Pepole's Democratic Republic of Algeria

Mohamed Khider University of Biskra

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An Overall Evaluation of "On The Move" Textbook Activities by EFL Teachers.

A Case Study: Fourth Year Classes at Daas Mohamed Middle School (Tolga, Biskra*)*

A dissertation submitted to Mohamed Khider University of Biskra in partial fulfillment of the requirements for the degree of Master 2 in Siences du Language.

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Academic Year:

2011 / 2012

Dedication

I dedicate this dissertation to:

- First, the dearest and greatest, **my mother** and **my father** whose love and encouragement always give me courage to keep trying and believe that when there is a will there is a way.

- My dear friend that always was there for me whenever I needed anything, thank you **Olaya.** And her mother: "Tata Fatiha".

- my lovely sister **Safia** and beloved brother **Ilyes.**

- My wonderful friends whom I shared the university life with its lights and shadows: Asma, Sara and her future son, Hassina, Touta, Sakina, Aida, Amani, Manel, Soumia, Noura, Ghalia, Sihem, Khadija and her daughter "Fatma", Akila , Amina.

- My aunts: Hayet, Kamir, Nadjet, Naziha, Djamila, Mesouda, Samia, Nassima and their sons and daughters. To my dear grandmother: Aziza and grandfather: Mohamed. And to "Tata Noura" and her sons.

- My uncles: Salim, Tarek, Ammar, Nacer, Kamel, Mostapha, Omar, Abdou, Fouzi and Zaki. And their sons and daughters.

- And of course to: Abd-el-Djalil, Aridj, Ayoub, Aya, Moetez, Hakim, Abd Rahmane, Meriem, Salsabil, Hadjoura, Ikram, Zineb, Nafae, Hani and Khadidja.

- To all those I forget to mention but they are always in my heart, thank you all for your unforgettable support.

 - To the memory of my grandmother, my grandfather, my uncles, Azza and Mohamed, and my aunt Fatiha.

Declaration:

I, **Mimouna Guellai**, do hereby solemnly declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work is to be carried out and completed at Mohamed Khider University of BISKRA, ALGERIA.

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Acknowledgement

I would like to express my extreme and hearty gratitude to my supervisor, Mr. Mehiri Ramdane, for his precious guidance, his perfect sense of understanding, his principles, encouragement, support and patience.

I would like to thank the teachers at Daas Mohamed middle school and the English inspector, Mr. Jdey, for his guidance and support.

I would also like to thank all the teachers of English department for their useful documents and help, and those who were behind the elaboration of this work

I would also like to thank all the members of the Board of Examiners who have kindly accepted to examine the present dissertation.

Abstract

The present research attempted to examine and evaluate the suitability of the textbook 'On The Move' activities used in the fourth year of middle school in Algeria. This evaluation aimed at achieving insights into teachers' and learners' perceptions of the textbook activities and to explore whether they serve the pupils' expectations in relation to the objectives of the textbook and their primary objectives, and whether the teachers appreciate the textbook in use. The evaluation or the analysis of some of the textbook activities focused on the strengths and weaknesses of the textbook itself. Those chosen activities are analysed according to a variety of frameworks. The extent to which the textbook activities in use meet the aims of the learning and teaching processes in classroom was also considered. In order to situate the above analysis, questionnaire had been submitted to teachers and learners for gathering the necessary data about the content of the textbook and the nature activities. The results revealed that despite the good organization of the textbook content and activities, it does not completely suit the teachers' and the pupils' expectations and their learning/ teaching goals.

General Introduction

The evaluation of materials and more specifically textbooks is an integral and a vital process in the educational system. This task was given the importance by many scholars in order to improve the quality of the textbooks as well as to facilitate the teachers' work and the teaching/ learning processes.

We aimed through this research work to highlight the difficulties met and faced by EFL teachers while dealing with activities from the textbook (On The Move), and to determine whether those activities match their teaching goals and objectives.

To deal with the above mentioned issue, we divided our work into two main parts. The first part is the theoretical part. It included three main chapters. Chapter one was to introduce our work and identify its hypotheses, question and aims as well as the literature review. Then, chapter two dealt with a number of foundational principles of materials evaluation and the different definitions of the evaluation of materials as well as theories and procedures of materials evaluation. Then, we tried to use some instructions of the theories and criteria used for material evaluation to analyse and evaluate some of the activities from the textbook (On The Move) in the third chapter. The second part that included one chapter, it was our practical part which dealt with our main findings. Finally, we ended our work with some suggestions and recommendations derived from the results.

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Act: Activity

EFL: English as a Foreign Language

ELT: English Language Teaching

MS4: Middle School Year 4

PPP: Presentation-Practice-Production

Chapter I: Introduction

I-1- Statement of the problem:

"Textbooks" is not only an essential component of the EFL classroom, but also offers considerable advantages , for both the student and the teacher, when they are being used in the EFL classroom. That is why evaluating the textbook used in the classroom is a very important and effective subject for the learning / teaching process.

There are state two main reasons for evaluating teaching materials. First, it provides evidence which can inform theoretical disputes about directions to be followed in language teaching or in teacher education. Second, it is a tool to indicate the suitability of particular approaches or technique and whether they meet the objectives made for them.

Materials evaluation is an educational necessity because it shows how a textbook can be improved or justified. Teaching materials have a direct influence on the process of learning and teaching. Nunan states that: "materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best, they provide concrete models and at their very best they fulfill a teacher development role." (98). Materials are considered to be the "lubricant" of the learning process, it means without materials the learning will be incomplete; they are very essential components within the programme and fulfill the role of the teacher in his / her classroom.

There can be no doubt that evaluating the official textbooks for English in Algeria is an interesting task to the future success of the programme. The decision of

choosing a textbook to be used is a decision that will affect the learning of a generation of students. By choosing the appropriate textbook, it is possible to make sure that the educational needs of both teachers and learners are being met appropriately.

In addition, English language skills will be really valuable in the business environment; so in order for the students to be competitive; it is necessary for them to be educated in the appropriate skills, with the appropriate tools. One of those tools is the appropriate textbook for teaching English.

Since new English is being utilized in the fourth year middle school, it is important that it passes through close and detailed examination or evaluation as to its physical appearance, design, objectives, content, teaching methods and activities. This is the effective way for teachers in achieving a reliable and good teaching.

However, both teachers at Fourth Year Middle School level may face many difficulties, when it comes to the content of the textbook 'On The Move', on the part of the teachers, and especially whether the text selected to be taught is suitable or not, for the lesson that is intended to be presented. Also, whether the activities of that lesson match and serve the learning objectives. In other words, as far as teachers are concerned, dealing with the textbook activities may considered as a challenging task which should be done appropriately and in the right way for an effective learning.

I-2- Aims:

Our main aim is to determine the extent to which EFL activities of " On The Move" textbook are given the importance and whether they meet the objective of teaching and learning process for a fourth year middle school level.

1- This research aims to examine the suitability and effectiveness of the activities of the textbook 'On The Move', in use for both teachers and pupils at fourth year middle school level;

2- Also, we aims at shedding light on the teachers and learners' perceptions of the textbook activities in use and determining whether it serves the learners expectations

3- We also aim at investigating the teachers' views on the textbook's activities and the way they are presented in the classroom.

I-3- Research Questions: this dissertation relies on the following questions:

1/ Do the textbook activities suit, as their content suggests, the needs, interests and abilities of the pupils?

2/ Do they meet the teachers' expectations and objectives?

3/ To which extent does the teacher apply the textbook's activities in his classroom?

4/ Does the textbook activities in use provide an explicit and a detailed description of the learning objectives for the EFL teacher?

5/ How can an EFL teacher evaluate his textbook activities, and whether they meet his objectives?

I-4- The Significance of the Study:

There are different views concerning the purpose behind evaluating materials used in teaching English. Hutchinson and Waters see it as "matching process: matching needs to available solutions." (97). They agreed that this can be done according to the sponsor's needs through a needs analysis. While this process is important, it is incomplete because it leaves out the views of other interested parties, such as the teachers and the learners.

Materials evaluation is an educational necessity because it shows how a textbook can be improved or justified. While the quality of EFL reading textbooks has improved dramatically   in the recent years, the process of selecting an appropriate text has not become any easier for most teachers. They may seem that they are under pressure to adopt an appropriate textbook or an activity from it on a regular basis. Since EFL teachers spend a significant amount of time using textbook activities trying to evaluate their learners' achievement, we hope that they will find this research helpful in understanding the way of the evaluation of appropriate activities from the textbook is done.

I-5- Key Terms:

Textbook, Evaluation, Appropriateness, Teaching, Learning, Teachers, Suitability, Effectiveness, EFL, Activities, Materials, Objectives, Materials Evaluation, Teaching Materials, Audience, Content, Purpose, Approaches, Outcome Evaluation, Impact Evaluation, Process Evaluation, Effective , EFL Teacher

I-6- Research Hypotheses: The present research is based on two (2) hypotheses that shall be tested and verified through.

1. We hypothesize that the EFL teacher still finds a difficulty in dealing with the activities of "On The Move" textbook.

2. We hypothesize that the textbook activities do not completely meet the teachers' objectives and goals.

I-7- Research Limitations:

Due to the small number of the choosing target group, the results of our study cannot be generalized to all the EFL teachers in Algerian middle schools .Also, we faced many issues related to the period of making this research work which was not enough for such a work not without forgetting that getting back from using an interview because of the previous issue (time) as well as that 4th year middle school pupils are not mature enough for giving us the sufficient answers since it is related to a research about a textbook. So, after limiting ourselves to the case of fourth year teachers at Daas Mohamed middle school (Tolga), noticing that we considered all the teachers because they are just three teachers (small number), and the researchers will deliberately focus on finding out the factors/ causes that is leading to the inappropriate ways of dealing and choosing the appropriate textbook activities (teachers).It will also focus on finding and providing solutions for EFL teachers for evaluating the activities of their textbook and encouraging EFL teachers for making their best when choosing an appropriate activity that meets their pupils' learning objectives/goals.

I-8- Research Methodology:

Research methodology is a collective term for the structured process of conducting research. There are many different methodologies used in various types of research and the term is usually considered to include research design, data gathering and data analysis. The best method for such a research work "An Overall Evaluation of "On The Move" activities by EFL Teachers" is the experimental method to observe and analyse how EFL teachers deal with their textbook activities. Nevertheless, because of the limited time, we decide to adopt a descriptive method.

Data collection tools:

Selecting the appropriate research tools can be the most challenging and difficult phase in the research work because inappropriate tools can be chosen for a certain topic and maybe the researchers would pick the wrong tools. That is why the researcher

In order to answer our research problematic (questions) and trying to confirm the hypothesis, we intended to use the descriptive method. As a data collection tool, we submitted a questionnaire for the teachers of Daas Mohamed middle school. Also, we were going to make an interview with pupils of fourth year middle pupils. But we faced some problems we decided to limit ourselves to the questionnaire.

A questionnaire or a survey is method of data collection from samples which are representative of a population. Surveys are any procedures used to gather and describe the characteristics attitudes, view, opinions and so forth of students, teachers, administrators or any other people who are important to a study.

While a questionnaire is proven to be an effective tool, it is also a time and effort exhaustive and practically useless if not carried out well. When submitting a questionnaire, it is important for the researchers clearly understand the goals of the study so that the process will be effective. Thus, the researchers intend to use **Questionnaires**, to teachers of fourth year middle school at **Daas Mohamed Middle School** (Tolga) as an approach to acquire and gather data for this dissertation. Moreover, the researchers plan to derive information from any material relevant to their field of interest which is a new and a fresh area in their department as far as they are concerned

I-9- Research Organization:

The research study is divided into four chapters. Chapter one is an overview on the research problem or questions, hypotheses, aims, the methodology or data collection, and a summarized of the previous works on this field (literature review). The second chapter is about is a general overview on material evaluation in English language teaching (ELT). We began with a brief definition of "Evaluation" and some of its types, then we tried to present what is meant by material evaluation and some of the aspects related to it. Next, we talked about some procedures of material evaluation. Briefly we talked about the importance of communicative teaching materials. Later, we represented some of an effective EFL teacher and his role as an evaluator. Also, we talked about the need for course adaptation which is one of the teachers' roles when dealing with their materials. Chapter three is about "On The Move" textbook activities, we started with a definition of textbook, its role in the EFL classroom and then a justification of textbook evaluation. Later, we presented a general overview of "On The Move Textbook" and its teaching procedures. Finally

we tried to analyse some of the textbook activities. The final chapter is our field work and the results of the descriptive method of the research (results of the teachers' questionnaire).

I-10-The Review of Literature:

The reason behind interesting on the study of evaluating textbooks lies in the fact that the contents of English textbooks or textbooks in general have a significant and important role and association with the learning of the students. The content of English textbooks must not contain errors because these errors will negatively affect the students' learning as well as the teachers' teaching process.

This section aims at discussing a variety of frameworks, criteria and previous works that dealt with evaluating a textbook in the literature. Among the different kinds of frameworks, some are going to be discussed.

Cunningsworth (1984) discussed the principles and criteria for course analysis. The criteria he suggested are discussed under the following headings: language content selection and gradation of language of language items, presentation and practice of new language items, developing language skills and communicative abilities, supporting materials motivation and the learner, conclusion and overall evaluation. At the end of the book, he provided a checklist that should be used in course evaluation.

In an attempt to provide a more comprehensive, detailed and structured model concerning the material evaluation process, Breen and Candlin (1987) list the following criteria represented into two phases:

Phase one:

- What the aims and content of the materials are.

- What they require you, as a teacher to do.

- What function they achieve in a classroom.

Phase two:

- Learner needs

- Learner approaches to language learning

- The teaching / learning processes in the classroom

We can notice that Breen and Candlin agree that both materials and learners' needs should undoubtedly be catered for in the evaluation process.

Cunningsworth (1995) affirms that there are different criteria to take into account when selecting your course books. It is important to examine the material before adopting it, to seek the opinions of practicing teachers, students' views on the usefulness of the material, and finally, if it is not possible to talk to people who have actually used the material and in case the examining process is done, then a detailed analysis of the material is the effective way of becoming familiar with it. Cunningsworth (20) focuses on a complete analysis of the aspects of language content that learners take into account, for example, grammar, vocabulary, phonology, management of discourse, style, appropriateness and variety of the foreign language. The areas listed above should provide a comprehensive coverage of the methodological and context aspects of any set of materials.

Littlejohn (1998) rejected Cunningsworth's (1995) criteria claiming they it would "involves making general, impressionistic judgments on the materials" (Littlejohn 192). Instead, he suggests a general framework for analysing materials. This framework consists of three main concerns. First, the aspects of materials that should examine from a pedagogical perspective concerning two main points: publication and design. The term publication refers to "the physical aspects of materials and how they appear as a complete set or book", on the other hand, design refers to "the thinking underlying the materials" (Littlejhon 193). The second concern deals with the key aspects of tasks and poses three questions. The first question is related to three things: process, focus and operation. Process refers to the actual role of learners in the classroom activities; focus refers to whether language form or meaning is focused. The second question deals with the participation in classroom activities highlighting the forms of activities and the different forms classroom participation. The last question deals with "the content of the task" (Littlejhon 199). The third concern asserts the importance of evaluating the overall aims of the materials, content and tasks selection and sequencing, teachers' and learners' roles, demands of learner's knowledge, effect, skills and abilities and the role of materials as a whole.

Hedges (2000) suggests a two-stage process for evaluating the usefulness of a book to a particular group of students. "The first stage is to assess the content of a book in relation to its professed aims. The second is to assess the book against the needs and context of the intended learners" (Hedges 357). She also lists some of key categories for evaluation. Each category includes a number of questions that vary according to learner factors, institutional setting, and sociocultural context. Her suggested checklist is divided into five main categories, these are: the view of

language learning, the view of language learning learner, the view of education and the environment of learning.

Ur (2000) offers another checklist with more or less similar approach to EFL textbook evaluation. Its content indicate that pronunciation practice, grammar presentation, grading and sequencing, cultural and pedagogical concern in presentation, vocabulary practice, topics being interesting to different learners are emphasized, and constitute "grounds on which one might criticize or reject a textbook" (184)

McGrath (2002) reviews many checklists and methods used in evaluating materials in recent literature. He distinguishes three main stages in evaluation: pre-use, in-use, and post-use evaluation. Focusing on the post-use evaluation for course books, he develops criteria for choosing a suitable method of evaluation. These criteria consider the following steps: the first step is a consideration of relevant contextual factors and the gathering of information analysis of the material. The second step is similar evaluation using the checklist method which should require careful matching "to the needs of the learners and the teaching context and the need for periodic updating recognized" (56). The final step is the decision making phase which can be reached through a careful and organized approach that raises the questions of validity and reliability. McGrath (48) believes that a good checklist should fulfill the following functions:

1. provide comprehensive information of the sort that will facilitate evaluation;

2. a comparison while making as few demands on the evaluator as possible;

3. lead for the selection of the materials which are appropriate for the context;

4. but also contribute to the advancement of learning and teaching in that context.

In addition, he discusses the procedures for adapting and supplementing materials. He justifies the need to adapt materials by asserting that no material is perfect, and that a suitable adaptation can replace "the lack of match between course aims and leaner needs on the one hand and what the textbook provides on the other" (McGrath 79). These adaptations can make the material more suitable for the circumstances in which it is being used. The material can be supplemented through when additional exercises are provided, "borrowed from other published materials or specially written for the target learning group" (McGrath 102).

Crandall and Basturkmen (2004) agree that L2 material can be evaluated according to more pragmatic concerns. As the researchers contend, "empirical and experiential evidence suggests that even after the attainment of a high degree of L2 competency, L2 students do not acquire conversational fluency and often misuse words leading to their interpretation" (Crandall and Bastukmen 38). In response to this particular concern, Crandall and Basturkmen (2004) agree that L2 teaching material should be evaluated according to their practical value and their worth assessed on the basis of whether or not they include the rules of teaching conversional/ practical linguistic skills.

Our research work focused on the activities of the fourth year middle school textbook "On The Move" and analysing them in order to help teachers to choose appropriate activities which meet their teaching goals and help their learners in their learning process.

Chapter II: An Overview of Material Evaluation in ELT.

 Introduction:

According to Hutchinson and Waters, textbook evaluation is basically an analytical "matching process: matching needs to available solutions" (97). All EFL teachers are facing the issue of evaluating teaching materials. It is one of their basic professional activities. The material evaluation is motivated by the need to choose materials that will be relevant and appropriate for the learners. Many EFL teachers would say that textbooks represent a problem, EFL textbooks are generally examples of educational failure and frequently seen by teachers as necessary evils" (Sheldon 237). This is mainly due to the contradictions and potential conflicts of interests in their creation, lack of "reality" and selection. The nearly lack of materials in the ELT library, the pressures of heavy time tables and the highly restrictive nature of most teaching situations force the teacher to use the textbooks that are available and which approximates to the needs of the context. However, the EFL teachers always try to evaluate the materials they have got at hand and identify whether its context matches their teaching goals/ objectives. To make such an evaluation, there are many instruments used such as: questionnaires, checklists and guides.

II-1- Definition of Evaluation:

The term evaluation has many different definitions and in different ways. Lynch defines evaluation as "an organized attempt to co collect information for the purpose of making decisions or judgments" (2). In the other hand Rea-Dickins gives a sample of definitions gathered among some authors as follows:

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

"Evaluation is the process of conceiving, obtaining and communicating information for the guidance of educational decision making, with regard to 'a specific program'."

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

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

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

From those definitions, we can identify evaluation is a process that is designed to collect information for the guidance of judging or making decisions on specific plan. It is systematic, and an important part of a curriculum planning and implementation.

II-1-1- Types of Evaluation:

The different dimensions or types of evaluation have formal names: process, outcome, and impact evaluation. Rossi and Freeman (1993) define evaluation as "the systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of … programs." There are many other similar definitions and explanations of "what evaluation is" in the literature. Our view is that, although each definition, and in fact, each evaluation is different, there are several steps that are usually followed in any evaluation. An overview of the steps of a "typical" evaluation is as follows:

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┌─────────────────────────────────────┐
│   Get an overview of the programme   │
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┌─────────────────────────────────────┐
│   Determine why you are evaluating   │
└─────────────────────────────────────┘
                    │
┌─────────────────────────────────────┐
│    Determine what you need to know   │
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                    │
┌─────────────────────────────────────┐
│  Figure out what information you need to │
│           answer questions           │
└─────────────────────────────────────┘
                    │
┌─────────────────────────────────────┐
│         Design the evaluation        │
└─────────────────────────────────────┘
                    │
┌─────────────────────────────────────┐
│      Collect information / data.     │
└─────────────────────────────────────┘
                    │
┌─────────────────────────────────────┐
│         Analyze information          │
└─────────────────────────────────────┘
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┌─────────────────────────────────┐
│      Formulate conclusions       │
└─────────────────────────────────┘
                 │
                 │
┌─────────────────────────────────┐
│       Communicate Results        │
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                 │
                 │
┌─────────────────────────────────────┐
│ Use results and propose new suggestions │
└─────────────────────────────────────┘
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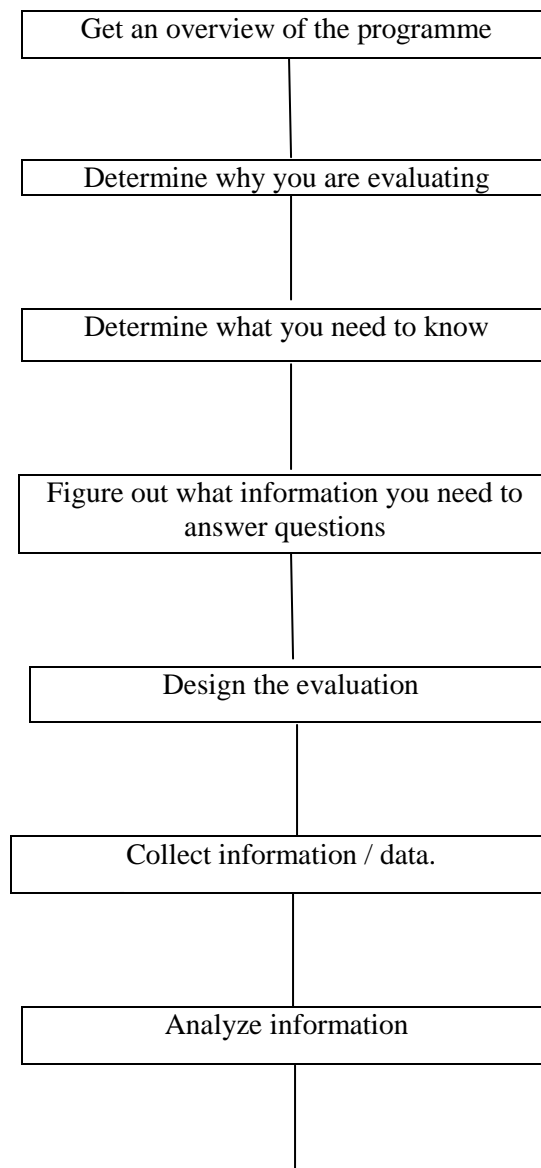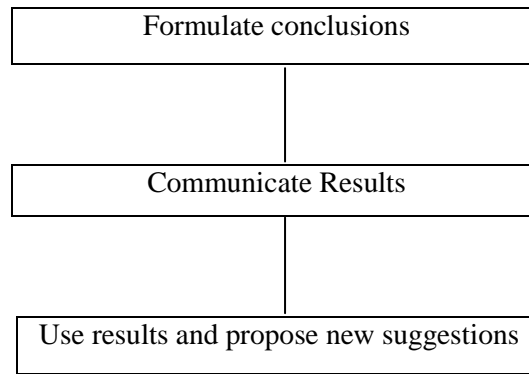
Figure 1: Steps of Doing a Typical Evaluation.

II-1-1-1- Process Evaluation:

Process Evaluations describe and assess program materials and activities. Examination of materials is likely to occur while programmmes are being developed, as away to of checking the appropriateness of the approach and procedures that will be used in the programme. For example, programme staff might systematically review the units in a curriculum to determine whether they address all the objectives the programme seeks to achieve. A programme administrator might observe teachers using the programme and write a descriptive account of how students respond, then provide feedback to instructors. Examining the implementation of programme activities is an important form of process evaluation. Implementation analysis records what actually happens in a programme and how it matches or resembles the programme's goals.

II-1-1-2- Outcome Evaluation:

Outcome Evaluations study the direct effects of the programme or participants. For example, when a ten session programme aimed at teaching receptive skills is completed, can the participants demonstrate the skills successfully? This type of evaluation is not unlike what happens when a teacher administers a test before and after a unit to make sure the students has learned the material. The scope of an

outcome evaluation can go beyond knowledge or attitudes, however, to examine the immediate behavioral effects of programmes.

II-1-1-3- Impact Evaluation:

Impact Evaluation look beyond the results, instructions, or services to identify longer-term as well as unintended effects of a programme. For example, an impact evaluation might examine whether a programme's immediate positive effects on behaviour were supported over times. Some schools may limit their inquiry to process evaluation. Others may have the interest to follow an examination of whether their activities are affecting the participants or not.

In a positive manner, the choice of an appropriate evaluation should be made upon local needs, resources, and requirements. Regardless of the type of evaluation, all evaluations use data collected in systematic way. These data can be quantitative, such as amounts of counseling or counts of programme participants. Or, they are can be qualitative such as a description of what happened at a series of sessions. Successful evaluations often combine quantitative and qualitative data collection.

II-2- What is Material Evaluation:

Materials are resources designed specifically for language teaching and learning. They include worksheets, computer software, newspaper articles that are particularly selected for teaching purposes. In this research, materials would mean textbooks including any activities and it is used in language classrooms. They play an effective role in language teaching and they can affect the learner's motivation and language acquisition.

In this respect, Nunan states that " Materials are important components with the curriculum, and are often the most tangible and visible component of pedagogy" (279). Selecting the right materials is a difficult task that is why an evaluation process is necessary to choose the best and most appropriate materials in language teaching.

Material evaluation is one of the applied- linguistic activities that is necessary for the improvement and development of language teaching. In the context of the present research, evaluation refers to the assessment of the usefulness or appropriateness of the materials in relation to the learners', teachers' needs and the learning/ teaching process.

Alderson (1992) suggests that planning a program evaluation involves working out answers to a number of questions concerning: the purpose of the evaluation, audience, evaluator, content, method, and timing.

II-2-1- Purpose of Evaluation (Why We Evaluate?):

It is the first question to be asked within which a number of possible reasons are to be considered. Basically, evaluation enables to know whether the goals and objectives of a language program have been attained with a view of considering how it can be improved. In addition, evaluation may be concerned with how teachers, learners and materials interact in classrooms, and how teachers and learners perceive the learning/ teaching goals, materials, and learning experiences. The purpose of the this research is to identify whether or not the textbook "On The Move" activities satisfies the learners' expected use of English, develop their communicative skills, and help the teachers to use them appropriately in following and matching their teaching objectives.

II-2-2- Audience:

The teacher may carry out the evaluation for him/ herself or may carry it out with a view to sharing the results with other teachers. Broadly speaking, the results of an evaluation of a project programme are to be addressed to a target group.

This study will provide an appropriate guidance for teachers to help them find out whether the textbook "On The Move" activities is really effective in achieving the aims of the teaching and learning expectations.

II-2-3- Content: (What?)

Generally, the content of any evaluation must be related to its purpose as well as to the objectives of a particular programme. What is certainly true is that while focusing on objectives that are stated in a specific programme, the evaluator will overlook important outcomes which were unexpected. The point is that the objectives of a programme must first of all be identified. There are three types of evaluation that can be identified. The first is Student-based evaluation, where the students' attitudes towards the programme are examined. The second is Response-based evaluation, in which the outcomes or products of the programme are evaluated. And the third is Learning-based evaluation whose aim is to investigate the extent to which any learning or skill development has occurred.

Since the aim of our research is to provide information regarding whether the textbook "On The Move" activities has achieved what is intended to achieve 'learning /teaching objectives'. The evaluation therefore, will be Response-based evaluation.

II-2-4- Timing: (When?)

Evaluation can be done before a particular programme which has been taught in order to gather information. It can also be either formative or summative. A formative evaluation takes place during the programme or the curriculum. The main goal behind that is to collect data to be used to improve the curriculum. The result is to modify the existing course. However, the summative evaluation occurs after a programme has been completed. In this respect, information is gathered to see whether the programme has been successful and has had the intended effect. The decisions resulting from the summative evaluation will generate affecting changes. The fact that language programmes never end makes the formative evaluation more suitable and more convenient.

II-2-5- Aspects of Material Evaluation:

Materials evaluation refers to a review of the usefulness or appropriateness of the materials by considering a number of important factors such as learners and teachers' expectations and methodological preferences.

Many scholars and researchers have evaluated teaching materials by focusing on different aspects.

O'Sullivan (1991) finds that a textbook should be considered from the point of:

- Its capacity to arise the learners' interest

- The perceived value in day- to- day use of various component features of the course and supporting resources

- View of its perceived contribution to the learners' personal and linguistic development and general motivation for foreign language study.

Similarly, Grant (1987) represents three conditions that need to be present in the best textbook.

- the textbook should suit the needs, interests and abilities of the target student or learner

- It should suit the teachers and the target classroom

- It must meet the needs of official public teaching syllabuses or examinations.

According to Davison (1975), the materials should match the objectives of the language for communication rather than just to practice it in situations controlled by the teacher and the materials. Ellis (1998) put too much emphasis on the fact that materials should provide opportunities for interaction among the learners.

Since the aims and objectives of learning/ teaching programme can reflect the learners' needs in terms of both language content and communicative abilities, a selected textbook should help in attaining these objectives.

In discussing the appropriateness of the materials, adaptation of the materials will also be considered as some situation necessitates a number of changes that will lead to greater appropriateness. Mc Donough and Shaw (87) agree that "this is most likely to the expressed in terms of a need to personalize, individualize the content", in order to make the materials becoming more integral and appropriate to the goals and objectives of the course. Facilitating the localization of second language teaching materials, according to Dat (171), "aims at matching materials not only with learners' potential relevance and utility in real- life situations but also with their personality and preferences so as to achieve personal contact."

II-2-6- Material Evaluation: Some Approaches and Procedures

This section aims at discussing the criteria or approaches for evaluation textbook in the literature. There are different and various approaches, but only some are going to be discussed.

It is necessary to make every effort in order to establish and apply a wide variety of relevant and appropriate criteria for the evaluation of the textbook used in language classrooms in order to achieve effective improvement.

II-2-6-1- Predictive and Retrospective Evaluation by Ellis:

The predictive evaluation is designed to make a decision taking into consideration what materials to use in respect to their suitability to the objectives. The evaluation can either rely on evaluations made by expert reviewers and published in magazines such as the ELT journal, or carry on personal evaluations using several checklists and guidelines as helping tools. The retrospective evaluation, however, as defined by Ellis (37):

"Such an evaluation provides the teacher with information which can be used to determine whether it is worthwhile using the materials again, which activities 'work' and which do not, and how to modify the materials to make them more effective of 'testing' the validity of a predictive evaluation, and may point to ways in which the predictive instrument can be improved for future use.*"*

The retrospective evaluation occurs after the textbook has been used to determine its strengths and weaknesses and to what extent it needs modifications. The retrospective evaluation can also be a tool for assessing the degree of success of a predictive evaluation and improving its means.

The retrospective evaluation can be impressionistic or empirical. The impressionistic is carried out during the course when the teachers examine or appraise whether particular activities work and make judgments at the end of the course. The empirical evaluation, however, it is an attempt to collect information in a more systematic manner. The effectiveness of teaching and materials are judged by using students' questionnaires in empirical evaluation. There are two levels of planning and collecting the necessary information: Macro-level and Micro-level. While micro-evaluation deals with the overall assessment of the suitability of the materials to the target group, the macro-evaluation tries to evaluate the tasks in detail.

II-2-6-2- Morrow's Criteria:

Morrow (1977) suggests four simple comprehensive and direct criteria to be considered while evaluating a textbook:

- What is my material about?

- Why was my material produced?

- Who was my material produced for?

- How was my material produced?

It can be said that there are many important criteria that are missing in Morrow's list such the teachers' expectations and the learner's needs.

II-2-6-3- External and Internal Evaluations by Donough and Shaw:

Two types of evaluation have been distinguished: external and internal. The external evaluation examines the presentation of the skills, the sequencing of the material and the appropriateness of the content. McDonough and Shaw (67) find that:

"In this central stage of the model we have included criteria which will provide a comprehensive, external, overview of how the materials have been organized. Our aim is basically that of examining the organization of the materials as stated explicitly by the author/ publisher."

To achieve this purpose, it is important to consider the claims made on the cover of the teachers / Students textbook as well as the introduction and table of contents. However, the internal evaluation looks at claims that the authors make for the materials against what is actually presented inside the materials themselves. In this respect, McDonough and Shaw (75) suggest that:

"The essential issue at this stage is for us to analyse the extent to which the aforementioned factors in the external evaluation stage actually match up with the internal consistency and organization of the materials as stated by the author / publisher."

To put that into practice, at least two units of a textbook must be examined to investigate the presentation, the sequencing, and the grading of the materials, the type of recordings and dialogues offered, the suitability of the material for different learning styles as well as teacher / learner interaction and leaner / leaner relationship.

II-2-6-4- Tomlinson's Criteria:

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

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

- the validity of the materials;

- the reliability of the materials;

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

- the ability of the materials to motivate the learners;

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

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

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

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

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

- the flexibility of the materials;

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

- the match with administrative requirements.

He also defines three types of materials evaluation that vary in purpose, in formality and in timing. These are pre-use evaluation, whilst-use evaluation and post-use evaluation. Tomlinson states that "Pre-use evaluation involves making decisions about the potential value of materials for their users." (23). This type of

evaluation is often "impressionistic" in the sense that it consists of a quick judgment by a teacher or an institution.

Whilst-use evaluation "involves measuring the value of materials whilst using them or whilst observing them as being used." (Tomlinson 24). This type of evaluation is more reliable than pre-use evaluation because it makes measurements rather than prediction. It can measure short-term memory and what is happening in the learners' brains but cannot measure effective learning.

Post-use evaluation which is the most valuable as it can measure the actual effect of the materials on the users. Tomlinson states:

"In other words it can measure the actual outcome of the use of the materials and thus provide the data on which reliable decisions about the use, adaptation or replacement of the materials can be made." (25)

This type of evaluation can be used to measure both short-term and long-term effects. It can measure motivation, impact, achievability, instant learning and many other short-term effects. On the other hand, it is useful for measuring long-term effect regarding its durable learning and application.

II-2-7- The Importance of Communicative Teaching Materials:

Contemporary textbooks focus on communicative aims in which a mixture of communicative activities and language functions such as asking for and giving information, making requests, giving opinions and expressing opinions is demanded. Swan and Walter (1990) recommend that language practice should resemble real-life communication with real exchange of information and opinions.

Appropriate teaching materials are, therefore, required to help learners to communicate, to interact, and to practice the language by means of communicative activities.

According to Richards and Rogers (161)," The theoretical base of language teaching includes the following characteristics:

. Language is a system for the expression of meaning.

. The primary function of language is for interaction and communication.

. The structure of language reflects its functional and communicative uses.

. The primary units of language are not merely its grammatical and structural features, but its categories of functional and communicative meaning as exemplified in discourse."

Teaching materials should be based on the principle of communicative methodology which considers language learning and teaching as thinking processes. It is important to have communicative teaching materials so you give the learners opportunities to use language for communication rather than just to practice it in situations controlled by the teacher. Furthermore, communicative teaching materials should enable learners to practice the study skills and to develop the receptive and productive skills; this fact can be put into practice through language use, not just through knowledge of linguistic rules.

II-3- The EFL Teachers:

The teacher plays an important role in creating the conditions for learning. His competence is reflected in his understanding of the nature of foreign language

teaching, his knowledge of teaching theories and methods and his expertise in communicative practice. Thus, a teacher who has, for example, difficulty in speaking English will not succeed in giving his pupils a good knowledge of spoken language or be able to teach communicatively. Similarly, if he is not successful or not familiar with using and choosing the right teaching materials effectively, all his teaching process will be useless and not sufficient for his pupils.

II-3-1- Characteristics of an Effective EFL Teacher:

Since the teacher's role is so crucial, the question arises as to what is required of a competent and an effective EFL teacher. An English language teacher should be one who:

- has a practical command of English skills – speaking, understanding, reading and writing;

has a sound knowledge of the English sound system, grammar and lexis; -

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

- is a drill master;

- is a motivator;

- is an evaluator;

- has knowledge of applied linguistics;

- is trained in psycholinguistiques as well as sociolinguistiques;

- has a good language of English culture or literature;

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

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

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

In English language teaching and learning, some teachers are regarded as more successful than others. The reasons vary: according to Brown (2001), successful teaching depends on the teachers' language proficiency, language-teaching skills, interpersonal communication ability and personality. Curtis and Cheng (2001) suggest that successful teachers have extreme knowledge, excellent skills and unique personality characteristics. As far as for Burton (2000) good teachers need to have knowledge, uniqueness, and professionalism. All these ideas of what qualities make a good teacher can be divided into three main categories: professional knowledge or achievements, personal characteristics and teaching style.

II-3-1-1- Professional Achievements for a Successful EFL Teacher:

It is true that teaching is a personal activity which includes different beliefs about how to achieve effective teaching. Teacher's beliefs are " ideas and theories that teachers hold about teaching, language, learning and their students, which are derived from their experience, observations, training and other sources" and serves as " a source of reference teachers' classroom practices" (Richards and Schmidt 541). Teachers' beliefs focus on the thoughts of teachers based on their experience, training and observations, these beliefs are a source of new ideas, practices and teaching development. Therefore, according to Richards (1998), a teacher's belief system usually influences his knowledge, attitudes, expectations, values and methods about teaching and learning, which teachers develop through time from their experiences.

II-3-1-2- Personal Characteristics of a Successful EFL Teacher:

It seems that being a successful EFL teacher is hard and challenging, that is why there are personal characteristics which are necessary and important for teaching success. To be a successful EFL teacher, it is therefore very important to have the ability to inspire the students for their lives. Biggs and Moore (1993) mention that the personal characteristics that make a great teacher means being encouraging, humorous, fair, flexible and organized.

II-3-1-3- A Successful EFL Teacher's Teaching Style (Techniques):

Teaching style is defined as "a teacher's individual instructional methods and approach and the characteristic manner in which the teacher carries out instruction" (Richards and Schmidt 544). Different teachers have different ways of teaching, including different strategies and techniques, different roles in the classroom and different styles of teacher-student interaction. Therefore, we can say that teaching style is "an amalgam of belief, attitude, strategy, technique, motivation, personality and control" (Wright 68).

II-3-2- The Need for Course Adaptation:

Adaptation is a process in which the teachers make changes or additions to materials to improve them or to make them more suitable for a particular type of learners and more integral to the goals and objectives of the course. It has been viewed by Tomlinson (1988) as the process of reducing, adding, omitting, modifying and supplementing. Griffiths (5) has preferred to use the term variation instead of adaptation while suggesting additional different ways of doing activities, the purpose of these variations may be:

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

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

- To limit the language use according to level.

- To provide an alternative simpler activity.

- To add or provide something which you might prefer.

Mc Garth (64) cites that there are two main purposes for adaptation which are:

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

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

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

- The dynamics of the classroom

- The personalities involved

- The constraints imposed by syllabuses

- the availability of resources

- The expectations and motivation of the learners.

The various views show similarities in the sense that they all focus on the fact that when adapting the textbook , it is worth keeping in mind the students' interests, needs, motivation and learning styles.

One has to insist on the need of creating effective adaptation and supplementation with the objectives of the programme in mind in his view, Rossner (161) says: "It goes without saying that successful classroom language development depends on ability of teachers to put together coherent sequences of activities which may be based on published or other materials, but which have been adapted, formulated, and supplemented to respond to the particular needs of those students in that situation. In the communicative era, more than ever before, should not seek to mold teachers but should be available for molding by them.

There are some ways to adapt material that is not suitable for a particular teaching situation, here are some ideas:

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

Table1: ways to adapt material that is not suitable for particular teaching situation

Adapted from: Spratt and Pulverness (111)

Appraising a textbook or any other material, after it has been used, is considered as a valuable exercise for any teacher. Not only it provides him with a greater perception of the material's strengths and weaknesses, but it enables him to focus on the weak points and adapt or supplement accordingly as well. Every material requires supplementation. The point is just to decide how much and what kind of

supplementing that is required, always taking into consideration the objectives of the learners.

II-4- How Material Evaluation Can Be Done:

The evaluator is a person who takes part in planning and following through an evaluation, they can be internal agents or insiders having basic knowledge and experience about a programme, and outsiders, perceived as having greater credibility and may offer a valuable perspective. There should be a kind of collaboration between the two groups of agents for the benefit of evaluation.

Clearly, how one is going to evaluate will depend on what is to be evaluated. In other words, if the aim is to measure learning outcomes, language tests will be required. However, if attitudes and opinions constitute the target of the evaluation, then, questionnaires, interviews or group discussion will be used.

Conclusion:

To sum up, a textbook or any other material which used in classroom for the purpose of learning and teaching process is an important task every teacher must seriously think about.

Furthermore, it is essential for an EFL teacher to understand a material's content, as well as its strengths and weaknesses to adapt it in order to match factors such as course aims, students' needs and teachers' beliefs. However good the material is, it will sometimes be unsuitable for the teacher's teaching situation or the objectives he wants to achieve. To conclude, this chapter has dealt with the criteria used for materials evaluation. In addition, we tried to explain the way, time, place and the content of material evaluation. Also, we pointed at the different aspects or

approaches about a material evaluation. We arrived at the importance of how an EFL teacher should be knowledgeable of doing material evaluation because it really helps him and facilitate his teaching as well as achieving the learning objectives/ goals.

Chapter III: Evaluation of Some of "On The Move" Textbook Activities

Introduction

This chapter aims at trying to evaluate and analyse some of the activities implemented in "On The Move" textbook and whether they are appropriate for both pupils and teachers, an whether they help them achieving their learning/ teaching goals and objectives. We ill try to see if the goals of the textbook itself is achieved or not by examining some of the activities, without forgetting that this examination or analysis will be a general one. Before beginning the analysis, it is necessary to define what is meant by a textbook and the need for evaluating it or its activities.

III-1- The Textbook:

III-1-1- Definition:

A textbook, according to Richards and Schmidt (550) "is a book on a specific subject used as teaching/learning guide". For English as second or foreign language learning, textbooks are usually part of an organized series covering many skills as listening, speaking, reading, writing and grammar. The term "textbook" is used in its broad sense of an organized set of teaching/learning material. It is usually referred to as course book. We shall use the term "textbook" in our research work.

III-1-2- The Role of a Textbook in the EFL Classroom:

Textbooks are generally viewed as a tool in realizing the goals which have already been set regarding learners' needs. The role of a textbook in language teaching and learning has been stated by Cunnigsworth (7) as:

- A resource for presentation material (spoken/ written)

- A source of activities for learner practice and communicative interaction

- A reference source

- A syllabus

- A resource for self-directed learning or self-access work

Moreover, it provides less experienced teachers with support. Richards (1998) agrees that it reflects the major issues concerning the current. McDonough and Shaw (1993) see that a textbook has a dynamic interaction with the goals of a language teaching program deriving from an analysis of language learners in a particular learning environment. A way of how a textbook production should be done is shown here where the needs of teachers and learners should be identified and explored first.
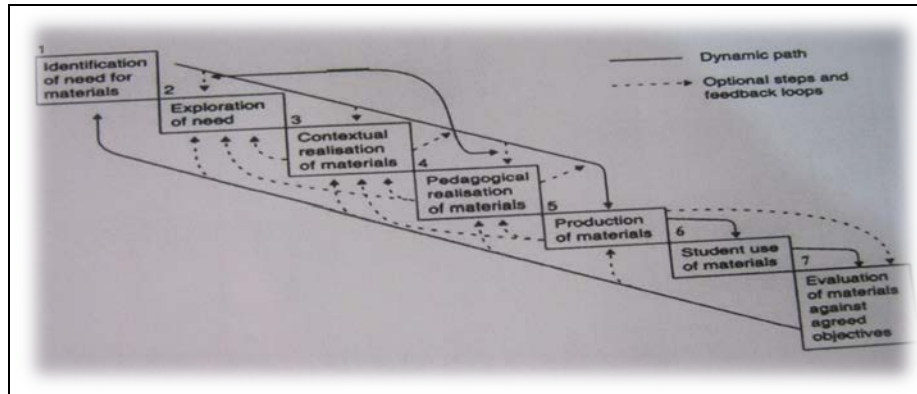
Figure 2 : A Path through the Production of New or Adapted Material

Adapted from Jolly & Bolitho (98)

English language instruction has many important components but the essential ones for many EFL classrooms are the textbooks and the materials that are often used by the language instructors. As Hutchinson and Torres (315) suggest: "the textbook is an almost universal element of teaching, millions of copies are sold every year, and numerous aid projects have been set up to produce them in many countries… No teaching-learning situation, it seems, is complete until it has its relevant textbook."

Other theorists such as Sheldon (237) agrees with this statement and suggests that they not only "represent the visible heart of any ELT program" but also offer valuable advantages , for both the student and the teacher, when they are being used in EFL classrooms. Haycroft (1998), for example, suggests that one of the advantages of using textbooks is that they are psychologically essential for students since their progress can be judged concretely when they use them. And as O'Neill (1982) states, textbooks are generally sensitive to students' needs, even if they are not designed specifically for them; they are sufficient in terms of time and money, and they can allow for adaptation and making improvements. Textbooks are inexpensive and involve low preparation time; whereas other teacher's materials can

take time and cost, and may be unsatisfied quality. In this way, they can allow teachers the opportunity to spend their time undertaking useful, important, and suitable activities. Another advantage is using textbooks identified by Cunnigsworth (1995). He argues that there are effective resources for materials, a source of ideas and activities, a reference source for students where they reflect the learning objectives, and support for less experienced teachers who have not yet gain the complete confidence. Although some theorists like Williams (1983) have mentioned, indirectly, the danger of the inexperienced teacher who may rely, completely, on textbooks and all the time, such reliance may actually have the opposite effect of saving students from teachers' deficiencies.

Hutchinson and Torres (1994) states that textbooks can support teachers through change process, demonstrate new methodologies, introduce change gradually, and create new basis upon which teachers can build more creative methodology of their own.

III-1-3- Justification for Textbook Evaluation:

When one believes that textbooks are unable to be changed and considered to be used directly as instructional material or that they actually help teaching and learning, there can be no denying the fact that textbooks are definitely here to stay. It is important to remember, however, that since the 1970s there has been a movement that learners are the center of language instruction and it is probably best to view textbooks as resources in achieving aims and objectives that have already been set in terms of learners needs. Moreover, Brown (1995) agrees they should not necessarily determine the aims themselves but they should always be at the service of the teachers and learners. Consequently, we must make every effort to establish and

apply a wide variety of relevant and appropriate criteria for the evaluation of the textbooks that we use in our language classrooms. We should also make sure "that careful selection is made, and that the materials selected reflect the needs of the learners, the aims, methods, and values of the teaching program." (Cunningsworth 7)

Sheldon (1988) has offered several other reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an important educational decision in which there are considerable, professional and financial, efforts. A complete evaluation, therefore, would enable the teaching staff of a specific institution or organization to differentiate between all the available textbooks on the market.

Moreover, it would provide for a sense of familiarity with a book's content thus helping educators in identifying the particular strengths and weaknesses in textbooks in use. This would certainly help and assist teachers with identifying strong points of a textbook and recognizing the weaknesses of certain exercises, tasks, and entire texts.

One additional reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth. Cunningsworth (1995) and Ellis (1997) suggest that textbook evaluation helps teachers to acquire useful, accurate, systematic, and contextual understanding of the overall nature of textbook. Textbook evaluation, therefore, can be a particularly worthwhile means of organizing action research as well as a form of professional improvement. Similarly, textbook evaluation can also be a valuable component of teacher training programs because it serves the purpose of making students and teachers aware of important

features to look for in textbooks while identifying them with a wide range published language instruction materials.

Tomlinson (2003) specified several learning needs that materials should meet by following the principles which contribute to successful learning. Thus materials should:

1- Achieve impact variety, attractive presentation, and appealing content;

2- Help learners to feel at ease;

3- Help learners to feel confident;

4- Be perceived by learners as relevant and useful if they have been taught;

5-Require and facilitate learner's self-investment;

6- Expose the learner to language in real use;

7- Draw learners' attention to linguistic features of the input;

8- Provide the learners with opportunities to use the target language to achieve communicative purposes;

9- Take into account that the positive effects of instruction are often delayed;

10- Take into account that learners differ in learning styles;

11- Take into that learners differ in affective attitudes;

12- Permit a silent period at the beginning of instruction;

13- Maximize learning potential by encouraging intellectual and emotional involvement which stimulates both right and left brain activities;

14- Not rely too much on controlled practice;

15- Provide opportunities for outcome feedback.

Cunningsworth (1995) proposes four criteria for evaluating textbooks:

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

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

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

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

Cunningsworth (1995) considers more linguistic factors of the materials in terms of language content: form (phonology, vocabulary, grammar and discourse features), functions (e.g. obligations), appropriateness (i.e. where the language is suited for the situation), and language skills (receptive and productive). He believes that when the above points are well covered for textbook it will be an "ideal" textbook. This is shown and explained by the following checklist

The language content		The language skills	
Item	Example	Item	Example
Grammar	-what grammar items are included?Do they correspond to students' needs? -how balanced is the treatment of form and use?	**All four skills**	-is practice of all four skills included? If so, is it balanced? -do the presentation and practice activities include the integration of skills in realistic context?
Vocabulary	-how much vocabulary is taught - is there any principles basis for vocabulary selection?	**Listening**	- is the listening material set in a meaningful context? - are there pre-listening tasks, questions etc?
Phonology	-is the phonemic alphabet used? - is the pronunciation work built on to other types of work, such as listening practice?	**Speaking**	-how much emphasis is there on spoken English? - are there any listening strategies, e.g. debating?
Discourse	-does the coursebook deal with any aspects of discourse? -do the examples of spoken and written discourse presented by the material provide good models for the learners?	**Reading**	-is there a focus on the development of reading skills and strategies? -is there emphasis for reading for pleasure and for intellectual satisfaction?
Appropriacy	-is there any attempt to much language style and social situation? -does the coursebook identify situations of language use?	**Writing**	-is paragraphing taught adequately? -is there appropriate progression and variety of tasks?

Table 2: Checklist for an Ideal Textbook .Adapted from Cunningsworth (1995)

III-2- "On The Move Textbook":

III-2-1- General Overview on the Textbook:

Being the last textbook to be released to complete the middle school English course, **On The Move,** intended for fourth year level, is made up of six (6) files following the same organization.

The files are: "It's My Treat", "You Can Do It", "Great Expectations", "Then And Now", "Dreams, Dreams"…and "Fact and Fiction". Each file comprises six (6) parts that are: Language Learning, (receptive stage), Take a Break, Skills Building, Project Round Up, Where Do We Stand Now? and finally, Time For…Each file also begins with a "Preview", a kind of a pedagogical plan of the intended for both students and teachers, and "Food For Thought" which serves as a warm-up consisting of pictures to help learners expect and know what is coming in the content of the file.

. Language Learning

This section deals with teaching grammar in context. It means that grammatical points are learnt through listening and reading activities. This section also consists three parts: "Listen and Consider", "Read and Consider", "Words and Sounds".

While he first part aims at getting the learners exposed to the grammar items of the file, the second one "Read and Consider" introduces the grammatical points to be taught. Like the first part, it consists of a "Reading Task", "Grammar Window", and "Practice".

As far as the third part, it allows learners to be familiar with the pronunciation of some particular sounds with the use of the dictionary and to improve their pronunciation.

. Take a Break

This part or section is concerned with fun and relaxation. Learners enjoy cartoons, work out puzzles, tongue twisters, idioms and expressions or words that are related to the theme of the file.

. Skills Building

This section is composed of three parts: "Research and Report", "Listening and Speaking", "Reading and Writing". The first part includes several reading and writing home activities. These activities can be achieved individually or in small groups. The second part includes a variety of tasks; the purpose is to develop listening and speaking skills. The last part aims at developing learners' reading / writing skills and; therefore, the emphasis is put on the building and the development of skills.

. Project Round Up

This section is devoted to the procedure to follow to carry out the project work.

. Where Do We Stand Now?

It is an evaluation section comprising two parts that are "Progress Check" and "Learning". While the first aims at assessing learners' performances from the beginning of the file till "now", the second part deals with learners' self-assessment.

. Time For…

It is a "Leisure Time" section where the learners are provided with songs, poems, proverbs and cartoons meant for entertainment and amusement. It comes as a step of rest after considerable intellectual efforts and before moving on to the next file.

III-2-2- The Adoption of the P-P-P Approach in the Textbook:

The existence or the adoption of the "Three PS" approach in "On The Move" Textbook can be explained by the positive points of this approach. Among such points, there is what is called "the straightforward identification" of the teaching/ learning phases which help teachers and pupils to be involved in the instructional process rapidly. Also, the "Presentation" stage of the approach can be beneficial to pupils in that if well designed, Hedges (2000) agrees that it helps the pupils relate what they already know with a new form. In other words, it gives the pupils an opportunity to use their previous knowledge to build on a new one. Also, we can say that the language of the texts is clear and easy for the pupils as well as the content. In addition, the "Practice" phase of the approach is very important in enabling the pupils to practice what they have been presented through a real involvement in the learning process; if the pupils want to know how to speak they should speak, if they want to know how to write they should write and so on. The practice of the language of the language elements "is among the most noticeable features of the three Ps approach." (Harmer 80). Moreover, the approach gives the pupils a feeling of security as they work in atmosphere which they know well. Furthermore, it facilitates the task for teachers and makes them feel more comfortable with their

lesson preparation and testing. All those factors or features and others may be behind the implementation of the P-P-P approach in "On The Move" textbook.

III-2-3- Analysis and Evaluation of Some of the Activities of "On The Move":

"On The Move" includes a "Preview" which consists what learning objectives will be covered in each file. Nevertheless, the learning objectives included in the preview are not clearly announced with a statement. The statement which begins the preview is "**In this file you will learn the following**" which does not refer to clear objectives or how to do them. In this way, Browington (25) states that the mastery learning teacher opens the lessons with "what is the student will be able to do". That is to say the learning objectives should be included by a behavioural component which indicates that the learners are learning to reach mastery. More importantly, the textbook sequences do not start with the learning objectives.

Brewington (25) agrees that "Mastery learning depends on the students having a clear idea at the start of each lesson what is they will be learning that day." Such principle is not included in the textbook especially when speaking about the primary skills or social skills. So, the textbook will not help the teachers to better prepare the lessons and the pupils to be aware of what they are learning. Indeed, the "Listen and Consider" part of the first file on page 18 consists of a "pre" listening phase, a "while" listening phase and a "post" listening phase. But, the part starts with no specific objectives. If the objective were clearly stated this helps and facilitate the teachers' work and allow them to organize their lessons and manage their time and helps pupils focus on the learning objectives of their textbook well. Also, this would make the listening task more interesting and helps the teacher to be more explicit and specific.

We can say that the learning objectives included at the beginning of each file of the textbook can be considered to be attainable, but they are too many. In fact, the first file of the textbook includes twenty seven learning objectives. So, if each one of the learning objectives requires one hour to be mastered by the majority of the pupils, without forgetting that some objectives may require more than one hour, the numbers of the hours then required to teach all the objectives of the file is more than 27 hours without counting those to be spent on the project and the activities. The learning objectives of the first file of the textbook are presented in the **Appendix: A**, and in such a case the teachers would not have enough time to well teach the whole objectives, also, they would not be able to re-teach the objectives. So, it becomes clear that the format of the textbook's units is, somehow, difficult of the teacher to achieve the lessons or the units' goals. Nevertheless, it should be noticed that the objectives are clear. For example, the teaching of listening is well designed because its aim is clear (Listening for gist, Listening for specific, and listening for information).

Besides, the pupils should be taught the content and the skills which match the learning objectives. For example, if the day's lesson is about reading, the pupils should first be taught how to read and what are the different techniques to follow to become a good reader. This principle is not included in the textbook. In other words, there are many objectives included in the preview and which are not taught in the textbook.

Moreover, the learning objective "**Writing a letter of invitation**" is presented only once through the first file. The following activity (On The Move 34)

2- Fill in the invitation card below. Then write a letter of invitation to classmate of yours.

<div align="center">You' re invited</div>

Occasion:_____

Date:_____

Time:_____

Place:_____

Direction:_____

_____

_____ **Regrets**

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The above activity is of great importance in the present life. It is directly related to social skills which should be based on clear communication and exchange of ideas and opinions. However, the learning objective of the activity did not receive the importance it deserves; because, the pupils should first know how to write a letter invitation following clear guidelines and examples and then come to know if they have really learned and mastered the point or not. So, there is no consistency between the objectives and the activities.

Furthermore, it should be mentioned that it is the grammar and the pronunciation items which are developed and taught in a clear way in the "Grammar Reference" of the textbook. This fact is illustrated in the **Appendix B.** indeed; the learning objective which relates to "the imperative" is founded in the "Grammar Reference" and assessed through the following activity from the "Practice" part of the sequence "Read and Consider":

1- Re-write the following checklist of instruction (1-4) for table manners using the imperative form only.

When you eat, you should hold the knife firmly in one hand the fork in the other. You

should cut your food with the knife. You should push the food onto your fork with the knife.(1)

You must chew food very slowly. You must keep your mouth closed while chewing. You must never speak while you have food in your mouth. (2)

You mustn't put too much food in your mouth at a time. You must take small bites only. (3)

You should put the napkin on your lap. When you have finished eating, you should wipe your mouth with your napkin and place it neatly on the plate.

You should put your knife and fork together on the plate. You should not put them on the table cloth. (4)   (On The Move 23)

Moreover, the learning objective dealing with "tag questions" is clarified and presented with clear examples in the "Grammar Reference" and assessed through the following activity:

1- Write tag questions for the following sentences.

a. She knows the recipe for *Shorba,*_____?
b. This restaurant can sit thirty people,_____?
c. They drink tea in Tamanrasset**,** _____?
d. They eat pudding in England, _____?
e. (It's a) lovely evening for a party,_____?
f. You don't know how to make English tea,_____? (On The Move 20)

So, the activities of the textbook focus on the language structures and give little attention or stress on the meaning of the language itself.

The first assessment section, it means "Progress Check" includes forty two (42) activities. A detailed analysis of the activities is presented in **Appendix C.**

Among activities, eleven (11) are designed to check language forms, eight (8) for assessing language functions, nine (9) activities for assessing reading comprehension, two (2) for lexis, six (6) for checking pronunciation, two (2) for language forms and finally four (4) activities are given to paragraph writing which

means that they are integrative activities which limit the pupils to respect lexis, grammar, spelling and cohesion.

On the other hand, the second assessment section is given for self-assessment through the use of a learning log. After each unit there is a "learning log" to fulfill by the pupils. The following is an example from the textbook:

Copy the questionnaire below in your learning log. Fill it in and hand a copy of it to your teacher. Don't write your name on it.

I can….	Very well	Fairly well	A little
A.use questions to express interest in conversation. B. use questions to express surprise. C.re-assure people in embarrassing situations. D.respond to compliments, thanks and wishes. E.use appropriate intonation in question. F.derive new words by adding the suffix –tion. G.pronounce words ending with the suffix –tion. H.pronounce vowels /æ/, /e/ and /^/. I. use **while, when** and **as** in complex sentences. J. narrate personal experiences. K. write a report about an accident. L. interpret folktales and draw moral lessons. M. use punctuation marks and capitalization. N. tell and write a folktale. O. solve brainteasers. P. write a caption. Q. report a news item.			

(On The Move 163).

The above learning log implemented in "On The Move" is similar to the rest of the learning logs included in the textbook. Here, the pupils tick in one of the three boxes which match or correspond to the level of their performance. Such a self activity allows the pupils to feel responsibility and self-esteem. In addition, it is a source of motivation. However, it should be remembered that subjectivity is among

the disadvantages of learning logs. This is why it is the teachers' responsibility to tell the pupils how well to do such an activity. Nevertheless, this activity remains theoretical unless the pupils prove it through real performance of the language items. Therefore, it would be better to add the learning logs another box that represents the evidence of what the pupils tick in the boxes "very well" or "fairly well".

As far as activities that deal with multiple-choice items, the following is an illustration:

2. Fill in the blanks in the letter below with: <u>was able to</u> / <u>wasn't able to</u> / <u>will be able to</u>/ <u>could</u> or <u>couldn't</u>.

Dear Jack,

Sorry I _____attend your party last Saturday. I was quite ready to come and just about to leave when a friend of mine from Algeria on her way to America dropped. She wanted me to spent the evening with her before she left for the U.S. the next morning. Well I___refuse,____?

Of course, I tried to phone you, but I_____get through. Your number was engaged. I hope you will understand. I know you needed my CD player, but I'm sure you all had a good time just the same.

My parents have bought a house in Bringhton. When we move in, I _____ visit you every week.

Yours,

Jill

(On The Move 62).

These multiple-choice items are that they do not require the pupils to construct the answers themselves; that is, they just test passive knowledge which means that the pupils are not given an opportunity to develop their intelligence and creativity.

Also, such activities lack reliability because it is a matter of guessing which makes learning more traditional and far from helping pupils to go along with the changing world where effective communication is the main goal.

Furthermore, there are activities related to paragraph writing. Indeed, the following illustrates the point:

10. Write a short autobiographical paragraph telling about your childhood.

Start like this:

How time flies ! Eight years ago, …   (On The Move 114).

3. Story chain. Write about what you would do if you had ten billion dinars. Each time you write a sentence, transform the result clause into a condition to build another sentence. Conclude when you reach about seven lines.

Example: if I had ten billion dinars, I would buy a boat. If I bought a boat, I … (On The Move 138).

The above activities are related to paragraph writing. They ask the pupils to show their mastery of language through the integration of different language skills including lexis, grammar, spelling forms and own ideas. Such activities really are one of the most strengths of "On The Move" because they focus on self creativity or performance of the pupils and allow them to assess themselves through those activities.

Conclusion:

Our general analysis of some activities from "On The Move" textbook shows that they really consist of all the skills of language learning and give much importance to grammar more than other language items. Grammar activities are well designed and match the objectives of mastering the grammatical rules for the pupils and they really help the teachers achieving those goals or objectives. Nevertheless, there is no enough time to teach or do all those activities because there are too many items included this would not allow pupils for self-creativity or the teachers for re-teach and repeat the difficult activities that pupils would find a difficulty in understanding them. So, the teachers would not have the enough time to do everything they would like their pupils to learn. Similarly, there is no enough time to test everything teachers would like to know if their pupils have learned.

Chapter IV: Field Work of the Study

Introduction:

This research is about an overall evaluation of the activities of MS4 textbook "On The Move". It is designed to answer two main questions:

a- Do the textbook activities suit, as their content suggests, the needs, interests and abilities of the pupils?

b- Do they meet the teachers' expectations and objectives?

So, to answer these two questions, we have submitted a questionnaire to teachers at Daas Mohamed middle school. The questionnaire's results will be analysed in this chapter.

IV-1- Methodology:

To fulfill a scientific research, it is important to set and design its objective at the very beginning. Our research objective is to determine the suitability of the textbook's activities (On The Move) and whether they meet and serve the pupils' needs as well as the teachers' goals and objectives. Burns and Gove define a research design as "a blueprint for conducting a study that maximizes control over factors" (223). The research design helps the researcher to well achieve the objectives. Concerning our research, the methodology we undertook is the descriptive one. This choice of methodology is affected by many factors, especially time limitations. A descriptive method is considered to be the easiest way of gathering data when time is not sufficient. According to Polit et al. (223), the research methodology refers to the different techniques and procedures used to gain data by describing a situation. A descriptive methodology is defined by Burns and Grove as the way that helps to identify problems of certain situations and obtain data from them.

As data collection tools, our research requires to submit a questionnaire to teachers at Daas Mohamed middle school. "A questionnaire is a printed self-report form designed to elicit information",

(Burns and Grove 426) agree that the questionnaire is among the best instruments that best fit a descriptive method because it is easy to carry on and analyse.

IV-2- Population and sampling:

Population is defined by Polit et al. (233) as "the entire aggregation of cases that meet a specified set of criteria". They add that "sampling involves selecting a group of people, events, behaviours or other elements with which to conduct a

study" (234). The target population in this study represents all teachers of Daas Mohamed middle school. As sampling, we have taken the whole population because the number is less than 100 as Arikunto (40) stated.

IV-3- Teachers' questionnaire:

The questionnaire is about the nature of the textbook's activities, we hope to attain the extent of their effectiveness for both teachers and pupils and whether they help them in their learning and teaching processes or meet their goals from this questionnaire. We have submitted three questionnaires to three teachers of Daas Mohamed middle school –Tolga- and we have faced no problems. Teachers brought back the questionnaires after 02 days. Of course, we tried to explain the nature and the objectives of our research work for the teachers to make them aware of what they are going to answer about and to do that well.

VI-3-1 Description of the Questionnaire:

This questionnaire is designed to attain data about "On The Move" activities and their effectiveness in the learning / teaching process. The teachers were required to answer the questions by ticking on the appropriate choice, and make statement when necessary. The questionnaire includes twenty two (22) questions organized under two (2) sections.

<u>Section One</u>: Identification of the target group   (from Q1 to Q3)

This section attempts to identify our target group, which in this case, the teachers at Daas Mohamed middle school. To do this, we asked four (4) questions about age, gender, and teaching experience.

<u>Section Two</u>: The nature of the activities   (from Q1 to Q19)

This section is about the nature of activities of fourth year middle school textbook (On The Move). It aims at determining the different opinions about those activities and how the teachers deals with them , and seek to determine if they help them to achieve their goals or if they have the enough time to do all or the majority of those activities.

VI-3-2- Analysis and Discussion of the Questionnaire:

Before beginning the analysis it is necessary to explain how it is going to be done. As we mentioned before, we have chosen three (3) teachers at Daas Mohamed middle school, so three (3) is the total number and it match the percentage (100%). We are going to analyse according to those information.

Section one:

Question 1: **Gender**   a- Male   ☐

               b- Female ☐

Teacher	Male	Female
Teacher 1	X	
Teacher 2		X
Teacher 3	X	

Table 3: Gender of Teachers

From this table, we notice that there are two male teachers and one female, it means that the majority of teachers are male.

Question 2: Age

Teacher	25-35	36-46	47-57	57+
Teacher 1			X	
Teacher 2		X		
Teacher 3			X	

Table 4: Age of Teachers

We notice that the majority of the teachers are between the age of 47 and 57; this indicated that they have a long experience in the teaching. This will be asserted in the following question.

Question 3: Teaching experience

Teachers	Teaching experience
Teacher1	22 Years
Teacher 2	15 Years
Teacher 3	26 Years

Table 5: Teachers' Experience

The average of the teaching experience of the teachers is ≈ 21 years. This shows that all the teachers are aware and knowledgeable with the teaching process and consequently with the textbook and its activities too. We can say that they can give us the nature of those activities and their suitability for the teaching and learning processes.

Section two: Teachers' Attitudes towards the textbook and their evaluations of its activities.

Question1: Is "On The Move" textbook well organized?

Option	Teachers	%
Yes	2	66,66
No	0	0
Not Really	1	33,33

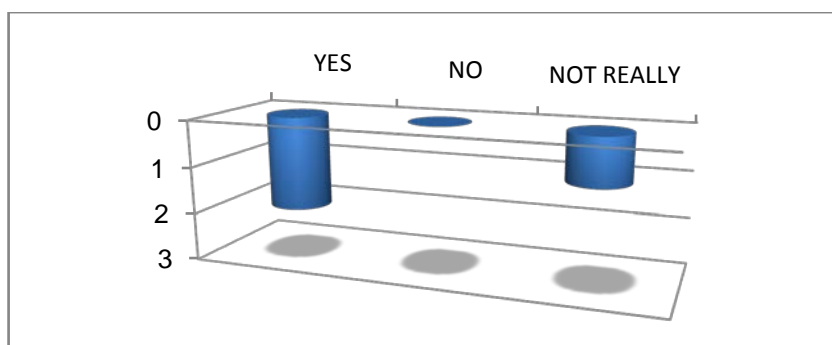**Table 6: Rate of the Organization of the Textbook**

Figure 3: Rate of the Organization of the Textbook

The analysis showed that the majority of the teachers agree that ""On The Move" textbook is well organized. It means that they don't have any problems when dealing with their textbook and do not feel that there is any kind of ambiguity when teaching its content in classrooms.

Question 2: Are the activities of "On The Move" suitable for your teaching?

Option	Teachers	%
Yes	2	66,66
No	1	33,33
A little bit	0	0

Table 7: The Suitability of the Activities of ''On The Move'' Textbook
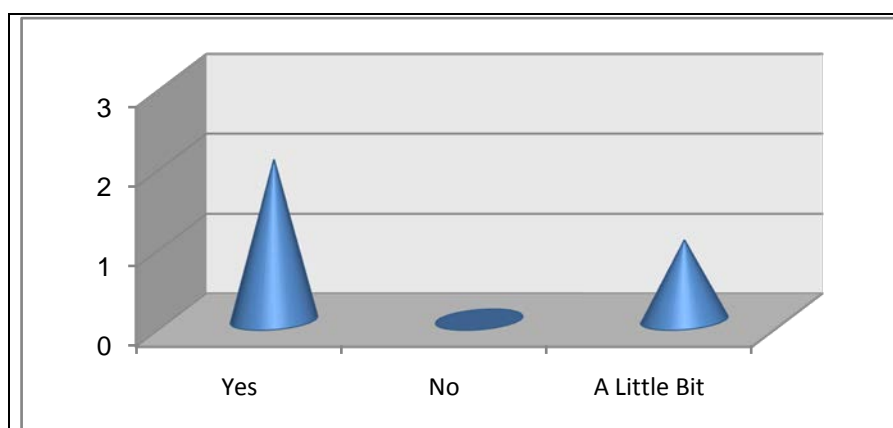

Figure 4: The Suitability of the Activities of ''On The Move'' Textbook

The table above indicated that the majority of the teachers agree that the textbook is suitable for their teaching process. Indeed, the use of the textbook really facilitates the teaching procedure in the classroom. But of course, this use should be done in an effective way for helping all the pupils engaging in the lesson and facilitating their learning, which is the first priority of any teacher.

Question 3: Do the Units of the textbook meet your teaching objectives?

Option	Teachers	%
Yes	1	33,33
No	1	33,33
Somehow	1	33,33

Table 8: Suitability of Textbook Units for Teaching Objectives
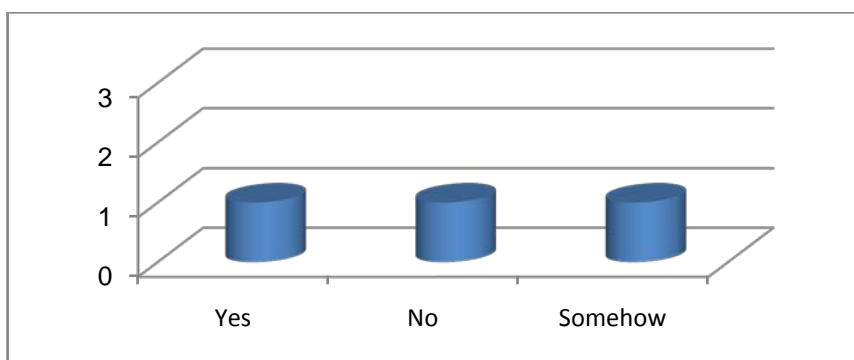

Figure 5: Suitability of Textbook Units for Teaching Objectives

According to the above results, each teacher had a different attitude towards the suitability of the textbook units for the teaching goals, which is contradictory with the previous answers, especially for the teacher who answers with "no" and neglect that those units serve his goals for teaching and learning processes. This is going to be clarified through the rest of the questions.

Question 4: Do you think that the textbook's activities include an overview of each unit's functions, structures and vocabulary?

Option	Teachers	%
Yes	0	0

No	1	33,33
Somehow	2	66,66

Table 9: Convenience of the Activities According to the Textbook's Units
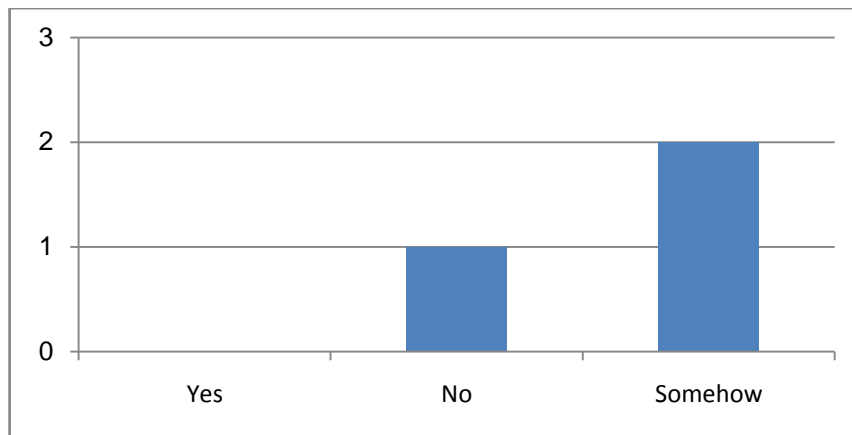

Figure 6: Convenience of the Activities According to the Textbook's Units

The results indicated that the majority of the teachers believe that the activities implemented in "On The Move" textbook includes the vocabulary items and the functions (Language) that has been dealt with in the intended unit. Indeed, MS4 textbook activities try to consist what has been taught, concerning vocabulary and function, in the unit and facilitate the teachers' role and make the teaching as easy as possible.

Question 5: a- Do the activities incorporate individual, pair and group works?

Option	Teachers	%
Yes	3	100
No	0	0

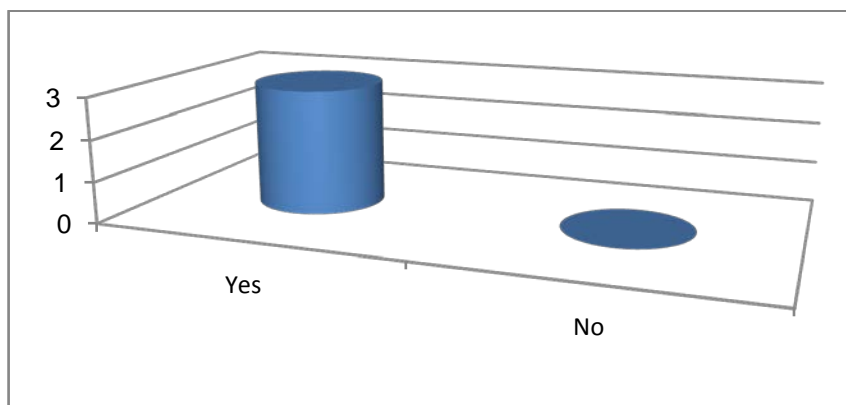**Table 10: Types of Works Implemented in Activities and their Convenience**

Figure 7: Types of Works Implemented in Activities and their Convenience

All the teachers asserted that the textbook includes and encourage all kinds of works and give the opportunity for pupils to work in pairs or in groups which is one of the advantages of the textbook. This allows pupils to share ideas with others. But we should not forget that this should be guided by the teacher, because the work of the pupils is considered unreliable without a teaching guidance for the correct answers or information.

Question 5: b- Which one is more appropriate for your pupils' learning?

Option	Teachers	%
Individual work	0	0
Pair Work	0	0
Group work	3	100

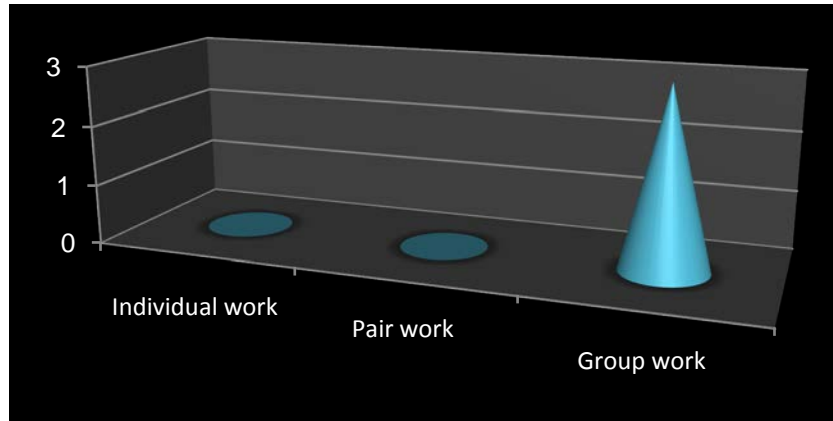**Table 11: Types of Works that are Suitable for Pupils' Learning**

Figure 8: Types of Works that are Suitable for Pupils' Learning

The results indicated that the more suitable type of work is the group work as far as all the teachers had answered. It means that they encourage the team work in doing the activities by the pupils. So, when the pupils are sharing their different performances of the activities the learning process is going to be well achieved.

Question 6: Does the language of the textbook's activities meet the level of your pupils?

Option	Teachers	%
Certainly	0	0
Probably	1	33,33
Not at all	2	66,66

Table 12: The Balance between the Activities' Language and Pupils' Level
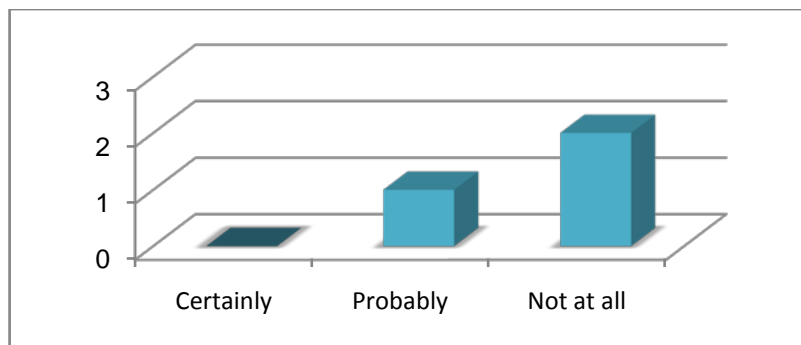
Figure 9: The Balance between the Activities' Language and Pupils' Level

The table above shows that the majority of the teachers agreed that the language of the activities of "On The Move" textbook is high-level for the pupils, and may be just a specific group of pupils can understand the language easily. So, it is like that the textbook designed only for a specific kind of learners and we mean the good ones. This is going to be seen through the rest of the analysis.

Question 7: Can all the textbook activities be replaced and substituted easily?

Option	Teachers	%
Always	1	33,33
Often	2	66,66
Sometimes	0	0
Rarely	0	0

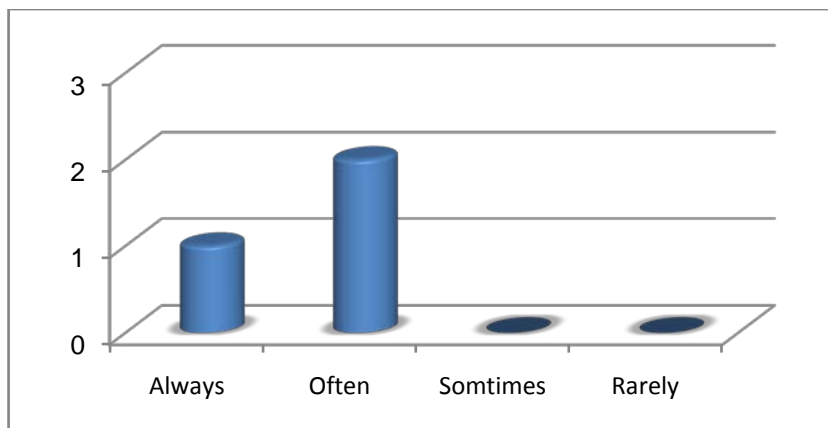**Table 13: The Substitution of the Textbook's Activities**

Figure 10: The Substitution of the Textbook's Activities

From the table above, we can say that the substitution of the activities is not considered as a difficult task for teachers. We mean by the substitution, if the teachers can modify their textbook activities with a more appropriate one from their own, new activity which is more appropriate to explain more than the activity of the textbook. It means that there are certain activities that teachers find a difficulty in dealing with them. This point will be clarified through the following the questionnaire analysis.

Question 8: Do you think that the textbook activities raise your pupils' interest in further English language study?

Option	Teachers	%
Yes	0	0
Probably	1	33,33
No	2	66,66

Table 14: Role of Activities in Raising Pupils' Interest in Language Study
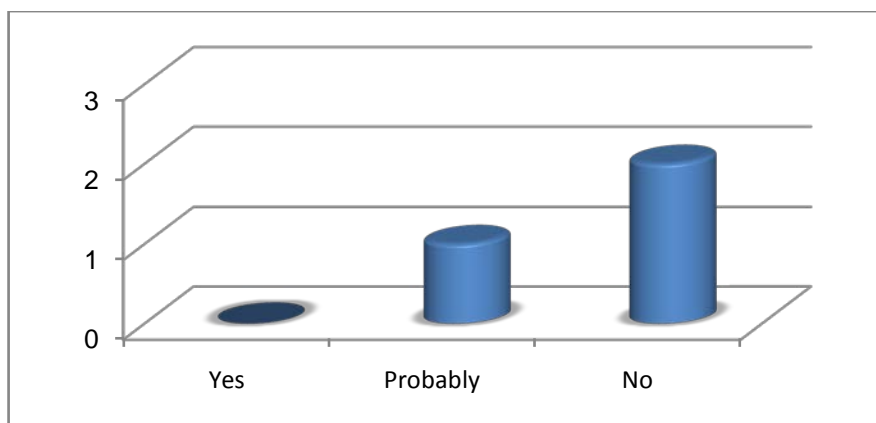
Figure 11: Role of Activities in Raising Pupils' Interest in Language Study

From the results above, (66,66%) of the teachers (it means the majority) believed or agreed that the activities of the textbook do not play any role in raising the pupils' interest in English study in the future. So, their content does not really encourage the learners to be excited about the language they are learning. Well, we mean to say that there is no fun or entertainment when doing the activity, which is for us, is a necessary point for facilitate the learning especially for pupils at this young age.

Question 8: a- If yes, how?

……………………………………………………………………………………………

………………………

Question8: b- If no, why?

……………………………………………………………………………………………

………………..

Since the majority of teachers indicated that the activities do not raise the interest in English study, they justified that the activities are mainly aim good learner and can be done only by fast learners, and add that the number of such learners are

too small in each classroom. While the "average", "weak" or the slow learners are unable to follow the instructions of the activities; so, they lose their interest in learning this language in the future or even in the mean time. This is a serious challenge for the teacher when doing the activities when he tries to involve all the learners to make them understand.

Question 9: Do the activities take into account the pupils' level, age and needs?

Option	Teachers	%
Yes	1	33,33
No	2	66,66

Table 15: Balance between Activities and Pupils' Level, Age and Needs
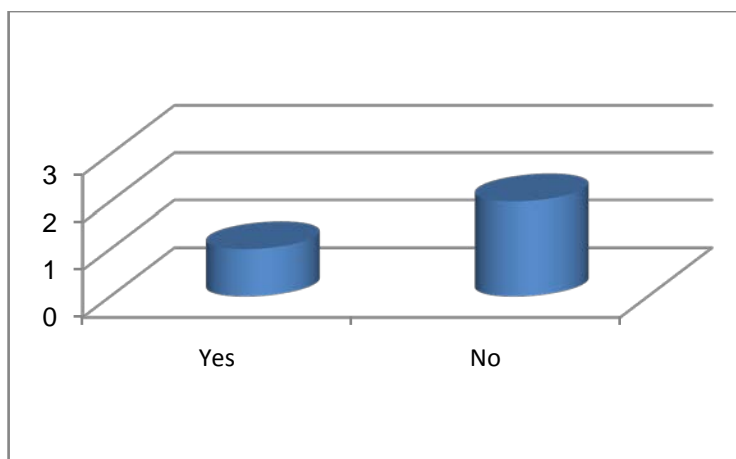

Figure 12: Balance between Activities and Pupils' Level, Age and Needs

According to the table above the majority of teachers agreed that the level, age and needs of the pupils are not considered or taken into account in the content of activities. It means that the level of the activity is high and does not suit the pupils' level. This can be considered as another disadvantage of the textbook activities. If

the level of learners is not considered, than the involvement of them within the learning process when dealing with the activities, is really challenging, for both teachers and learners.

Question 10: What are the pupils' attitudes towards the activities of "On The Move" Textbook?

Option	Teachers	%
Positive	0	0
Passive	2	66,66
Negative	1	33,33

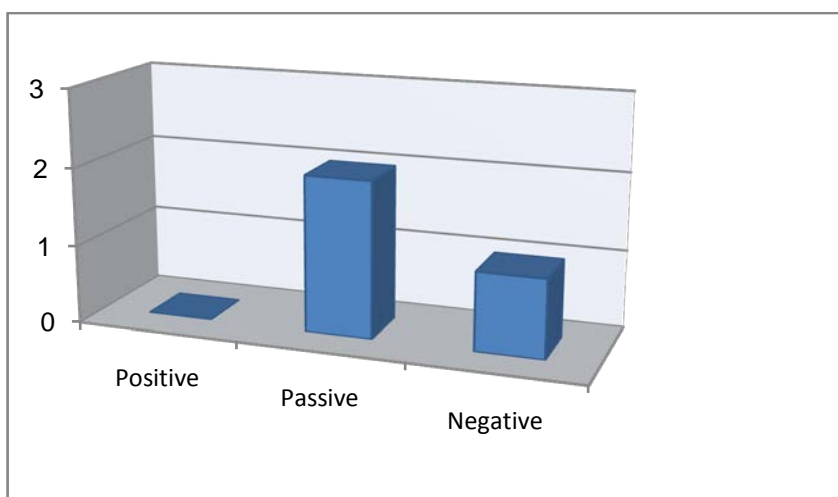**Table 16: Pupils' Attitudes towards the Activities of the Textbook**

Figure 13: Pupils' Attitudes towards the Activities of the Textbook

More than (60%) of the teachers indicated that the attitudes of pupils towards the activities are passive ones. This gives more certainty to the previous results that

there is no fun when doing the activities. Also, the interest in learning this language will be lost, so, the learning and teaching processes is going to be difficult to tackle.

Question 11: How are the grammar points introduced in the textbook activities?

The three teachers said that most of the grammar points are clearly and explicitly introduced direct instruction and meaning within the context itself and that are introduced within the activities through rules and examples. So they all agreed that is when dealing with grammar, it is an easy task because this point is well tackled by the textbook and clearly dealt with through activities.

Question 12: Are the activities of the textbook well distributed to cover the four skills?

Option	Teachers	%
Certainly	3	100
Probably	0	0
Not at all	0	0

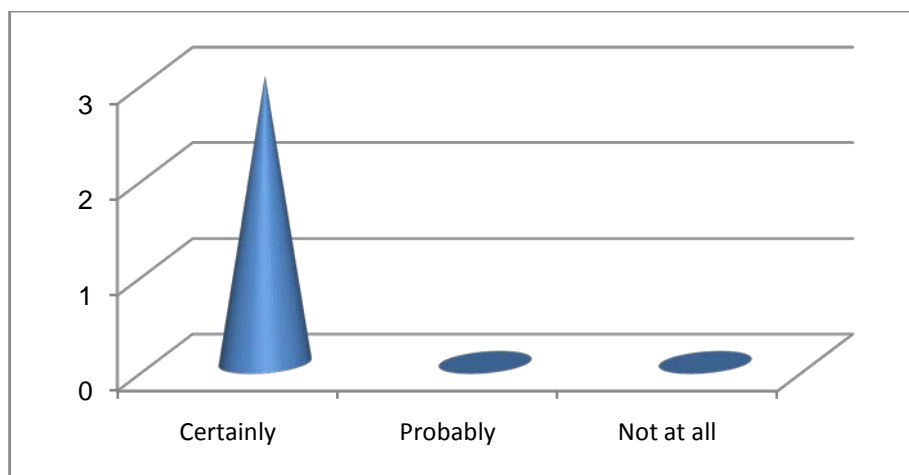**Table17: Distribution of the Four Skills in the Activities**

Figure 14: Distribution of the Four Skills in the Activities

According to the results the four skills (listening, reading, speaking and writing) are well covered by the textbook activities. So, it gives opportunities to develop all the pupils' skills; this can be considered as one of the advantages of the textbook activities.

Question 13: Which Activities fit best your pupils?

Option	Teachers	%
Listening activities	1	33,33
Speaking activities	2	0
Reading activities	0	66,66
Writing activities	0	0

Table 18: Suitability of the Different Activities of the textbook for the Pupils
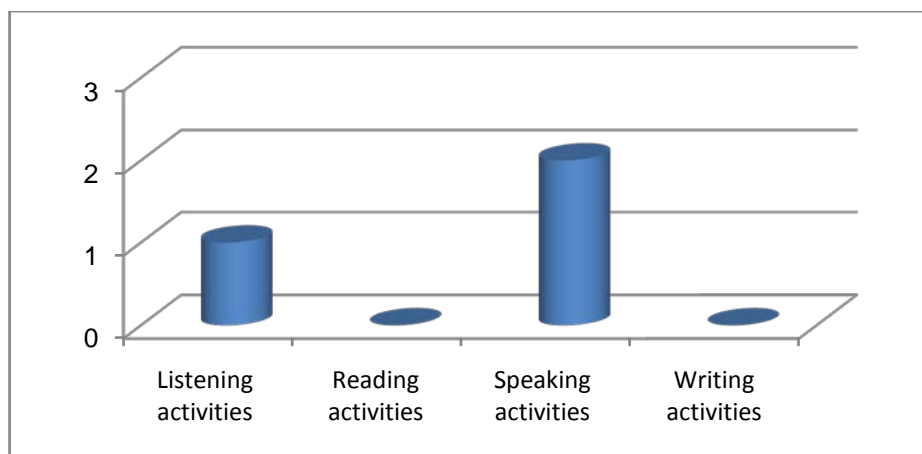
Figure 15: Suitability of the Different Activities of the textbook for the pupils

The majority of teachers agreed that the speaking activities are the suitable ones for pupils'. It means that communication between learners facilitate their learning and understanding. When the pupil is communicating and speaking, he is creating and developing a very important and a vital skill that is considered as the most useful skill in the process of learning/teaching, currently.

Question 14: Which skill is more covered by the textbook activities?

Option	Teachers	%
Listening activities	0	0
Speaking activities	0	0
Reading activities	2	66,66
Writing activities	1	0

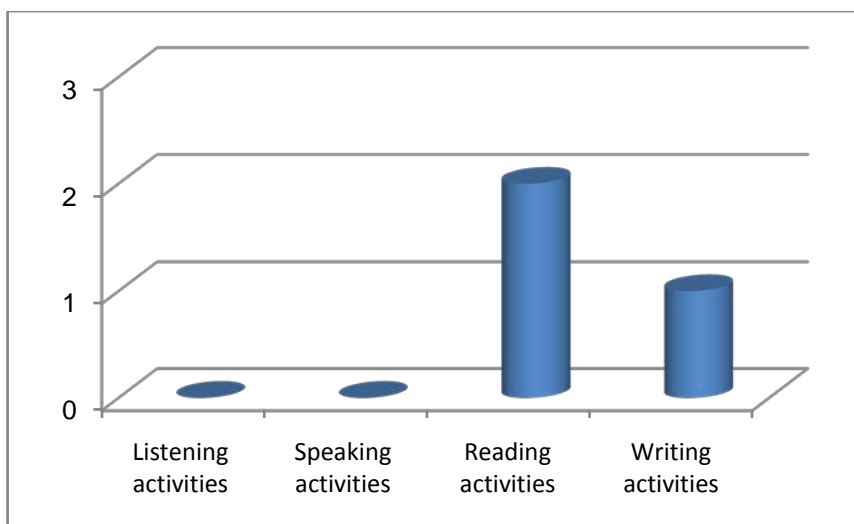**Table 19: The Skill Which Is More Covered by Activities**

Figure 16: The Skill Which Is More Covered by Activities

From the above table the reading activities are covered within the textbook activities more than the other activities. It means that "On The Move" activities encourage the reading process and intend to develop this skill and make the pupils good readers. For us it is a good point, but, producing is more effective way to learn more than just receiving the information. It is true that pupils benefit from reading a lot; nevertheless, no development can be achieved when neglecting the other skills, specially the speaking skill which develops learners' abilities, creativity and intelligence.

Question 15: Do you think that the textbook activities motivate your pupils?

Options	Teachers	%
Yes	2	66,66
No	1	33,33

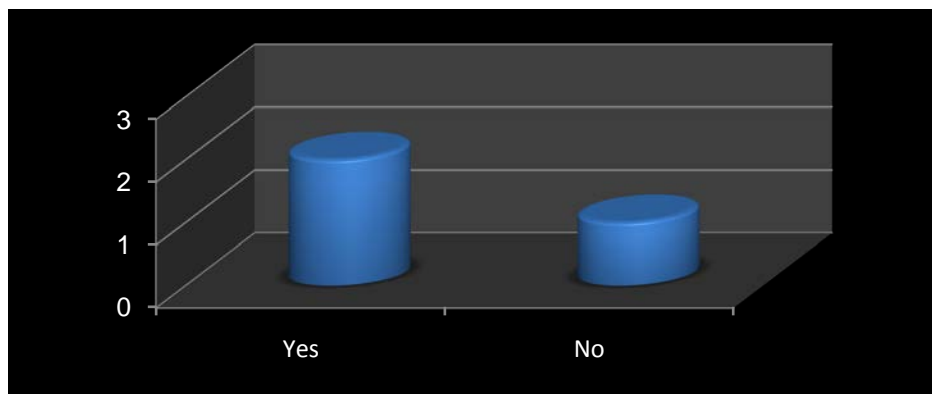**Table 20: The Extent of Motivation of the Activities for the Pupils.**

Figure 17: The Extent of Motivation of the Activities for the Pupils

From the results we can notice that the majority of teachers do not believe that activities which are implemented in the textbook (On The Move) motivate the learners. Indeed, without motivation there is no learning, because motivation is a basic element in teaching and learning English because, motivated pupils learn fast and better. And vice versa, unmotivated pupils it means slow learners.

Question 16: If no, why?

……………………………………………………………………………………………
………….

The two teachers who agreed that the activities do not motivate the learners or pupils justified that by the lack of the real life situations of the pupils. Also, they asserted that the content of activities are not directed to the Algerian society. It is like the learners live in an" imaginary world" or a world which does not match their real life. If this is the case, the teaching and learning processes is going to be more challengeable.

Question 17: Are the activities proposed by the textbook authors encouraging communication in classroom?

Option	Teachers	%
Yes	0	0
Somehow	1	33,33
No	2	66,66

Table 21: The Rate of Communication in the Activities' Context
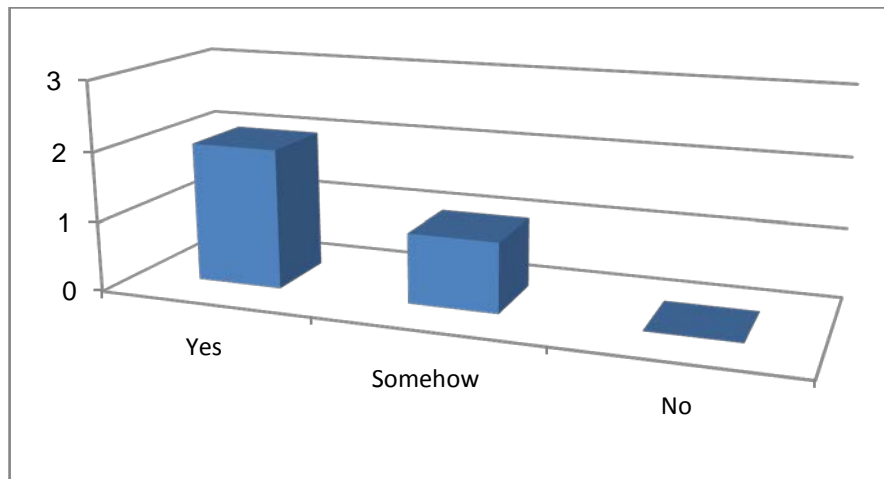
Figure 18: The Rate of Communication in the Activities' Context

The table above indicates that the communication is not given the importance within the classroom. If the learners are not encouraged to communicate and express themselves through speaking and communicating with other learners or with the teacher, then, the atmosphere is considered as a boring one. A boring atmosphere means bored pupils which means no goals or objectives are achieved.

Question 18: As a fourth year middle school English teacher, what is your general evaluation and opinion about "On The Move" activities and their benefits for teaching English as a foreign language?

……………………………………………………………………………………………

…………………

The majority of teachers agreed that some activities implemented in the textbook fit the teaching objectives. Nevertheless, they agreed that other activities (most of them) do not help much the teacher in achieving all his goals and do not encourage them to do them (and learners as well), because of their void of "reality" and relationship with real life, their length and the insufficient time to cover all of them or even the majority of them.

Question 19: If you have any comments / suggestions, please state them.

……………………………………………………………………………………………

……………..

Two teachers have answered this question by indicating that "On The Move" activities should be shorter, more realistic with the pupils' environment and culture, and at the right level of all pupils, not only the good and fast learners.

VI-3-3- Summary and Findings:

After analysing and interpreting the results of the questionnaire we can say that the activities are somehow helping the teacher in his teaching process especially when it is concerning with teaching reading that it is the most skill which is covered by the textbook activities. Nevertheless, teachers find it difficult and challenging, most the time, to cover all the activities because of their length and the insufficient

time to do this. Also, they stated many disadvantages of those activities; first, they believe that they are not at the level of all the pupils just the good and fast learners. Furthermore, the activities cover the reading skill and neglect the other ones specially the speaking skill, which do not provide the opportunities for communication or develop other abilities and this limit the pupils' creativity, intelligence and interest in the English language. Also, most teachers indicated that the activities of "On The Move" textbook do not motivate their pupils and create a boring atmosphere and bored learners which make the teaching procedure very challenging. Another disadvantage is the lack of reality within the activities' context; they are very far from the pupils real life situations. This is also make the teachers' work even harder because it makes him do two things at the same time, trying to involve the learners in the context of those activities and helping or guiding them doing the activities in the better way.

Recommendations:

In order to make "On The Move" textbook activities more beneficial and helpful for both teachers and pupils, the textbook content and activities should take into account and in consideration the opinions of the teachers. We suggest that the activities of the textbook "On The Move" should be more realistic and in contact with the pupils' environment and culture. More time and space should be devoted to the written and speaking sections in order to prepare pupils for higher levels and allow them to be creative and express their intelligence and abilities. Furthermore, the formulation of the tasks given ought to be at the level pupils, not only the good ones.

General Conclusion:

The present study has covered the difficulties that teachers and pupils of fourth year middle school face when dealing with the activities of "On The Move" textbook. It was mainly interested in the way teachers deal with the activities of the textbook and if they meet their objectives and hopeful goals that is intended to be achieved.

Through analysing and evaluating some of the textbook's activities, our research finding sheds some light on the activities impact on both teachers and pupils and whether they help them in their learning and teaching procedures. Moreover, the results we have obtained are in accordance with our evaluation or analysis of the chosen activities, and in the direction of our research hypotheses that the EFL teacher still finds difficulties when dealing with the activities of "On The Move" textbook and they do not completely meet his teaching objectives and goals. Despite the fact the well organization of the activities and that they help the teacher in covering and teaching some skills (activities) like the reading activities, the teacher still finds it challengeable to enhance his teaching process when dealing with the textbook (On The Move) activities. For that reason, we find it necessary to make some changing in the level of the activities of the textbook used in our case study (On The Move) in order to facilitate the teaching and learning English as a foreign language for both teachers and pupils.

At the end, we hope that this research work will benefit and help other researchers in the future in the domain of dealing with the educational English textbooks.

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Appendixes:

Appendix A:

On The Move

File One: It's My Treat

Preview

In this file you will learn the following:

. Language Learning

1. Functions:

Making suppositions
Seeking agreement
Giving instructions/warning/advice
Carrying out a procedure
Asking for and fiving information

2. Grammar:

Tag questions
The imperative (consolidation)
Sequences (consolidation)
Comparatives and superlatives of adjectives (consolidation)

3. Words and Sounds:

Vocabulary related to street directions
Vocabulary related to food, cooking and eating
Short and long vowel sounds /i/ and /i:/
Silent letters
Rising and falling intonation in tag questions

. Skills Building

1. Primary skills

Listening for gist
Listening for specific information
Predicting and checking predictions in written and 'spoken' texts

Reading and making inferences
Writing instructions, a menu, a recipe…
Distinguishing between fact and opinion in a text
Checking and interpreting food labels

2. Social skills

 Dining out
Talking about meal times
Giving a recipe to a guest
Advertising a restaurant
Writing a letter of invitation

Project: Designing and advertising a leaflet for a restaurant (On The Move 16)

Appendix B: (Taken from Grammar References of the Textbook)

1. Tag Questions

- Intonation is very important in tag questions. We can have four types of tag questions.

Negative tag questions with a rising tone. You'll come tomorrow, won't you?

Negative tag questions with a falling tone. It's beautiful day, isn't it?

Positive tag questions with a rising tone. They didn't succeed, did they?

Positive tag questions with a falling tone. She hasn't passed her exam, has she?

Meaning and use

If the tag question has a **rising tone,** I am asking the question because "I really don't know the answer. So I expect the listener to answer my question with **yes** or **no.** Example: "They were working hard, weren't they?" "**No,** they weren't."

If the tag question has a **falling tone** it means that I am sure about what I said. So, I expect the listener to agree with me.

Example: "She is doing a good job, isn't she?"   "I totally agree with you."

Note: 1. After **let's** …the tag question is **shall we?** e.g. Let's go for a walk, **shall we?**

2. After the imperative (do, don't do something, the tag is **will you**? e.g. Stop shouting, **will you?** – Don't' be late, **will you?**

2. The Imperative

Form

- To form **imperatives**, we use the base form of the verb i.e., the infinitive without to. The command is given to **you** (singular or plural).

In the first and third person commands, the base form is preceded by **let** and followed by me/him/her/it/us/them.

Positive command	Negative command
- Go out. - Come here, please! - Let me/him/her/us/them/it see!	Don't go out! Don't come here! Don't let me/him/her/us/them/it see!

Meaning

We use the imperative to give orders, commands, instructions, advice and directions, and also to make suggestions, requests and invitations.

Sentences with the imperative	Situations and meanings
1. Help yourself to more soup. → **2. Come** to celebrate Becky's birthday. → **3.Take** a tablet twice a day before meals. → **4. Go** straight ahead and turn right → **5. Take** it easy and **have** some fun → **6. Don't be** silly! → **7. Move on!** → **8. Keep off** the grass →	-(A host guest) Offer -(A friend to friend) Invitation -(A doctor to his/her patient) Instructions -(A passer-by to another passer-by) Directions -Suggesting and reassuring (A friend to friend) -A negative command (A mother to her child) -A policeman to onlookers) Order -A positive command (public notice)

(On The Move 177)

3. Comparatives of Adjectives

I. Comparatives of equality

A. Comparative of positive equality: as + adjective + as

Your house is **as big as** your neighbour's.

This exercise is **as difficult as** the one we did yesterday.

B. Comparatives of negative equality: not + as/so + adjective + as

The Thames is **not as/so long** as the Nile.

(= The Nile is longer than the Thames)

II. Comparatives of superiority

To compare two things, two animals, two people etc, we use the following comparative forms:

Adjective + er
  More + adjective

A. We use **adjective + er + than** in the following cases:

  a. Adjectives of one syllable:

The Nile is long**er than** the Thames.

It is hot**ter** in the Sahara desert **than** in the Gobi desert.

b. Adjectives ending with: y, w, or le

My satchel is heav**ier than** yours.

This street is narrow**er than** that one over there.

Your teacher is **more** gentle **than** mine. = Your teacher iss gentler than mine.

B. We use **more + adjective + than** with adjectives which have **more than one syllable.**

A meal in a restaurant is **more expensive than** a sandwich.

III.Comparatives of inferiority

We use **adjective + less + than** with all adjectives

A sandwich is **less** expensive **than** a meal in a restaurant.

4. Superlatives of Adjectives

I. Superlatives of superiority

Form

To compare **three** or **more things, animals, people**, etc. and **pick out** one thing, one animal, or one person as being **more "superior" to** all others we use the following **superlative** forms of adjectives:

The + adjective + -est + in/of….

The + most + adjective + in/of….

I have **three** brothers. I am **the oldest** and **the tallest of** them all.

The most difficult subject in school is Mathematics.

II. Superlatives of inferiority

Form

The least + adjective + in/of…

The least careful driver **in** my family is my father.

(On The Move 188, 189)

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