degree (four-year licence), in other words, the four degrees constitute the salient majority of the population's degrees. Other old certificated teachers, as shown in the first two rows, constitute the third minority.

Section Two: Perceptions about the Textbook 'My Book of English, Year One'

Q4. To what extent are you satisfied with the new textbook 'My Book of English, Year One'?

Table 3.9.***Teachers' Satisfaction with 'My Book of English, Year One'***

Response	Participants	%
Extremely	3	8.33
Significantly	15	42.67
Moderately	15	42.67
Not at all	3	8.33
Total	36	100

This question is intended to explore whether 'My Book of English, Year One' is pedagogically satisfactory. The major informants' responses go to be either moderately or significantly satisfied with an equal rate for both as shown in the table; fifteen teachers who represent 42.67% are either moderately or significantly satisfied with the book. The equality in numbers occurs with the participants who are extremely pleased and those who are not at all with the book in hand: three teachers with 8.33% for both. This clearly indicates that the majority of 1AM teachers are satisfied with the latest 'My Book of English, Year One'.

Q5. To what extent do you think "My Book of English, Year One" is a good source for learners?

Table 3.10.***Teachers' Responses to whether the Textbook is a Good Source for Learners***

Response	Participants	%
Extremely	2	5.56
Significantly	16	44.44
Moderately	16	44.44
Not at all	2	5.56
Total	36	100

Question 5 addresses teachers' slants towards the suitability of the textbook for their learners. Much like the previous received attitudes, the table showed equal numbers for both

extremely/not at all and significantly/moderately. That is, the participants chose either a significant or moderate extent; sixteen informants representing 44.44% for each as well as two teachers representing 5.56% for those who had an extreme extent and who have not at all. Obviously, half of the participants’ stances (44.44% for “significantly” + 5.56% for “extremely”) in addition to 44.44% for “moderately” go to greatly figure out that the current textbook is believed to gratify and succour learners from teachers’ perspectives.

Q6. Do you think “*My Book of English, Year One*” is designed according to the principles of the CBA?

Table 3.11.

Teachers’ Responses to the Alignment of “My Book of English, Year One” to the Competency-based

Response	Participants	%
Yes	23	63.89
No	7	19.44
I do not know	6	16.67
Total	36	100

This question is addressed to investigate teachers’ views of whether the novel textbook is outlined according the CBA principles. As shown above, the majority of participants (23 teachers representing 63.89%) agreed that the textbook is designed according to the CBA principles. Contrastingly, seven informants (19.44%) stated the opposite while six teachers who represent 16.67% could not decide. That is to say, the new textbook gained the trust of most of the teachers regarding the question of whether the textbook is truly under the CBA framework.

Q7. According to you, which textbook is better?

Table 3.12.***Teachers’ Preferred Textbook***

Response	Participants	%
“Spotlight on English”	4	11.11
“My Book of English, Year One”	19	52.78
I do not know	13	36.11
Total	36	100

This question aims at discerning which of the two textbooks is better from teachers’ views. The table reveals that the preferred textbook for 1AM teachers is “My Book of English, Year One” for more than half of the informants (52.78%) while only four teachers (11.11%) have chosen the old “Spotlight on English”. Interestingly, more than 1/3 of the population could not decide; yet, it is likely to be for those who have not the chance to teach with that old textbook.

The teachers were asked to justify their answers Half of the answers which belong to the side of “My Book of English, Year One” depicted the latter as being good to a high extent. Most of the new textbook supporters stated that it is simpler and easier for pupils to comprehend the input, suitable for learners’ age and phase, animated and colourful to motivate them, well-planned with visual aids and varied tasks and activities that are designed to meet learners’ needs. Others reported that it is a tool to reinforce the application of the CBA objectives while others added that it facilitates the language acquisition process through linking the language basics to the learners’ daily life.

On the other side, the few supporters of “Spotlight on English” (four teachers) agreed that it is designed according to the pupils’ capacity or age besides containing more interesting

and varied topics while stating in opposite to the “My Book of English, Year One” that it contains longer difficult texts for 1AM pupils and provides direct answers and explanations.

The rest of answers belong to the teachers who did not deal with the old book to the extent that they could not decide and make the comparison.

The participants’ answers revealed that the current textbook got popularity among teachers; it is easier and more helpful.

Section Three: Teachers’ Perceptions of Grammar Teaching

Q8. Please, respond to the following statements and decide whether you strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD)

Table 3.13.

Teachers’ Attitudes towards Teaching Grammar inside the Classroom

Statements	SA	A	U	D	SD	Total
a. A learner can learn a second or foreign language without explicit grammar teaching	2	11	6	15	2	36
b. It is easier to learn a language if regularly exposed to explicit grammar instruction	5.56	30.55	16.67	41.67	5.55	100
c. Grammar is best taught implicitly, included with other features	9	19	4	4	0	36
d. Grammar is best taught explicitly, as an independent feature	25	52.78	11.11	11.11	0	100
e. Grammar is best taught inductively (students examining many examples to find out patterns/ rules)	8	15	4	8	1	36
f. Grammar is best taught deductively	22.22	41.67	11.11	22.22	2.78	100
	5	15	4	10	2	36
	13.89	41.67	11.11	27.78	5.55	100
	13	18	3	2	0	36
	36.11	50	8.33	5.56	0	100
	2	6	4	19	5	36

(telling the rules to the students first)	5.55	16.67	11.11	52.78	13.89	100
g. Metalanguage (terms used to describe language such as pronouns, possessive adjectives or prepositions) should be exposed to 1AM learners	10	19	2	4	1	36
	27.78	52.78	5.55	11.11	2.78	100

Question 8 aims to explore the best methods for teaching grammar to 1AM pupils from the participants' views. The results revealed in Table 3.8 indicated that about half of the informants 47.22% (41.67% disagree + 5.55% strongly disagree) refused the idea of learning a foreign or second language without explicit grammar instruction. As they clearly rejected the deductive approach to grammar teaching (52.78% disagree + 13.89% strongly disagree).

Nonetheless, the agreement was shared by the majority of the participants (both strongly agree and agree constitute more than 80%) for each of the following:

- It is easier to learn a language if regularly exposed to explicit grammar instruction
- Grammar is best taught inductively
- Metalanguage should be exposed to 1AM learners

With respect to the best way to introduce grammar, whether implicitly with other features or explicitly as an independent feature, half of the population displayed approval for both ways (63.89% is the outcome of strongly agree and agree for implicit teaching/ 55.56% underlined strongly agree and agree for explicit teaching). This implies that a combination of both explicit and implicit ways is favoured to teach grammar inside the 1AM classroom. Interestingly, among the seven statements, from two to six teachers (5.55% to 16.67%) could not decide upon.

To put it in a nutshell, 1AM teachers’ perceptions about approaches to grammar teaching depicted in a higher acceptance for the idea of an explicit, inductive grammar instruction of the foreign as well as deemed the teaching of metalanguage as appropriate to a high extent.

Section Four: Grammar in ‘*My Book of English, Year One*’

Q9. To what extent do you think the grammar presented in “*My Book of English, Year One*” is suitable for 1AM pupils’ needs?

Table 3.14.

Teachers’ Attitudes towards the Suitability of Grammar for 1AM Learners

Response	Participants	%
Extremely	7	19.44
Significantly	10	27.78
Moderately	15	41.67
Not at all	4	11.11
Total	36	100

The ninth question aims at discovering the extent to which grammar is suitable for 1AM pupils from their teachers’ perspectives. The results revealed that about a half of the participants (47.22%) chose whether “Extremely or Significantly”. While only 11.11% of the teachers thought that grammar in the 1AM textbook is not acceptable at all, a high percentage of 41.67% reported those who believed it to be moderately suitable. Which means, roughly all the 1AM teachers found the grammar in “*My Book of English, Year One*” suitable to their pupils’ needs and interest.

Q10. Do you think grammar is assigned an important role in the textbook?

Table 3.15.

Teachers’ Overall Opinions about the Importance Given to Grammar in ‘My Book of English, Year One’

Response	Participants	%
Yes	25	69.45
No	7	19.44
Moderately	4	11.11
Total	36	100

This question seeks to figure out the teachers’ perceptions of the place of grammar in the 1AM textbook. The respondents’ percentages revealed a majority of “Yes” (69.45%) besides 11.11% for a moderate role offered to the grammar presented in the new textbook and only a percentage of 8.3% represented 1AM teachers who thought the opposite. Evidently, the salient majority of the population believe in the paramount importance granted for grammar in ‘My Book of English, Year One’.

Because the majority of respondents agreed that grammar has taken an important role in the textbook, most of their explanations turned around the fact that grammar is included in all of the textbook sequences. Some added that it is ordered sequentially and even inserted within attractive authentic content repeated in the listening, practice, and reading sessions, that is, grammar is emphasised over the other aspects of the language. On the other side, informants who responded by “No” claimed that grammar activities are not suitable for 1AM pupils. Moreover, the tasks and the examples are not varied so that to assist 1AM pupils’ actual level, whereas those who chose “Moderately” asserted that grammar in “My Book of English, Year One” is assigned an important role but only to some extent.

Q11. What is the approach to grammar teaching adopted in the textbook?

Table 3.16.***Teachers’ Perceptions of the Grammar Teaching Approach Adopted in “My Book of English, Year One”***

Response	Participants	%
Implicit teaching (grammar is acquired unconsciously)	7	19.44
Explicit teaching: inductive approach (the pupils are guided to discover the rules themselves)	23	63.89
Explicit teaching: deductive approach (presenting the rules first)	6	16.67
Total	36	100

This question is addressed to know which approach the textbook adopted to teach grammar. The percentages displayed that more than half of the informants (63.89%) agreed that is the deductive approach where explicitly teach pupils and guide them to discover the rules themselves. Seven teachers (19.44%) believed it to be the implicit teaching where grammar is unconsciously acquired. Six teachers (16.67%) ticked for the deductive approach where explicitly presenting the rules first. It is inferred then, that the inductive approach to explicitly teach grammar is the approach adopted in the new textbook.

Q12. Do you have a teacher’s guide?**Table 3.17.*****Teachers’ Possession of Teacher’s Guide***

Response	Participants	%
Yes	26	72.22
No	10	27.78
Total	36	100%

Question 12 aims at perceiving whether or not 1AM teachers possess the teacher's guide. Table 3.18 indicated that approximately $\frac{3}{4}$ of the sample obtained it while the rest do not. This implies that a valuable percentage of the population considers it to be useless.

Q13. Does the guide suggest anything specific about grammar instruction?

Table 3.18.

Teachers' responses to whether the Teacher's Guide Suggests Anything Specific about Grammar Instruction

Response	Participants	%
Yes	13	36.11
No	12	33.33
I do not know	11	30.56
Total	36	100

This question seeks to investigate the extent to which the participants are familiar with the content of teacher's guide. As the table reveals, the population is divided on approximately three equal portions; 36.1% agree on the statement, 33.3% asserted that the guide does not provide any thing concerning grammar, and the last 30.6% did know nothing about it. Thus, it is deduced that about half of the teachers who have teacher's guide agreed that it is a supporting material for teaching grammar while the other half did not. At the same time, those who have not the guide are probably those who answered "I do not know" in Table 19.

Q14. If yes, what do you think it suggests?

The participants' responses were not sufficient since half of them did not respond, while most of the respondents gave irrelevant answers. However, what they frequently mentioned about the relevance of teacher's guide with grammar is the following:

- Provides additional examples and activities to grammar instruction
- Clearer simplification for the notion of deductive grammar
- Procedures to grammar teaching (lay out some grammar lesson plans and samples)
- Suggests some tasks accordingly in a way that makes the learners deduce the rule by their own

Q15-Do you follow the approach suggested in the textbook to teach grammar?

Table 3.19.

Teachers’ Perceptions of whether they Follow the Approach Suggested by the Textbook

Options	Participants	Percentage (%)
Yes	23	63.89
No	13	36.11
Total	36	100

This question was addressed to know whether or not the first year middle school teachers follow the approach suggested by the textbook to teach grammar. As it is shown in table 2, the majority of teachers (23) representing 63.89% answered “Yes”; meaning that they follow the inductive approach while teaching grammar. Whereas, ten (13) teachers representing 36.11% answered “No”; in the sense that they do not follow the suggested approach concerning grammar teaching. What is clear, then, is that the approach indicated in the textbook for teaching grammar is useful and applicable for both the teacher and the learner.

Q16-If no, how do you usually teach grammar to your 1AM pupils?

Table 3.20.

The Way Grammar is Presented by the Teachers who do not Follow the Approach Suggested in the Textbook

Options	Participants	(%)
I address grammatical structures and rules before I let my students work with them	2	7.70
I let my students find grammatical structures and rules on their own.	8	30.77
I let my students find grammatical rules themselves, I address the rule afterwards.	16	61.53
Total	26	100

This question invites the first year middle school teachers to elucidate the way they teach grammar to their pupils. The highest percentage of teachers (61.53%) asserted that they teach grammar through giving the chance first to students to find the grammatical rules then, to address them explicitly afterwards. Therefore, eight (08) teachers, with a percentage of 30.77% taught grammar via letting the students deduce the grammatical structures and rules by their own. On the other hand, only two (02) informants, representing 7.70% stated that they address the grammatical structures and rules first then, to let learners work with them through different tasks and activities. Thus, according to the results obtained, most of the teachers focus on the inductive teaching of grammar.

Q17-Do you think that 1AM pupils can learn grammar without explicit direction from teachers?

Table 3.21.

Teachers Perceptions of Whether the Textbook Involves the Learners to Learn Grammar on their own

Options	Participants	(%)
Yes	7	19.44
No	29	80.56
Total	36	100

Question 17 focuses on teachers’ perceptions towards the ability of 1AM pupils to learn the grammatical structures and rules without any explicit direction from their teachers. According to Table 3.22, it is noticeable that almost all the addressed sample, with a percentage of 80.56% answered “No”, meaning that the pupils at this level cannot learn grammar without the explicit help of their teachers. Meanwhile, those who said “Yes”, the 1AM learners are able to learn and acquire grammar by their own and without explicit direction from teachers have a percentage of 19.44%. This implies that beginner learners of English are unable to learn the grammar introduced in the textbook on their own and without the guidance of their teachers.

Q18-Do you think that the grammar activities in the textbook enable the learners to transfer their grammatical knowledge into communicative language use?

Table 3.22.

Teachers Perceptions of the Effectiveness of Grammar Activities in Transferring the Grammar Knowledge into Communicative Language Use

Options	Participants	(%)
Yes	24	66.67
No	12	33.33
Total	36	100

This question aims at exploring the teachers’ perceptions of the effectiveness of grammar activities in transferring the grammar knowledge into communicative language use. According to the results recorded in Table 23, more than half of the addressed teachers (24) corresponding 66.67% believed that the grammar activities and tasks presented in the textbook make pupils able to transfer the acquired grammar rules and structures into meaningful communicative use of language. Moreover, twelve (12) teachers representing

33.33% thought negatively. Hence, the results illustrated that the textbook gives a salient importance to the correct use of language in real life communicative settings.

Q19-Does the textbook offer enough grammatical knowledge pupils need to master?

Table 3.23.

Teachers' Perceptions about the Adequacy of Grammatical Knowledge in the Textbook

Options	Participants	(%)
Yes	18	50
No	18	50
Total	36	100

Question 19 aims at determining whether the textbook offers enough grammatical structures and rules the 1AM pupils need to master at this level. By looking at the table above, it is noticeable that there exists a contradiction in teachers' views about the adequacy of grammatical features presented in the 1AM textbook. Half of the addressed informants (50%) asserted that the textbook provides all the needed grammar knowledge the students need to master at the first year middle school. The other half is devoted for teachers who found that the textbook fail in providing the required grammar knowledge for 1AM pupils. Thence, the results signified that the textbook offers to some extent the grammatical features necessary for the first year middle school learners.

In this question, the teachers were required to provide justification. Those who thought that the 1AM textbook offers enough grammatical knowledge the pupils need to master stated the following:

- ✓ The textbook provides many diverse activities which tackle different objectives related to grammatical knowledge pupils need to master.
- ✓ The grammatical knowledge presented in the textbook is enough because students at this level are not required to learn everything at once.

- ✓ The textbook is rich of grammatical points that learners need in communications just like verbs, pronouns, simple present tense...etc.
- ✓ The textbook offers everything related to the pupils' level with a fully explanation as well.
- ✓ The grammatical features presented enable the pupils to fill in, write small passages and express their feelings.

Besides, teachers who argued that the 1AM textbook fails to provide the necessary grammar knowledge the learners need to master suggested the following:

- ✓ The textbook offers only a small amount of grammar tasks which unable the learners to master the grammar introduced in the textbook.
- ✓ Neither the lesson nor the tasks help the learners to master the grammatical knowledge.
- ✓ Many grammar rules need more explanation than they are in the textbook.
- ✓ It is not enough because students as beginners need to relate the different structures together, to analyse and compare; however, sometimes they find some shortcomings because of the absence of some language items.
- ✓ The teachers always find themselves obliged to give the students extra grammatical knowledge and information (eg: The personal pronouns and how to conjugate the auxiliaries).
- ✓ Teaching learners to acquire linguistic competence does not mean having the ability to communicate appropriately.

Q20-Does the textbook include sufficient activities (opportunities) that help the pupils to apply their knowledge of grammar?

Table 3.24.

Teachers' Perceptions of the Sufficiency of Grammar Activities in the Textbook

Options	Participants	(%)
Yes	14	38.89
No	22	61.11
Total	36	100

This question was set to investigate whether the textbook offered enough activities and tasks that help the learners put the acquired grammar in practice. As displayed in Table 24, 61.11% of the addressed teachers revealed that the textbook does not include sufficient opportunities for learners to apply their grammar knowledge. However, 38.89% of teachers' answers maintained the opposite, in the sense that the textbook provides enough activities that could help the pupil apply the acquired features of grammar. Thence, this implies that the 1AM textbook does not give a great importance to the application of the learned grammatical knowledge.

Q21-Is the grammatical terminology employed in the textbook helpful to the learners?

Table 3.25.

Teachers' Perceptions of the Usefulness of the Grammatical Terminology in the Textbook

Options	Participants	(%)
Yes	24	66.67
No	12	33.33
Total	36	100

In this question, the teachers were asked to give their perceptions towards the grammar terminology included in the 1AM textbook. The majority of informants with a proportion of 66.67% believed that the grammatical terminology embedded in the textbook is helpful for learners. The minority (33.33%) viewed that the textbook does not succeed in providing the grammatical terminology the students are in need. Thus, it is fair to conclude that the grammar terminology introduced in the textbook is helpful for the 1AM pupils.

Q22-Do you think that the section "My Grammar Tools" is helpful to the pupils?

Table 3.26.***Teachers’ Perceptions of the Effectiveness of “My Grammar Tools” Section***

Options	Participants	(%)
Yes	24	66.67
No	12	33.33
Total	36	100

This question seeks to check the effectiveness of the section “My Grammar Tools”. According to the results shown in the table, a large portion of the addressed sample, with a percentage of 66.67% believed that the section “My Grammar Tools” is helpful to the 1AM pupils. While 33.33% of teachers believed negatively. This implies that the section “My Grammar Tools” presented in the 1AM textbook is of a great benefit for learners.

Q23-Are the grammar rules presented in the section “My Grammar Tools” graded according to complexity (from the easiest to the most difficult)?

Table 3.27.***Teachers’ Perceptions of Grading of Grammar Rules in “My Grammar Tools” Section***

Options	Participants	(%)
Yes	23	63.89
No	13	36.11
Total	36	100

Question 22 was set to check the complexity of grammar components in the section “My Grammar Tools”. As displayed in Table 3.27, the highest percentage of teachers (63.89%) reported that the grammatical features introduced in “My Grammar Tools” section are graded from the easiest to the most difficult, in the sense that the learners are required first to learn and master the simple grammar rules then, to move to more complex ones. Conversely,

thirteen (13) teachers, representing 36.11% opted for ‘No’, implying that the teacher sometimes finds himself obliged to explain, clarify and even change the order of some items order to make his learners able to understand things. Hence, the results show that the section “My Grammar Tools” is well graded and organized.

Q24-Do you that the section “MY GRAMMAR RECAP” is helpful to the pupils?

Table 3.28.

Teachers’ Perceptions of the Effectiveness of “MY GRAMMAR RECAP”

Options	Participants	(%)
Yes	23	63.89
No	13	36.11
Total	36	100

Question 24 sets to determine the teachers’ perceptions towards the usefulness of the section “My Grammar Recap”. As outlined in Table 3.28, the results obtained from the responses to question 24 reveal that the majority of teachers (23), with a percentage of 63.89% agreed on the usefulness of the section “MY GRAMMAR RACAP”, in the sense that it summarizes for learners all the grammar content introduced in the different sequences of the textbook in an easy and organized way. However, thirteen (13) teachers corresponding to 36.11% said the opposite; that is the aforementioned section does not provide any sort of help to the 1AM pupils. These results make it clear that “My Grammar Recap” section within the 1AM textbook is effective and helpful for learners.

Q25-What are the types of grammar activities emphasized in the textbook?

Table 3.29.*Teachers' Perceptions of Grammar Types of Activities Emphasized in the 1AM Textbook*

Groups	Options	Participants	(%)	Total	
				N	%
A	Mechanical activities	12	33.33	36	100%
	Meaningful activities	9	25		
	Communicative activities	15	41.67		
B	Written activities	25	69.44	36	100
	Oral activities	11	30.56		
C	Individual work	12	33.33	36	100
	Pair work	14	38.89		
	Group work	10	27.78		

This question requires teachers to report the types of grammar activities emphasized more in the 1AM textbook. Concerning group (A), 15 teachers, that is a percentage of 41.67% reported that communicative activities are the most emphasized type of grammar in the textbook followed by mechanical activities with a percentage of 33.33%; then, meaningful activities come last with a percentage of 25%. For the second group (B), it is noticeable that the highest number of teachers (25) representing 69.44% asserted that the written type of grammar activities are more emphasized than the oral ones, which have a percentage of 30.56%.

The question is also addressed to see whether the students are required to solve such types of activities individually, in pair or in group. A percentage of 39% opted for pair work, in which the students work with their peers collaboratively to solve the different kinds of

grammar activities. On the other hand, twelve (12) teachers, corresponding to 33.3% opted for individual work and only 27.7% for group work.

All in all, concerning the types of grammar activities emphasized in the 1AM textbook, the results show that the textbook focuses more on communicative activities, i.e. how to use the acquired grammar knowledge to create a meaningful interaction with others, which are presented in the form of written activities to be done as pair work.

Q26-How is grammar practice provided in the textbook?

Table 3.30.

Teachers' perceptions of the Way Grammar Practice is Provided in the Textbook

Options	Participants	(%)
In meaningful contexts	26	72.22
In isolated sentences	3	8.33
In authentic tasks/materials	7	19.44
Total	36	100

In this question, the teachers were requested to tick from the list which kind of grammar practice is provided in the textbook. The examination of this item revealed that the majority of respondents (26), that is a percentage of 72.22% replied that the grammar tasks and activities are presented in meaningful contexts. A minority (19.44%) viewed that grammar practice took place in authentic tasks like writing a letter for example or preparing a role-play. The rest (8.33%) is devoted to teachers who said that such kind of practice is presented in isolated sentences, meaning that the textbook provides some tasks which are directed especially to practice the teachable grammar items explicitly. Accordingly, this implies that the textbook focuses on the implicit production of grammar activities.

Q27-Is the textbook your only source for teaching grammar?

Table 3.31.***Teachers’ Reliance on the Textbook in Teaching Grammar***

Options	Participants	(%)
Yes	5	13.89
No	31	86.11
Total	36	100

The question above was tackled to see whether the first middle school teachers rely only on the textbook while teaching grammar. The results obtained from the table above illustrate that almost all of the addressed teachers (31), that is with a percentage of 86.1% do not rely on using the textbook as their only material for teaching and presenting the grammatical content. On the other hand, only five teachers, representing 13.89% of the addressed sample answered “Yes”; that is they limited their input only to what is introduced in the textbook because according to them the textbook offers all the necessary items the pupils need to master at this level. Thus, it would be better if the use of the textbook is supported by the use of other materials as a way, on the one hand, of improving the teaching process and attracting the students’ attention, from the other hand.

Almost all of the teachers who answered by “No” about the previous question rely on the same materials while teaching grammar, namely

- ✓ Worksheets from the internet.
- ✓ PDF’s websites.
- ✓ Authentic materials, native speakers’ videos, records, songs, pictures...etc.
- ✓ External books (New Headway books).
- ✓ Other grammar books like “English Grammar in Use”.

Section Five: Further Suggestions**Q28. Would you please add any suggestions or comment concerning teaching grammar in the second generation curriculum textbook “My Book of English, Year One”?**

The last question in this questionnaire is asked the teachers to give and add any type of comment or even suggestions concerning the status and the way of teaching grammar in the second generation curriculum textbook “My Book of English, Year One”. These are the most common teachers’ comments:

- ✓ The majority of Teachers agreed that the amount of time devoted for grammar teaching is not enough; thus, it would be better if they devote enough time for practising the grammatical knowledge.
- ✓ The grammar activities included in the textbook are not enough for mastering the grammatical knowledge; the textbook should provide more practice.
- ✓ According to some teachers, grammar teaching should be explicit in the 1st and 2nd years and implicit in the 3rd and 4th years.
- ✓ Others said that it would be better if the textbook includes more pictured tasks for learners to attract their attention.
- ✓ It is better to teach the 1AM learners only the present simple tense with its three forms in order not to be confused with other tenses.
- ✓ The length of some texts and passages is too long and the teacher sometimes find himself obliged to summarize them and to give only the needed knowledge in order for learners to focus on grammar not on the story of passage.
- ✓ It is true that the 1AM textbook is rich of vocabulary and grammar; however, it is too long to be completed in three terms corresponding to the time of English sessions;

- ✓ Teaching grammar needs a careful plan and a clear instruction and that through the use of new strategies and tools just like the technological ones that may raise the students' attention.
- ✓ Using only the textbook to teach grammar is not enough at all; however, the teacher should vary his instructional materials according to the students' needs and interests.

From the teachers' comments, it is clear that the textbook succeed to a large extent in providing the grammar content that suits the pupils' level. Finally, the teachers' comments and suggestions on what concerns grammar in the 1AM textbook should be taken into consideration since they are the first people concerned with the textbook.

3.3.4. Discussion of the Questionnaire's Results

The main aim of the teachers' questionnaire in this piece of research is to gauge the teachers' perceptions and attitudes towards grammar teaching in the second generation textbook namely "*My Book of English, Year One*".

To start with, the first three questions deals with participants' qualifications and work experiences. Accordingly, the results have shown that the majority of teachers are novice (less than five years teaching experience) with Master Degree. This explains why most of the informants have taught using both textbooks for less than six years. Nevertheless, the rest of the respondents, who are experienced teachers, help in shaping a mixture of experienced and non-experienced teachers which in turn gives the work much reliability.

Regarding the 1AM teachers' perceptions of the textbook, the findings obtained have reported that the salient majority of teachers have expressed satisfaction and preference of the new textbook at the expense of the old one "*Spotlight on English*" though they believe the former still needs updating. The best part of the informants as well has displayed positive

attitudes about it being a considerable source for learners. Interestingly, the most the participants have confirmed the compatibility of the textbook with the CBA principles.

Treating teachers' perceptions of grammar teaching, the outcomes have expressed a higher acceptance for the idea of an explicit, inductive grammar instruction of the foreign language as well as a harmony in opinions for the applicability of inserting metalanguage in the curriculum of 1AM pupils. Hence, the explicit grammar teaching under the inductive approach is the premier approach adopted in the textbook; however, the implicit deductive way was not included or even favoured among the population in hand.

Getting deeper to deal with issues of grammar in the textbook, the conclusions have asserted that most of the teachers confirm the compatibility of grammar to 1AM pupils' needs, the significance of grammar set forth in the textbook. Regarding teacher's guide, the majority of the informants possess it; yet, half of the respondents has no idea about the content of this guide while the other half has mentioned that it suggests examples, procedures, tasks, and further simplification for grammar instruction.

On what concerns the approach followed to teach grammar, the salient majority of teachers have shown positive attitudes towards using the same approach suggested in the textbook which is the inductive approach. Besides, more than half of the participants are teaching grammar permitting learners to discover and deduce the rules by themselves, and then address them explicitly later on. More importantly, the teachers reported that the 1AM pupils are unable to learn grammar without the explicit guidance of the teacher; in contrast, they are in need of their direction to accomplish the task of mastering grammar structures.

Concerning grammar activities in "*My Book of English, Year One*", the results have shown that teachers share positive attitudes towards the sufficiency of activities that enable the learners to apply the acquired grammatical knowledge as well as towards the effectiveness

of grammar activities in transforming the grammatical knowledge out into communicative use. Moreover, the communicative, written, and pairs work activities are the most emphasized types of activities in the textbook. On the other hand, there is a contradiction in teachers’ views concerning grammar knowledge; half of them have asserted for the sufficiency of grammatical components in the textbook since it includes everything that is related to the students’ level, needs and interests. The other half have opted for the opposite justifying that neither the lesson nor the tasks helps the learners to master the grammatical knowledge.

Regarding the effectiveness of grammar terminology, “My Grammar Tools”, and “My Grammar Recap” sections, the questionnaire analysis has shown that the salient majority of 1AM teachers have agreed on their usefulness. In addition, the results have also revealed that the grammar rules in “My Grammar Tools” section are graded according to complexity. Besides, almost all the addressed teachers have agreed that grammar practice in the textbook is presented in meaningful context. In terms of teachers’ reliance on “*My Book of English*” while teaching grammar, most of teachers do not rely only on the textbook; they vary their teaching materials according to the course and learners’ needs.

Finally, no textbook is void of flaws and shortcomings. Unambiguously, the textbook “*My Book of English, Year One*” is perceived by most of 1AM teachers to be effective to a large extent.

3.4. Overall Discussion

The findings obtained from the teachers’ questionnaire have depicted substantial facts regarding 1AM textbook which are eventually congruent with the findings of the detailed analysis of the textbook. Firstly, the harmony is revealed to claim that grammar is covered adequately in “*My Book of English, Year One*” sequences; that is, grammar is everywhere over the course of the textbook. An approval as well has been reached to a high extent

regarding the explicit inductive approach as the ground floor for grammar instructing inside the EFL classroom. More precisely, a satisfaction has clearly appeared on what concerns both the suitability of grammar items and rules to the pupils' interest, level of proficiency, and more importantly the logical progression of this content from the simplest to the most complex.

Besides, the findings and results have shown approbation for the significance of recycling a number of grammar items over the textbook' sequences through which learners are urged to a better remembering as well as the animation supported some grammar items as an extra explanation since it is the first ever time for 1AM pupils to have formal instruction of English grammar.

Nonetheless, both the questionnaire and the analysis results have shown disapproval concerning some long sequences which are considered beyond the 1AM pupils' level. It is also found that only a limited number of grammar activities assist learners to convert the acquired grammatical knowledge to a communicative use. Interestingly, the textbook offers various grammar communicative activities to be practised in writing, solved between pairs and attached in meaningful contextualised settings. Much activities and guidance about grammar teaching are available in the "Teacher's Guide, 2016" as an extra source for teachers.

To sum up, the new textbook shows sufficient grammar rules and activities suitable for 1AM pupils' level and thus the Algerian first year middle school teachers are satisfied with the grammar content. Eventually, the findings of both the questionnaire and the textbook evaluation checklist clearly reveal that the 1AM textbook is effective as it fulfils most of the criteria of a good textbook; thus, the hypothesis is confirmed.

3.5. Pedagogical Recommendations and Suggestions for Further Studies

Based on the findings obtained from the analyses of both the content analysis and the teachers' questionnaires, some general recommendations are depicted on what concerns grammar teaching under the second generation curriculum textbook 'My Book of English, Year One':

- The textbook should be accompanied with other materials for an easy learning and for attracting the students' attention towards the grammatical items such as computers, data show, and different handouts.
- The time allocated to grammar teaching and practice should be increased for a better understanding and for achieving accuracy on what concerns grammar.
- The number of grammar activities that help the learners to apply their grammatical knowledge for communicative purposes should be increased, since the aim is to create learners who are able to communicate and interact effectively.
- The teaching of grammar should be varied according the students' levels and learning styles. This can be done through the use of various approaches, methodologies, and procedures.
- The learners should be aware of the importance assigned to grammar teaching to make them more interested to learn and acquire it.
- The number of grammar items is better to be decreased in order for 1AM pupils to catch effectively only the necessary ones that the beginners should master first.

Due to the fact that one research topic can be conducted through various tools and from different stances, the way is paved to state forward some suggestions for further studies concerning the current research. Firstly, a classroom observation will contribute in obtaining more valid results since the researcher will be on the heart of the teaching process; thus,

he/she will have an authentic view on how grammar teaching is practised. Secondly, to dig deeper in teachers’ attitudes, an interview with the targeted teachers will help in get attached with their real perceptions. On what concerns the topic, it can be broaden and approached either based on the second part in the teaching/learning process; the pupils’ attitudes or by investigating the place of vocabulary or pronunciation, being basics of the language, in the “My Book of English”.

3.6. Limitations of the Study

The conduct of this piece research has encountered some challenges. The lack of references regarding the first chapter especially data relating to the second generation curriculum was a major constraint. Hence, it was inevitable to make translation from the few available resources in French. On the other hand, the Covid 19 pandemic caused the lock-down of the middle schools which set off obstacles to hand out the questionnaire which in turn consumed much time searching for teachers on Facebook groups and made the work much difficult. Finally, the lock-down of libraries also resulted in limiting the number of primary resources and thus, relying on available online articles and books.

Conclusion

This final chapter is the field work of the current piece of work. It tackled the evaluation of the grammar content in “My Book of English, Year One” achieved through a self-constructed checklist besides and the teachers attitudes towards grammar teaching in the textbook identified through the use of a questionnaire designed and directed to first year middle school teachers. The analysis of both the checklist and the teachers’ questionnaire revealed congruence in the findings. That is, the textbook under study provides sufficient grammar content needed for 1AM pupils’ level of proficiency. Finally, the major limitations

of the study along with some pedagogical recommendations and suggestions for future researches were stated.

General Conclusion

The current research sought to gain insights on how grammar is taught in the second generation curriculum textbook in which the CBA is adopted, with a focus on the teachers' attitudes, and practices on what concerns this aspect. Thus, the present study aimed to evaluate how grammar is addressed in the first year middle school second generation curriculum textbook. It also attempted to gauge middle school teachers' attitudes and practices of grammar teaching in the textbook.

The hypothesis raised for this research assumed that grammar teaching in "My Book of English, Year One" would be effective if the teachers had positive attitudes towards the presentation of grammar in the textbook and practised grammar teaching in their classes as suggested in the textbook. In order to test this hypothesis, two tools of research were opted for in conducting the study: a content analysis of the textbook guided by a self-constructed checklist and a questionnaire designed and administered to 36 first year middle school teachers in Jijel.

The findings elicited from the two tools are compatible. The methods implemented demonstrated that the 1AM teachers held positive attitudes towards the implementation of the CBA in the new textbook. Most of the teachers positively valued the explicit teaching of grammar following the inductive approach. Additionally, it is deduced that the majority of the teachers confirmed the sufficiency and the suitability of the current textbook to the students' level of proficiency concerning grammar items. Worthy to be mentioned, the second generation textbook 'My Book of English, Year One' gained preference over the old one 'Spotlight on English'. Moreover, despite the richness of the grammar content including items and terminology throughout the textbook sequences, it has not fully succeed at upgrading students to the level where they can use the learned grammatical knowledge to be

applied in real life situations, more precisely the communicative ones. The research has also brought to light a negative point, through the checklist's analysis, that is the over length of some sequences which is not compatible with 1AM learners' level.

Overall, the findings obtained from both tools of research revealed that grammar teaching in the textbook under study is effective. Nevertheless, the improvement of both the textbook and the accompanying teacher guide is inevitable to overcome the textbook demerits and make the learning and teaching of grammar more successful.

Finally, it is hoped that the present study will contribute to the growth of literature on grammar teaching and learning, especially in the Algerian EFL context.

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Appendix A

Cunningsworth's Checklist (1995)

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

Topic

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

Methodology

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

Teachers' books

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

Practical considerations

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

Quick-reference checklist for evaluation and selection

Aims and approaches

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

Design and organization

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

Language content

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

Skills

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

Appendix B

Cunningsworth's Grammar Checklist (1995)

- What grammar items are included?
- Do grammar items correspond to the student's language needs?
- Are they presented in small enough units for easy learning?
- Is there an emphasis on language form?
- Is there emphasis on language use (meaning)?
- How balanced is the treatment of form and use?
- Are newly introduced items related to and contrasted with items already familiar to the learners?
- Where one grammatical form has more than one meaning (e.g. the present continuous), are all relevant meanings taught (not necessarily together)?

Appendix C

Sheldon's Checklist (1988)

FACTUAL DETAILS

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

ASSESSMENT (* Poor ** Fair *** Good **** Excellent)

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

Appendix D

Williams' Checklist (1983)

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

Appendix E

The Grammar Textbook Evaluative Checklist

1. The status of grammar in the textbook

- Does grammar instruction form part of the core of the sequence or is it added at the end of every sequence or even presented in a separate section at the end of the book?
- Is grammar covered in self-assessment sections, if any?
- What is the ratio of the grammar content in relation to the whole content of the textbook?
- Does the textbook include sufficient activities (opportunities) that help the pupils to apply their knowledge of grammar?

2. The treatment of grammar in the textbook

2.1. Grammar content

- What grammar items are covered? (Tenses, Articles, Pronouns, Prepositions ...)
- Is the grammar content suitable to the learners' level and needs?
- Are grammar items recycled in the course of the textbook?
- Is there progression? How is the grammar content graded?
- Are the grammar items presented in small enough units for easy learning?

2.2. Approach to grammar teaching

- Implicit or explicit?
- If explicit, Deductive or inductive?
- Are grammar rules provided? If yes, do they match the students' level? Are they graded according to complexity (from the easiest to the most difficult)?

2.3. Grammar activities

- What are the main activities covered?
- Which type of grammar activities are emphasised? Mechanical, meaningful or communicative?

- Are the students instructed to work alone, in pairs or in groups?
- Are the students instructed to solve the tasks orally or in writing?
- How is grammar practice provided in the textbook: in meaningful contexts, in isolated sentences or in authentic tasks/materials?

2.4. Grammar terminology

- Are specific grammar terms 'explained'? Do they match the students' level?

3. Complements

- Is a teacher's guide available?
- What information/guidance is given about grammar instruction?

Appendix F

Teachers' Questionnaire

Dear teachers,

This questionnaire serves as a data-gathering tool for a research work, a part of the master degree in Didactics. It is designed to explore the first year middle school teachers' perceptions and attitudes towards grammar teaching as presented in the second generation textbook 'My Book of English, Year One'. Your contribution is highly appreciated and the completion of this questionnaire will be of a great help.

Thank you very much for your cooperation.

Section One: Background Information

1. How long have you been a teacher of English at the middle school?

.....

2. How long have you been teaching English to first year middle school learners?

The first generation curriculum

The second generation curriculum

3. What is your degree?

- | | |
|---|--------------------------|
| a. ITE Certificate | <input type="checkbox"/> |
| b. ITE Certificate + Bachelor Degree (Licence from UFC) | <input type="checkbox"/> |
| c. Bachelor Degree (four-year licence) | <input type="checkbox"/> |
| d. Bachelor Degree (LMD Licence) | <input type="checkbox"/> |
| e. Bachelor Degree (ENS Certificate) | <input type="checkbox"/> |
| f. Master Degree | <input type="checkbox"/> |

Section Two: Perceptions about the Textbook “ My Book of English Year One”

4. To what extent are you satisfied with the new textbook ‘My Book of English, Year One’?

- a. Extremely ☐
- b. Significantly ☐
- c. Moderately ☐
- d. Not at all ☐

5. To what extent do you think “My Book of English, Year One” is a good source for learners?

- a. Extremely ☐
- b. Significantly ☐
- c. Moderately ☐
- d. Not at all ☐

6. Do you think “My Book of English, Year One” is designed according to the principles of the CBA?

- a. Yes ☐
- b. No ☐
- c. I don’t know ☐

7. According to you, which textbook is better?

- a. “Spotlight on English” ☐
- b. “My Book of English, Year One” ☐
- c. I don’t know ☐

Please explain.....

.....

Section Three: Teachers' Perceptions of Grammar Teaching

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

Statements	SA	A	U	D	SD
a.A learner can learn a second or foreign language without explicit grammar teaching					
b.It is easier to learn a language if regularly exposed to explicit grammar instruction					
c.Grammar is best taught implicitly, included with other features					
d. Grammar is best taught explicitly, as an independent feature					
Statements	SA	A	U	D	SD
e.Grammar is best taught inductively (students examining many examples to find out patterns/ rules)..					
f.Grammar is best taught deductively (telling the rules to the students first).					
g.Metalanguage (terms used to describe language such as pronouns, possessive adjectives or prepositions) should be exposed to 1AM learners.					

Section Four: Grammar in 'My Book of English Year One'

9. To what extent do you think the grammar presented in "My Book of English, Year One" is suitable for 1AM pupils' needs?
- a. Extremely ☐

- b. Significantly ☐
- c. Moderately ☐
- d. Not at all ☐

10. Do you think grammar is assigned an important role in the textbook?

- a. Yes ☐
- b. No ☐
- c. Moderately ☐

Please explain how.....
.....

11. What is the approach to grammar teaching adopted in the textbook?

- a. Implicit teaching (grammar is acquired unconsciously) ☐
- b. Explicit teaching: inductive approach ☐
(the pupils are guided to discover the rules themselves)
- c. Explicit teaching: deductive approach (presenting the rules first) ☐

12. Do you have a teacher's guide?

- a. Yes ☐
- b. No ☐

13. Does the guide suggest anything specific about grammar instruction?

- a. Yes ☐
- b. No ☐
- c. I don't know ☐

14. If yes, what do you think it suggests?

.....

15. Do you follow the approach suggested in the textbook to teach grammar?

a. Yes ☐

b. No ☐

16. If no, how do you usually teach grammar to your 1AM pupils?

a. I address grammatical structures and rules before I let my students work with them ☐

b. I let my students find grammatical structures and rules on their own. ☐

c. I let my students find grammatical rules themselves, I address the rule afterwards. ☐

17. Do you think that 1AM pupils can learn grammar without explicit direction from teachers?

a. Yes ☐

b. No ☐

18. Do you think that the grammar activities in the textbook enable the learners to transfer their grammatical knowledge into communicative language use?

a. Yes ☐

b. No ☐

19. Does the textbook offer enough grammatical knowledge pupils need to master?

a. Yes ☐

b. No ☐

Please, Justify.....

.....

20. Does the textbook include sufficient activities (opportunities) that help the pupils to apply their knowledge of grammar?

a. Yes ☐

b. No ☐

21. Is the grammatical terminology employed in the textbook helpful to the pupils?

a. Yes ☐

b. No ☐

22. Do you think that the section “My Grammar Tools” is helpful to the pupils?

a. Yes ☐

b. No ☐

23. Are the grammar rules presented the section “My Grammar Tools” graded according to complexity (from the easiest to the most difficult)?

a. Yes ☐

b. No ☐

24. Do you think that the section “MY GRAMMAR RECAP” is helpful to the pupils?

a. Yes ☐

b. No ☐

25. What are the types of grammar activities emphasised in the textbook?

A.

a. Mechanical activities ☐

b. Meaningful activities ☐

c. Communicative activities ☐

B.

a. written activities ☐

b. oral activities ☐

C.

a. individual work ☐

b. pair work ☐

c. group work ☐

26. How is grammar practice provided in the textbook

a. In meaningful contexts ☐

b. In isolated sentences ☐

c. in authentic tasks / materials ☐

27. Is the textbook your only source for teaching grammar?

a. Yes ☐

b. No ☐

If no, please mention the other sources you rely on.....

.....

Section Five: Further Suggestions

28. Would you please add any suggestion or comment concerning teaching grammar in the second generation curriculum textbook “My Book of English, Year One”?

.....

Résumé

L'étude en cours examine la place de la grammaire dans le manuel du programme algérien de deuxième génération du collège de première année, «My Book of English, Year One». Plus précisément, l'essence de cette étude est double: analyser le traitement de la grammaire dans le manuel et jauger les attitudes et les pratiques des enseignants concernant cette composante. Ainsi, on émet l'hypothèse que l'enseignement de la grammaire dans «My Book of English, Year One» serait efficace si les enseignants avaient une attitude positive à l'égard de la présentation de la grammaire dans le manuel et pratiquaient l'enseignement de la grammaire dans leurs classes comme suggéré dans le manuel. Pour atteindre les objectifs de l'étude, les données sont collectées au moyen d'une analyse de contenu basée sur une liste de contrôle d'évaluation auto-construite et un questionnaire conçu et administré à 36 enseignants de première année de l'école intermédiaire en Jijel. Les résultats ont révélé que même si les enseignants ont appelé à la nécessité de modifier certains aspects de la présentation de la grammaire, à savoir réduire la charge grammaticale de certaines séquences et inclure plus d'activités qui encouragent les élèves à appliquer les connaissances grammaticales à une utilisation communicative de la langue, les enseignants avaient des attitudes positives envers l'enseignement de la grammaire dans le manuel et aussi dans leurs classes où ils ont suivi l'approche suggérée dans le manuel. Par conséquent, les résultats ont confirmé l'hypothèse de recherche et ont révélé que l'enseignement de la grammaire est effectivement présenté dans le manuel. Sur la base des résultats obtenus, quelques recommandations pédagogiques sont proposées.

ملخص

يهدف البحث الحالي إلى دراسة مكانة قواعد اللغة الإنجليزية المدرجة في كتاب الجيل الثاني للسنة الأولى متوسط في الجزائر "My Book of English, Year One" ، وهذا عن طريق تقييم هذه القواعد من منظور خاص، بالإضافة إلى استطلاع آراء و ممارسات أساتذة الإنجليزية للسنة الأولى متوسط فيما يتعلق بتدريس هذه القواعد. تستند هذه الأطروحة إلى فرضية أن كتاب السنة أولى متوسط "My Book of English, Year One" يعتبر مرجعا جيدا إذا كان موقف الأساتذة إيجابيا تجاه القواعد اللغوية المقدمة فيه، وكذلك إذا كانت هذه القواعد تُقدم وتُمارس بنفس الطريقة المتطرق إليها في الكتاب. لتحقيق أهداف هذه الدراسة تم الاعتماد على قائمة مرجعية لتحليل القواعد اللغوية المدرجة في الكتاب المذكور أعلاه بالإضافة إلى استبيان شارك فيه 36 أستاذا من أساتذة السنة الأولى متوسط في جيجل. النتائج المستخلصة تبين أن معظم الأساتذة دعوا إلى ضرورة إجراء بعض التعديلات فيما يخص هذه القواعد، وذلك بتخفيض كثافة محتوى القواعد في بعض وحدات الكتاب، والزيادة من عدد الأنشطة التي تساعد التلاميذ على استعمال قواعد اللغة المكتسبة استعمالا صحيحا أثناء التواصل، لكنهم في المقابل أظهروا ردودا إيجابية حول القواعد المدرجة في الكتاب المدرسي وطريقة تدريسها الموافقة المبنية على "منهج المقاربة بالكفاءات" التي يتبعونها داخل فصولهم الدراسية. بناء على هذه النتائج، تم اقتراح مجموعة من الإرشادات التربوية.