Exploring Learner's Autonomy in ELT Textbooks Used in Algerian Secondary Schools: An Analysis of 4th Year Secondary School Textbook

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Dedication

I dedicate this work to the dearest people to my heart

My parents Aicha and Azzedine who switched candles of hope around me and devoted their lives to see me succeed

To my dear sisters: Nour, Sara, Rania, Marwa, Meriam, and Hadjer

To my best friend Hayat for her support

To all my friends and colleagues, to all those who helped me in my education as well as in my life, without any exception I dedicate this work.

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Abstract

The introduced educational reforms in Algeria has brought a new prospect of teaching the English language, and with the start of the Competency-based Approach (CBA) in the year 2003, conventional ways of teaching became a matter of the past and paved the way to new learning processes in which the roles, methods, and materials will be shifted. The teacher is no more just a knowledge holder, alternatively, all learning processes now spin towards the student. The objective eyed by the Ministry of Education, which is reaching learner autonomy, will naturally be harder to accomplish when the school textbooks are not planned accordingly. Therefore, through this study of the 4th Year secondary school ELT textbook analysis that aims to bring forth the degree of the (cognitive, metacognitive, social, and affective) factors mediating learner autonomy. For a systematic analysis that allows us to answer the research question. A checklist in the form of a referential was used to analyze the textbook. It was revealed that the factors mediating autonomy, with the exception of the affective factor, are adequately portrayed in the textbook but some of them appear more frequently, other aspects are rarely represented and some have been totally ignored. Consequently, new improvements have to be made that would take into account supplementary activities to represent those missing factors that are to be introduced.

List of Abbreviations and Acronyms

ELT : English language teaching

ESL: English as a second language

EFL: English as a foreign language

CATALYST: Communicative? Aims? Teachability? Available Adds-on? Level? Your
impression? Student's interest? Tried or tested?

CRAL : Centre de Recherche et d'Applications en Langues

LA: Learner Autonomy

CBA: Competency-based approach

List of tables and figures

Table of contents

Chapter One

Review of Literature

Chapter Two

Research Methodology and discussion of results

General Introduction

The relatively new field of learner autonomy came into light in the 1970s and from that time till now, numerous studies have been conducted to exploit the benefits of this good language learner characteristic, which is commonly defined as the kind of learning that continues when teaching stops. Algeria sought in the previous decade to improve its educational system and prevent a fall behind when it comes to the educational teaching approaches used by teachers as well as learning methods. It introduced the competency-based approach in the year 2003, in a step toward revolutionizing the way students acquire language-related competencies and not just explicit knowledge, the reforms included new textbooks among other learning materials, which are supposed to reflect the nature and objectives of the reforms mirrored in them.

Statement of the problem

Textbooks are among the most used materials in classrooms around the world, a glance at the design of textbooks can reveal the teaching approach and consequently the way learners are taught the language, the nature of the activities included in textbooks can also shape the behaviors of learners between strictly following the presented instructions which greatly limit the pace of learners growth and increase the chances of a mismatch occurring between the vastly different learner styles and the fixed curriculum presented through the textbooks and taking the leading role in their education through independently making choices and decisions regarding their learning, such autonomy in language learning are encouraged to raise learners who can study unaided by reflecting on their previous learning experiences and identify the most appropriate learning strategies that suit their unique needs. This study is propelled to systematically analyze the textbooks used in secondary schools, in the form of the 4th year secondary school English textbook, mainly focusing on what learners

are asked to do in order to measure the extent to which autonomy concept is incorporated into them.

Aims of the study

The general aim of this study is to integrate whether the notion of learner's autonomy is integrated in the textbooks used in Algerian secondary schools, more specifically the aims are:

1. Determining whether the secondary school textbooks support the self-driven growth of the learners education.

2. Suggesting additional forms of encouraging autonomy to be considered in future secondary school textbooks.

Research questions and hypothesis

Question: To what extent the concept of learner's autonomy is integrated into the 4th year secondary school English textbook?

Hypothesis: The concept of learner's autonomy is poorly integrated into the 4th year secondary school English textbook.

Chapter I

I.1. Textbooks and Textbooks Evaluation

Introduction

The following chapter consists of two sections, the first section dives into the first variable which is textbooks in the context of language teaching. There seems to be no language teaching without the use of textbooks whose benefits are imperative for an organized learning process, particularly because they determine the way teachers teach as well as how learners learn, the first section opens with a definition of materials development before scoping down to define textbooks, it presents the essential role of this instructional material in and out of the classroom, to shift towards the underlying principles behind textbook development to reach an understanding of the fundamentals on which textbook selection and development are based on. The section is then concluded by laying down the different theories of textbook evaluation, with their varied methodologies and points of view. As for the second section of this chapter, it tries to shed light on the concept of learner autonomy as a crucial component in preparing students for lifelong learning. We will go through an identification of the key terms that are related to learners' autonomy along with the theoretical framework and background related to learner autonomy as well as the principals of fostering learner autonomy.

I.1.1. Definition of Learning Materials

Tomlinson (2011) defines learning materials as the physical means that are used to support language learning. Materials can take many forms, such as a textbook, a workbook, a DVD set, a video, a handout, a tape, a photocopied sheet, a piece of paper, a newspaper, or a magazine, a paragraph written on a whiteboard. In other words, they are everything and anything which inform and present the target language being learned. Nunan (1986) continues

in that regard, learning materials are either informative (informing the learner about the language he is learning), or instructional (it supports the leaner in his practices of the target language), experiential (making the learner experienced when it comes to the use of language), eliciting (inciting the learner in order to practice the target language), and exploratory (supports the learner in his exploration of the target language).

It was not till the 90''s that the interest in materials development and evaluation gained traction among the academic community as an independent area. Tomlinson (2001:66) affirms that materials development is a sub-division of methodology, materials are generally introduced as samples of methods in action rather than as ways to discover the procedures and principles of their development, he adds that materials development process was essentially considered as a part of methodology.

I.1.2. Textbooks definition

Generally speaking, Textbooks are considered the main source of conveying the knowledge and information to the learners easily and pleasantly. Textbooks for Cunningsworth (1995) are considered as resources which help the teacher in presenting the materials and a source that give learners a chance to practice and explore different activities. In line with Cunningsworth, Tomlinson (2011) consider textbooks to be the core of ELT courses, it gathers all the necessary core materials from which both teachers and learners draw the necessary knowledge and methodology. Sheldon (1988) supports Tomlinson by stating that textbooks offer significant benefits to the classroom atmosphere in plus of being the visible heart of any ELT program.

I.1.3. The role of Textbooks

It is challenging to determine the textbook role in the language classroom perfectly and exactly. A few definitions from different scholars tried to shed light on the significance of the textbooks on the teaching-learning experience. According to Cunnigsworth (1995) the main source of conveying information to learners in the most simplified and organized manner are textbooks. The advantages of textbooks use are drawn from it being as a material presentation resource (written or spoken), as well as a reference for possible activities that learners might practice, textbooks are also a resource of communicative interaction, grammar, vocabulary, pronunciation, the teacher can draw from it different classroom language activities, and even the determined objectives of learning. O'Neill (1982, p. 110) shares the same and states that "textbooks provide only a core or a base of materials, a jumping-off point for a teacher and their class. They can serve as a grammatical and functional framework which leaves enough space for improvisation, adaptation and a spontaneous and creative interaction in the classroom. Using a textbook reduces the chance of gaps in learning and the learner is always certain where the course is going, since there is a clear structure from the beginning to the end.

Cunningsworth (1995) states the roles of textbooks as follow:

– An efficient resource for self-directed learning and autonomy.

– An invaluable resource for the presentation of material (written and spoken)

– A source of ideas and activities for learner practice and Communicative cooperation;

– A reference source for students;

– A ready-made syllabus

– A Guide and for less experienced instructors to gain confidence and Exhibit original methodologies.

Ur (1996) views that textbooks give teachers and learners the required guidance within a structured frame to follow. Textbooks are time-saving, cost-effective, small, and easy to carry, and most importantly, an opportunity for students to learn independently. As for Hutchinson and Waters (1987), they dispute that there is no situation where teaching-learning seems to be perfect without the use of a relevant textbook". Their outlook highlights the necessary part textbooks perform in the teaching-learning situation. Furthermore, the authors assert that textbooks are crucial in times of change; their use sustains and reassures teachers' processes as they provide a design for how lessons shall be carried.

Byrd (2001) disputes that ELT textbooks comprise of two varieties of information which are: the topic, such as society, politics, and the linguistic content (grammar, vocabulary skills) textbooks then facilitate learning the linguistic content through topic content.

On the other hand, some scholars' state contrary beliefs, in their view, such teaching materials are not fitting and suitable for classroom usage. Arguing that textbooks lack authentic texts as they depict preferences and biases of their authors and hence may generate misconceptions, prejudices, misjudgment, and stereotypical representations of people from other nations. Allwright (1981, p.9) states that the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials. Textbooks then do not meet the complex dynamics of language and appear to embed imposed arrangements that are far from meeting the needs of their receivers. In part because they are too inflexible and they reflect the psychological, pedagogic, and linguistic inclinations and biases of their authors. Textbooks force, control, determine the kind of language that is to be learned and taught and with which approaches, procedures, methods, techniques, and processes. Tomlinson (2010) in same regard notes that the main disadvantage

of textbooks is that most of the textbook writers do not refer to applied linguistics principles. He reiterates that the most rely on their intuition as to what they see fit for language learning.

I.1.4. Cornerstones of developing Textbooks

Seguin (1989) reports that textbooks design must follow curricula that resemble the objectives, methodology, and content of education of each subject are concerned. A textbook normally matches the syllabus of discipline, as well as the objectives that can attend as titles or sub-titles of the different parts of the book.

Loveridge et al (1970) assert that as the syllabus is refined detail of the curriculum at a particular stage of learning for a particular subject, the textbook must be a refinement of those parts of the syllabus which are best taught by the aid of books. Nunan (1988) contends that a textbook is a concrete demonstration of the language learning curriculum, the textbook also decreases the objectives of the syllabus into manageable segments.

Tomlinson (2011) affirms that textbooks have to give the learners a considerable amount of comprehensible input in a pleasant way. The need for Learners to understand what they are exposed to and also to be emotionally affected due to them unlikely to acquire anything from their experience without such involvement. The comprehensible input is required to be insignificantly above the prevailing level of learners that is "i+1", not exactly harmonized to their level. If set exactly to their level, the input will seem dull, and if it exceeds their present level by too much the challenge can be impossible to overcome.

Tomlinson (2003) states that the theoretical principles carrying the development of textbooks are mainly:

1. Relevance to learners needs.

2. Presentation of material needs to be through authentic language.

3. Promotion of receptive skills through thought-provoking topics

4. Creation of opportunities that help learners develop language production skills.

5. Engaging learners in affective and cognitive activities

6. The promotion and encouragement of the learner-centered approach of learning

7. Initiation of response in the target language

8. Modernity, attractive presentation, and appealing content

I.1.5. Textbooks Evaluation

Ellis (1997) disputes that every particular textbook used in the teaching-learning experience should be evaluated. An important term to deal with before text evaluation is textbook analysis. The last is defined by McGrath (2001) as examining for what is already there in the textbook, which leads to an accurate and provable account whereas evaluation is subjective. Tomlinson (2003) differentiates between the two terms, branding evaluation as being subjective and concentrating on the users of the materials, and analysis as an objective endeavor that seeks to identify the materials as they are. Analysis should precede evaluation. Littlejohn (1998) views textbooks evaluation as providing insights into the theory behind textbooks" design and use. Cunningsworth (1995) believes that textbook evaluation supports making decisions as to which new textbook to utilize, or to determine the merits and demerits of a textbook already in use. Also, the reliability of selecting and evaluating a textbook is directly affected by the target user group of that textbook, the view used in making the selection and the instruments used in the process (Gall, 1981). According to Hutchinson and Waters (1987), textbook evaluation is primarily a straightforward, analytical matching process.

(Lee, 2013) asserts the very important place of textbooks in foreign language education. as well as the analysis and evaluation of existing textbooks, these two processes perform a very important role in the process of producing new textbooks. Analyzing and fixing problems with existing textbooks provides the foundation on which the direction of the development of new teaching materials can be performed.one primary factor in the evaluation process is taking the teachers' perceptions of the value of the materials into account. Since language teachers can teach successfully if they appreciate the materials they are using, it is necessary to take teachers' opinions and experiences into consideration. Also, the selection of materials comprises matching them against the teaching-learning context (teachers' and students' needs and interests) in which they are going to be practiced. Thus, there is a crucial need to include teachers in the evaluation process. To improve any textbook usability or amplify it, it is inevitable to explore the opinions of the users of the textbook: Teachers and Students.

I.1.6. Why evaluate textbooks?

Textbook analysis has possible two directions: the analysis of selected textbooks to decide whether they are proper or not for classroom usage, or what is known by predictive analysis, and the analysis of textbooks that are already in use, which is retrospective analysis (Skopinskaja, 2003). Using somewhat different terminology, Cunningsworth (1995) illustrates how textbooks can be evaluated for potential and appropriateness. In the first case, the textbook is assessed based on predefined criteria, but without any special group of learners or courses in mind. This approach is more common when a new textbook is published and may result in book reviews being written.

However, since classroom situations involve many unknown determinants and need continuous accommodating on the side of the teacher, this sort of analysis has its flaws as the

textbook cannot be associated with a particular class or group of learners. On the other hand, the evaluation of textbooks for appropriateness is made with a certain audience in mind. Cunningsworth (1995) reiterates that there are very narrow and specific objectives when it comes to learning, including the learners' backgrounds, resources availability, and so on. In application, it can be said that both types of analysis are done equally often and sometimes the same textbook is analyzed first for potential (before its usage by learners in the classroom, when the teacher is deciding on a textbook for future academic years) and later for appropriateness (during its usage in the classroom).

I.1.7. Theories of evaluating textbooks

I.1.7.1. Impressionistic Evaluation/ In-Depth Evaluation

Cunningsworth (1995) considers the impressionistic evaluation as a means to concentrate on the general characteristics of the textbook. It can include the allegations made by the authors or publishers about the goals set, the methodology selected, the table of content or layout to present a general impression on the material. This approach to evaluation seeksto find out what Cunningsworth (1984) calls "what the books say about themselves". Misjudgments can be the result of such «quick impression" as viewed by Tomlinson (2003), so a more extensive examination is required to explore a textbook and decide its worth. The in-depth evaluation is the following step to the impressionistic one after the textbook has been judged conceivably in an appropriate way. It also helps determine whether the outside features and internal content are in agreement (McDonough and Shaw, 2003). Evaluation at this level goes beyond the blurb, and table of content, to incorporate a comprehensive examination formed on the defined objectives, procedures and principles.

Grants (1987) mentions that the Impressionistic approach Initial Evaluation which is also named CATALYST, is an acronym that stands for: Communicative?　Aims?

Teachability? Available Adds-on? Level? Your impression? Student's interest? Tried or tested? It can be noticed clearly that it resolves to determine whether a particular textbook serves the purpose to the students, teacher, and the syllabus.

I.1.7.2. Predictive / In use/ Retrospective Evaluation

(Cunningsworth, 1995) affirms that evaluation can be approached from an aspect other than the in-depth or initial aspect. A contrast is made between the predictive, the in-use, and the post-use or retrospective evaluation. The predictive evaluation happens before materials is used by learners in the learning environment, it involves taking decisions connected with materials selection and which ones to use effectively. Rubdy (2003) stresses the importance of the predictive evaluation in estimating the potential of what teachers and learners can do with materials in the classroom. An in-use evaluation, stresses textbook use in the classroom. A retrospective evaluation, on the other hand, occurs after materials have been used. This type of evaluation helps determine the strengths and weaknesses of the textbook after it has been used. Ellis (1997, p.37) contends that a retrospective 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 show ways in which the predictive instrument can be developed for future use". The retrospective evaluation has a dual result, it helps the researcher to determine the virtues and defects of a textbook after its use and helps in determining which improvements the predictive evaluation needs for further possible uses. According to Harmer (2001), the pre-use stage requires an impressionistic evaluation. The in-use and post-use stages help decide how well a textbook has achieved what it was developed for.

I.2. Autonomy in Language Learning

I.2.1. Historical background of learner autonomy

The concept of individual autonomy was first seen in the field of politics. In ancient Greek, some philosophers such as Aristotle and Socrates asked for citizens' right to self-government. This meant that citizens ruled cities by their laws. However, this notion was first used in formal education during the 1970s. In line with this, and according to Yule (1996) the autonomous person (as is the case for an autonomous state) must not be subjected to outside control or authority, he must unobstructedly be in charge of his own life. The concept of autonomy is to a great extent philosophical, it has political and societal dimensions as well. The end of the 1960's witnessed the growth of industrial advanced western countries. The socio-political tendency defined social progress not as increasing the material of well- being, but as an advance in life quality based on the respect of individuals in the society. More human rights are acknowledged and appreciated. This became a famous slogan since the conception of the role of the individual in society has been a move from "man as a product of his society" to "man as the producer of his society" (Holec, 1981). Therefore, they must include educational measures to enhance the potential of their citizens to think and act as free and self - controlling individuals. According to Benson (2001), the idea of autonomy first arrived to the field of language learning and teaching together with the founding of the "Centre de Recherche et d'Applications en Langues" (CRAL) which aimed at developing self-education. Since then, autonomy became a must in the context of education in language teaching and learning process.

I.2.2. Defining Autonomy in Language Learning

Lately, there have been varying beliefs in the English Language Teaching community, from when the emphasis was on the role of the language learner. LA developed nowadays as a consequence of the development of the concept of learner-centered teaching (Hyland, 2004). This transfer of interest from the teacher's role to the learners has revealed learners' active role throughout the learning process and hence, has given a lift to the notion of LA (Benson, 2001). Autonomy represents a basic part on which learner-centeredness stands. Earlier, the teacher's definitive role limited the learners' self-functioning, or autonomy, as well as their freedom in making choices; all learning activities were managed solely and definitely by the teacher (Hyland, 2004). Moreover, One of the famous definitions of "Learner Autonomy" dated in 1981 when Henri Holec started his report to the European Council. for him: "Autonomy is the ability to take charge of one's learning." (Holec, 1981:3), seeing that this ability should be acquired by natural means or by formal learning, or in a well-organized and planned process, and pointing out that: "To take charge of one's learning is to have the responsibility for all the decisions concerning all aspects of this learning." (Holec, 1981).

The concept of learners' autonomy is also used by other researchers to relate to the situation in which learners can learn while taking charge of their learning. Autonomy is, hence, defined by Hood (2000) as the situation in which the learner is responsible for all of the decisions concerned with his learning and the implementation of those decisions, full autonomy, in the other hand, is used to describe the state in which learners are fully independent of their teachers, the institutions to which they are bound and/or the items of planned learning materials. From Benson's (2011) viewpoint, the case for learners having complete charge over the learning content meets with understanding LL autonomy as an essentially situational phenomenon. Benson (2011) more says that this situated type of autonomy has been underplayed in both Holec's and Little's descriptions of autonomy.

Benson joins to his argument by saying that learners' control over learning content has both situational and social aspects and those learners should have the right to make their own choices about their learning purposes and the subject content, in accordance with control over their learning situation. Such power may also extend to building chances to more actively cooperate with other agents in the learning process.

I.2.3. Benefits of Promoting Learner Autonomy in EFL Classroom

According to Little (2000), language learning is seen as a spiral, which means the situations in which the more learners progress to higher mastery of language, the state of independence becomes fuller, new levels of autonomy will naturally also be achieved. The importance of learner autonomy is observed in creating a positive relationship between the present and future learning objectives. Furthermore, autonomy helps learners to be better language learners due to their natural motivation and their involvement with the learning process. Thus, they are lifelong learners who are continually developing their awareness. Also, Little (2000) describes three beliefs that define learner autonomy in the EFL classroom. Firstly, the learner is the only controller of his learning. Furthermore, the potential of the individual the learners will do their work with the rest of their peers will increase learning language skills. Also, language use as well as explicit language learning are already undergoing during the process. When learner autonomy is in action, learners take an active role rather than accepting the traditional ways. What follows are some advantages of learner autonomy (Rodrigues, 2014):

➢ Learners can be responsible for their learning

➢ Autonomous learners are free to select their materials, purposes, and needs

➢ Learners will gain more confidence

➢ Learners become self-motivated during the classroom atmosphere

To sum up, learner autonomy has created a new dimension for innovative learning systems in English language teaching (ELT) where the free environment allows learners to show their true abilities.

I.2.4. Challenges of Learner Autonomy

Learner autonomy is challenging for ELT teachers. To accomplish the aim of learning autonomy, teachers should be their learners' partners (Herman, 1982). Therefore, it suggests that teachers always have to encourage the students to eliminate their confusion and share their understanding. Finally, another challenge that is posed to the teachers has to do with the fact that learner autonomy requires an appropriate atmosphere. Teachers have to help their students to set goals and evaluate themselves to gain the necessary skills For the development of learner autonomy in ELT classes.

I.2.5. Language Learning Strategies for Learner Autonomy

According to Oxford (1990), the most successful language learners are those who use correctly some learning strategies that make the learning process: "easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations." (Oxford, 1990: 8). Hence, they can become independent learners and build up their autonomy. Similarly, Wenden (1998) suggests five strategies to help language learners to develop autonomy and achieve success in language learning:

➢ **Directed attention:** when determining in advance to focus on some aspects of a task.

➢ **Selective attention:** paying attention to specific aspects of a task.

➢ **Self-monitoring:** checking one's performance as one speaks.

➢ **Self-evaluation:** appraising one's performance.

> ➢ **Self-reinforcement:** rewarding oneself for achievement

Moreover, Rubin and Thompson (1982) have recommended certain strategies that will improve learners' autonomy:

> ➢ **Self-management strategies:** they include organizing learners' study approach and the identification of their success in the learning process and experiences.

> ➢ **Planning strategies:** learners directed in a way that helps them to learn how to plan and get a general idea of the content.

> ➢ **Monitoring strategies:** learners are encouraged to identify their areas of weakness, correct themselves, and evaluate their learning via the use of the second or foreign language to correct their errors.

To sum up, the existence of strategies in the language learning process has a powerful influence on second or foreign language acquisition since they enable learners to become independent in some or all aspects of language learning.

I.2.6. Fostering Learner Autonomy

Many educators and language teachers regard autonomy as an important educational aim, since the interest in learning second and foreign language growing bigger. Therefore, the teachers must learn to foster autonomy in the classroom, and learners must learn to be independent. Hence, a significant part of this chapter has been dedicated to present principles and Approaches to Foster Learner Autonomy.

I.2.6.1. Approaches to Foster Learner Autonomy

Benson (2001) gives six approaches to promote learner autonomy: resource-based, learner-based, technology-based, classroom-based, curriculum-based, and teacher-based approaches.

I.2.6.1.1. Resource-Based Approach: It is based on giving the ability for learners to control their learning starting from sources and materials.

I.2.6.1.2. Learner-Based Approach: It is based on learners' development of responsibility and independent learning skills besides the main object of this approach are training them on how to learn and how to make a successful learning process.

I.2.6.1.3. Technology-Based Approach: it emphasizes the importance of interaction with technology that facilitates learning. It becomes a significant factor in promoting autonomy.

I.2.6.1.4. Classroom-Based Approach: insists on giving control for learners to make decisions inside the classroom, and so reinforcing their autonomy in learning.

I.2.6.1.5. Curriculum-Based Approach: it relies essentially on the idea of learners' control and contribution over the language content and syllabus design in the classroom.

I.2.6.1.6. Teacher-Based Approach: it depends on the teacher's willingness to foster learners' autonomy by accepting and adopting the new rules. As Hawkins states, the teacher's readiness to give up control and embrace the move towards sharing the decisions as well as the responsibility. (Hawkins, 1984). Accordingly, teachers have to work on their professional development and education which is an important aspect to promote and lead their learners to autonomous learning.

I.2.6.2.Principles to Foster Learner Autonomy

Crabbe (1993) suggests, some fundamental principles should be considered in the development of learner autonomy. Firstly, the idea of choice. Dam sees that allowing learners to choose is an essential motivational strategy to improve learners' self-esteem also enhances their reflection and develops their awareness and responsibility towards their learning. Secondly, the readiness to take control and charge for their learning, learners need clear guidelines and rules need to be set. Thirdly, involving learners in the learning process, instead of the traditional role of the teacher which is transferring knowledge to his learners. The

fourth principle is authenticity, both teachers and learners should behave according to the natural roles that suit them in the formal learning environment. Lastly, he insists on the influence of assessment in improving learner autonomy. He suggests that the most important way to make learners aware of their learning level and motivate them to improve is self-reflection and evaluation. Hyland (2004) suggested five principles focus on six aspects: objectives and levels, learning styles and strategies, materials and classroom activities, evaluating learning, reflection, and external resources:
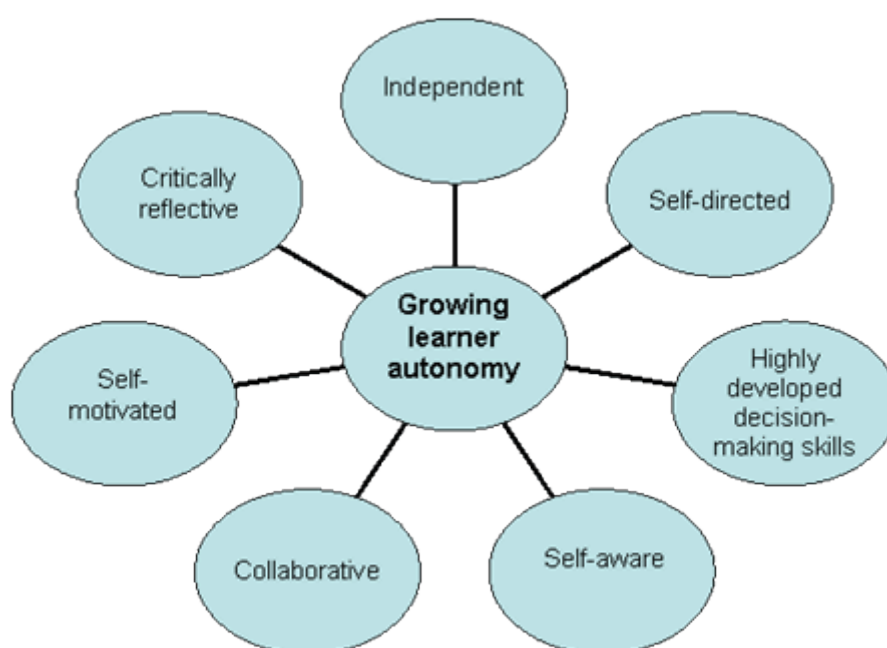

Figure 01 Principals of Fostering learner autonomy

I.2.6.2.1.Self-setting goals

One of the fundamental principles in promoting learner autonomy is Goal-setting. As Cohen (1990) suggests, goal-setting encourages learners "to be specific about the outcomes they are aiming for". Autonomy is when learners set their objectives according to their needs (Holec, 1981).

Make learners aware of their aims: Nunan (1997) stresses the importance of making learners aware of their objects and goals as the first step of his five levels plan for fostering learner autonomy via the use of learning materials. Therefore, encouraging them to become independent learners.

I.2.6.2.2. Self-selecting learning strategies

Holec (1981) insists on the importance of choosing suitable strategies and methods by learners for developing autonomous learning.

Boost awareness of learning strategies: Raising learners' awareness of the strategies holding the tasks and giving them chances to decide how they learn is the beginning of fostering autonomy (Cotterall & Reinders, 2004).

Let learners pick their favored strategies: Learners need chances to test the methods and strategies to figure out which one of them is suitable for their learning objectives because increasing awareness of strategies is not sufficient (Cotterall and Reinders, 2004)

I.2.6.2.3. Self-selecting materials and classroom activities.

An essential principle in fostering learner autonomy is self-selecting materials. Helping learners to be responsible for choosing materials and tasks is a fundamental way that can encourage learners to become autonomous (Little, 2000)

Enable learners to choose the content of learning: Oxford (1990) insists on the importance of giving learners the responsibility of choice to promote their autonomy and increase their awareness of learning.

Let learners produce their materials: Worgan (2010) shows that learner can take over the teacher's role for part of a lesson by asking the teacher to use materials in a way they favor or get the class to learn in the way they choose, it can be done even by ten years old children

I.2.6.2.4. Self-assessment

Self-assessment is essential for the improvement of autonomy (Little, 2005). It can be described as "the independent judgment of the learner on their competencies or achievements based on self-determined criteria" (Kleppin, 2005). It is Given that it can encourage learners to spot their strengths and weaknesses of what they have already learned.

I.2.6.2.5. Self-reflection

Dam and Legenhausen (2011) show that students' reflection on their learning experiences enables them to promote a higher level of awareness, which will then allow them to be involved in informed decision-making and planning. Consequently, textbooks should be used by learners in such a way that encourages them to reflect on their learning. It is worth investigating whether there are possibilities for self-reflection in ELT textbooks used in Algerian high schools.

I.2.7.The role of textbooks in fostering learner autonomy

Although learner autonomy has been widely discussed by many scholars and researchers in the past few decades, surprisingly promoting autonomy in textbooks has not been given much attention. Hood (2000) criticizes that textbooks are likely obstacles to the development of learner autonomy. Probably due to the controversy about the use of textbooks. It appears that because most textbooks define the learning progress? The idea of promoting autonomy may be challenging to match with the use of textbooks and accordingly may not meet the needs of all learners.

Nevertheless, Cohen (2003) contradicts this argument and makes clear that using textbooks with a particular strategy and specific skills will encourage learners to continue using them in future learning and informal learning. He suggested that even though the development of learning is mostly determined the textbooks do have the potential to promote

autonomy in different ways. Fenner (2000) describes that textbooks can help and promote independent learning. Nunan (1997) shows how learning materials and principles of learner autonomy can be used together for more progression. He gives examples of methods to adjust materials so that they can play a role in the improvement of learner autonomy, and the changes include experiential content and learning procedures. Textbooks can encourage learners to progress by including tasks that concentrate on the learning process (Reinders & Balcikanli, 2011). Inclusions of such tasks in textbooks make learners more independent and less needed for the teacher. It can be said that textbooks and autonomy are not commonly inconsistent. Therefore, textbooks do help learners to become autonomous.

I.2.8. The Competency-based Approach CBA

Various approaches have emerged in the language teaching field   As a reaction or as an extension to one another. CBA is one of them. It emerged in the USA in the 1970s. It establishes educational aims when it comes to specific descriptions of the knowledge, skills, and behaviors learners should gain at the end of a course. In the Competency-Based Approach, learners use different situations and relevant contexts to study English. Hence, It focuses on learner abilities rather than what they are supposed to learn. In other words, the Main goal of CBA is to promote problem-solving abilities that learners can use in new and various situations in and out of the formal learning environment. (Exford, 1990)

I.2.8.1.Definition of the Competency-based Approach (CBA)

Grammar and vocabulary are not all when it comes to learning a foreign language, it includes acquiring some competencies such as autonomous competence. Oxford (1990) claimed that the development of autonomy, responsibility, and motivation are some principles of a learner-centered approach, which lead to self-regulation and self-realization. This means that learners should be independent when it comes to their values, knowledge, skills, attitudes,

and behaviors to address various situations successfully. Furthermore, they should use their acquired abilities in and transferring knowledge from one situation to another or from in school or out of school.

CBA addresses what learners expected to do with a language rather than what they are expected to learn. Consequently, CBA based on the outcomes which focus on the Results rather than the actual teaching-learning process. It seems to develop learners' skills, knowledge, and abilities so they become language proficient. To sum up, one can say that CBA came to connect the formal learning environment with the out of school context to help them become autonomously competent in different real-life situations.

I.2.9. Autonomy within the competency-based approach

A fundamental part of CBA principles to master a foreign language is mastery of the essentials of learning which are acquiring vocabulary and basic structures along with learning necessary oral and communication skills. Therefore, the learner becomes the controller of the learning processes. The process of becoming successful learners nurtures autonomous and independent learners to specific objectives. It is said developing certain competencies such as autonomous competence is an important strategy in learning a foreign language since learning grammar and vocabulary is not sufficient, so relying on oneself in the use of strategies to perform activities and transferring knowledge in real settings. Therefore, autonomous competence is referred to as a basic component in many aspects, such as modernity, democracy, and individualism not only in language learning.

Conclusion

We provided in this chapter a theoretical review of our research variables, the textbooks as an information source, presentation material, reference, ready-made syllabus for more efficient learning, as well as the learner autonomy concept as a form of independent

learning, we also seen that most learners require specific guidance in skills for autonomous learning. Classrooms provide a natural opportunity to grow these skills in learners. As it is the case for textbooks, which can play a significant role in language learning classrooms, this does not mean that the teacher has less value. The teacher's role is necessary for promoting learners' autonomy. Thus, many EFL teachers nowadays are encouraging their learners to be engaged in autonomous learning to enhance their language acquisition.

Chapter II
Research Methodology and Discussion of the findings

Introduction

In this chapter, the rationale and focus of this research analysis will be explained in detail. It will reveal why and how a two-stage analytic methodology for this research was adopted for the analysis of ELT textbooks in Algerian secondary schools. In addition to the benefits of utilizing a checklist and teachers questionnaire to conduct a content analysis on the 4th-year secondary school textbook and answer the research question.

II.1. Rationale

Textbooks are the most commonly used classroom teaching materials in the world ELT scene (Walker et al., 2000). Language teaching materials carry an implicit description of the nature of language learning (Hutchinson, 1987). Conducting a systematic analysis of the learning tasks content can show the extent of the authors' influence on teachers' usage of textbooks and the resulting development of learner autonomy in language learning (Lesikin, 2001). Furthermore, the objectives intended in the syllabus may also be exhibited in the content of the textbooks (Cunningsworth, 1995). Materials evaluation demands from the teachers to analyze their views on the nature of language teaching and learning. Teachers can better understand the relationship between their theoretical knowledge and their current practices (Hutchinson, 1987). An in-depth analysis can help teachers to question the assumptions behind their regular teaching practices and be more aware of the behavior and roles of their learners and themselves in class. Some teachers may find that their habits and practices conflict with the current theories of language learning. Teachers will ultimately become more aware of the needs and expectations in the teaching and learning processes

(Hutchinson, 1987). The nature of the teaching/learning activities is suggested by materials. An analysis of materials must focus closely on what exactly learners are asked to do, and how they are doing the learning activities, as well as the degree to which they encourage learners to pick on different areas of knowledge (e.g. concepts, social behavior, and the structure of language) and their results (e.g. attitudes and values), the students' abilities to express, interpret and deduce meanings, and to use various writing, reading, listening, and speaking skills (Littlejohn, 1998). The design and rationale behind the learning tasks can be revealed by the variety, sequence, language level, contents, nature and focus within the tasks (Littlejohn, 1998). The teaching/learning activities also can hint to the methods of classroom participation, for example, if the students are supposed to act alone or within groups. Consequently, teachers and students' roles are founded (Littlejohn, 1998). A thorough study of the textbook materials can show their influence on the interaction among teachers and students in the classroom. Using textbooks, authors can control classroom activities by giving specified guidelines and procedures to teachers and students. On the opposite end, authors can design materials that encourage teachers and students to consult each other on the appropriateness of the learning materials in place (Littlejohn, 1998).

II.2. Methodology

This research focuses on identifying what is there regarding learner autonomy in the 4th middle school English textbook. It tries to explore the amount of coverage and exposure of learner autonomy practices in it. Learning materials in textbooks are regarded as pedagogic devices that help both teachers to teach and help students learn a foreign language (Littlejohn, 1998). Textbooks evaluation is a relatively subjective activity and there is no definitive system, formula, or grid that can provide an absolute evaluation practice (Sheldon, 1988). This research introduces content analysis criterion that is used to provide a systematic

quantification of certain elements in the research, such as the number of the occurrences of a learning task or strategy. The aim of using evaluative parameters is making this research a more coherent and reflective activity. In that regard, the use of checklists with distinguished categories, criteria, and focus can be beneficial in sorting and ordering data gathered from the textbook. These elements are included in numerical terms as well as interpreted for possible meanings (Burns, 2000). Checklists also provide the researcher with a consistent evaluation system to produce relevant data from a highly disorganized data set (textbooks) that in turn makes for better analytical abilities (Mason, 2002). This coding system (checklist) permits the researchers to avoid general, impressionistic judgments on the materials being analyzed (Littlejohn, 1998). In the end, this analytical instrument helps researchers to recognize themes and patterns across the collected and organized data. The use of a checklist procedure also has the advantage of providing a ready, step-by-step, and easy-to-follow evaluation process to better assess the components in the textbooks (Olivares, 2002). After the initial analysis, the data are classified under different concepts and themes with numbers showing their significance in the textbooks. These categories frequencies assist the researcher to identify phenomena from the data, which will give answers to the research questions (Cunningsworth, 1995).

This research data were collected by the researcher from the 4th year secondary school English language classroom textbook. The table below shows details of the mentioned textbook:

Title	On The Move
Year of publication	2019
Author(s)	S.A. ARAB & B. RICHE
Level	Fourth Year
Number of units	Six Units

Tableau 01 Overview of the 4th Year secondary school English textbook

The following paragraphs describe the process involved in the analysis of the textbook:

All the research and report, reading and writing, and project round-up were analyzed and classified to determine the exact nature of the tasks/activities involved, with the actions and learning that the task is designed to bring about as the goal (Ellis, 1998). What do these tasks require students to do? Do they request the production of a specific piece of work? The demanded outputs of the mentioned tasks/activities were also categorized. Tasks have the ability to supply students with specific situations to push learners to use the second language precisely and appropriately. The consequent steps that are taken by the students may influence the development of certain learning strategies. In addition to that, it is worth mentioning that the amount of input that learners are given in task may also influence their perception of personal control over their learning. Thus, it is essential to investigate whether students are given specific materials for the tasks, or are they asked to research that material themselves. While students are working on the task, the interaction pattern among learners can provide clues on how they share responsibilities and negotiate with each other as a team. The process that is based on analyzing and describing can provide the researcher with answers to questions such as. Do authors create a learning situation for students by giving them a scenario to explore? This information is essential due to the effect of the tasks nature and situation on the learning atmosphere inside the classroom. If an exercise generates a relatable situation for students, they can communicate and learn from each other as a pair or a group, which will

reduce the pressure of learning the language and they will obtain the necessary confidence when attempting tasks. During the analysis, the frequency of the "tasks" appearances was recorded and analyzed.

II.3. Analysis of the results

II.3.1. Expected Products

A	Expected outcome of the task	Total Number of Appearances in All Units
1	Book Report	0
2	Booklet / Brochure / Guide / Leaflet	2
3	Cartoons / Pictures (with words)	1
4	Charts / Diagrams / Graphs / Map	5
5	Composition	6
6	Display Board	0
7	E-mail	2
8	Fact Sheet	3
9	Film Review	0
10	Game / Quiz	2
11	Interview / Survey	2
12	Itinerary	0
13	Journal Article	0
14	Letter / Memo	5
15	Newspaper Story / Feature Article	1
16	Oral Presentation / Oral Report	4
17	Plan / Proposal	3
18	Poem	1
19	Poster	1
20	Profile of a Person	1
21	Regulations / Rules	3
22	Report (Written)	6
23	Research	5
24	Review	1
25	Script / Dialogue / Play	4
26	Speech	1
27	Summary	0
28	Advert	1

Table 02 Distribution of Expected Products found in 4th Year Secondary School Textbook

The topics of the textbook's tasks and projects revolve around six main themes (or files as the textbook mentions them) that are namely: It's my treat, You can do it, Great expectations, Then and now, Dreams, Dreams..., and Fact and fiction (see Appendices). The selection of these topics for tasks can provide a familiar context for learners to operate on. In numerous tasks, students are given the chance to work with their partners/group members as well as the specifics of the task such as the situation/characters (see appendices). Also, They are often instructed to conduct their own research on other outside materials such as the internet (see appendices). The tasks authors have provided students with a sense of control in deciding the elements which to be included in their final products and in many instances (see appendices), they are given a chance to discuss and exchange ideas as well as answers with their classroom partners besides group members.

The textbook features various cartoons and diagrams to exhibit language items, suggestions, guidelines, and examples to students in a visual manner. The materials in the book provide sufficient background information on the themes of the chapters. The tasks instructions are featured at the beginning, written in a well-sequenced and simple form (see Appendices). The instructions are often supplemented with diagrams so that students with varied learning techniques can understand the concept together with the requirement of the task and ultimately participate in the learning process.

II.3.2. **Learners interaction pattern**

B	Learners' Interaction Pattern	Total Number of Appearances in All Units
1	Individual	36
2	Pair	5
3	Group	10
4	Whole Class	2

Tableau 03 Distribution of Learners' Interaction Pattern found in 4th Year Secondary School Textbook

The learners' interaction patterns distribution table shows that the textbook authors have created opportunities for students to work in pairs and groups. But a closer look at those tasks instructions suggests that in many of them, the goal from such opportunities is brainstorming ideas for the task only. Students are told to get together, talk about the task at hand, write down their ideas, and move on to the next steps. There is a lack of guidance for students about how to go with their brainstorming sessions with each other. This method puts emphasis only on the operational aspects of sharing responsibilities in completing the task. However, it does little to give students the chance to develop effective strategies in order for them to overcome their anxiety to do the task. This is clearly manifested by the near-zero presence of affective strategies in the table above. Even though the textbook writers have asked students to brainstorm ideas in pairs or groups, the final product of many written tasks is always done by learners individually. The authors appear to only give importance to the oral discussion aspect of group work.

The authors did advise students to present their work to others for feedback, but students are rarely given guidelines on how to comment and evaluate others' performance. Students have no hint on what to look for. Overall, the textbook writers seemed to take a very simple approach in introducing students the way to learn with / from each other. The authors included instructions such as "share, Discuss, Take turns" and that is considered as learning from / with others, there is no guidance provided to teach students what to look for in a piece of work. The authors assume that students can already spot the grammatical and organizational errors of the task they're attempting.

II.3.3. Learning strategies

The textbook provided learners with sufficient information for them to finish the task. The task shown in the Appendix is a good example. In that particular task, students are

required to read the task descriptions, and then brainstorm ideas with their partners or group members while continuing their work. In some tasks, students need to search for the materials from outside, either from the internet or through interacting with people outside their classrooms. The group discussion process requires students to bring in what they have found and combine that with ideas generated from materials provided in their textbook. Which led to the stats for "planning" (metacognitive strategy), "taking notes" (cognitive strategy), and "cooperating and empathizing with others" (social & affective strategies) being significantly higher than the rest. By this, the textbook designers drove the students across a path of work planning, both in terms of ideas generation and organization as well as their presentation. However, after whole chapters of similar tasks written this way, the heavily guided procedure may turn students off because it gets them back to their strictly responsive mode. Students do not feel independent. The task instructions control the steps and procedures of their learning.

It can be noticed that the authors have designed tasks that put a strong emphasis on students' ability to take notes, classify information (cognitive strategies), plan their task (metacognitive strategies), and to share their ideas and work with others (social strategies). But the dominance of these strategies at the expense of others can limit students' exposure and experience in using or learning other learning strategies. The limited range of used strategies and apparent contrast does not cater to students' differences in learning. Based on their own strengths and weaknesses, students may fair best when using different learning strategies to tackle the same task but they cannot do so when learners are restricted to use Strategy A to tackle a task because they are only exposed to this strategy. Thus, their chance of growing as effective students is reduced.

	Learning strategies	Number of occurances
A	**Cognitive**	
1	Predicting	2
2	Inducing	2
3	Taking Notes	10
4	Concept Mapping	1
5	Inferencing	5
6	Discriminating	6
7	Diagramming	7
8	Classfying	11
	Total	44
B	**Metacognitive**	
1	Planning	21
2	Directed attention	3
3	Selective attention	1
4	Self-management	2
5	Self-monitoring	8
6	Problem identification	4
7	Self-evaluation	16
	Total	55
C	**Social**	
1	Asking questions	14
2	Cooperating with others	27
3	Empathising with others	16
	Total	57
D	**Affective**	
1	Lowering your anxiety	1
2	Encouraging yourself	0
3	Taking emotional temperature	0
	Total	1

Tableau 04 Distribution of Learning Strategies found in 4th Year Secondary School Textbook

II.3.4. Self-evaluation

In the textbook, the authors have included Self-evaluation and Test sections in each chapter, therefore students will be able to use them throughout the year. The self-evaluation form contains two to three questions for students to reflect on their performance as the chapter end unfolds. The second portion of the Self-Evaluation is made up of common "fill in the blanks" practices to examine students' comprehension of the related objectives in the scale of the four skills. The self-evaluation form also contains valued revision activities on language items. Unless the student makes a copy of the self-evaluation sheet or the teacher expects students to answer it on their own piece of paper, it is very inaccessible for the students to give the page and share their training activity with the instructor. Teachers will also have challenges in providing immediate feedback to students. Since the evaluation sheet is located at the end of chapters, it enables learners to have a fresh memory while they are pondering what they have got and have not during their learning experience. But it is also inaccessible for students to evaluate what they have produced continuously and progressively due to the self-evaluation pages separated by other learning materials sheets. This reveals how the poor design of a textbook can prevent the development of social and affective strategies for students. At the bottom of the self-evaluation,

II.4. Overall comments

The authors have designed learner-centered tasks and projects for students that facilitate their active involvement in the learning process. Most of those tasks may allow students to be intellectually involved, interested, and motivated to learn when they are incorporating their knowledge of the world, opinions, and ideas with their linguistic knowledge (Rivas, 1999). But the type of autonomous learning introduced in the analyzed textbook is considerably different from what the theories recommend in the literature review.

The used tasks/projects allow students to make decisions about the execution of the tasks/projects. The decision-making process focuses on the operational aspects of the tasks/projects. Students are encouraged to discuss with each other the possible means of conducting their work, looking for relevant ideas and information. The textbook, thus, allows them to collectively generate ideas and decide on how to present their findings, style, creative works as they please. In the textbook, the writers have even the students with opportunities to assess each others' work and performance. But all these autonomous learning aspects take place under a heavily guided and controlled environment. The framework, approach, components, procedures, and final product of the tasks/projects have already been decided for the students. Students are not involved in the initial stage of planning and designing the tasks/projects for themselves. Students lack the minimum power to set, monitor, and modify the form, topic, goal, and objective of the tasks/projects due to the textbook authors already determining every single one of them beforehand. They have no say in what they want to learn and how they want to learn it. Under such conditions, Students are likely to continue playing the passive and dependent role in tasks/projects found in textbooks. The only way to prevent this is up to the teacher, who can adapt the textbook tasks and enable students to have more responsibility and control over their learning.

When comparing Nunan's five levels of implementing autonomy to the relevant evidence obtained from the 4th year secondary school textbook, we observe that the textbook has achieved different levels of learner autonomy when taking into consideration tasks/projects in the textbook. The authors have succeeded when it comes to the "awareness" level as per Nunan's definition. Students are presented with information regarding the advantages of using given strategies within a task. However, the authors did not create tasks/projects that take into consideration, the implementation of learner autonomy at third level "intervention" and level 4 "creation". Students are always shown in great detail what to

do in their tasks/projects. This is apparent from the over-reliance on several cognitive and metacognitive strategies in the tasks/projects. But learners are fully involved at level 2 (involvement) to make decisions on the execution aspects of the tasks, such as brainstorming ideas and the planning of working steps, and the organization and collection of information. As for the fifth level "transcendence". The textbook tasks have on numerous occasions instructed students to go beyond the pedagogic setting, which is the classroom, such as using the internet or interviewing the language speakers outside in order to consolidate the content of classroom learning by the world beyond. The numbers in the Distribution of Expected Products table shows that the tasks/projects have provided learners with many chances to practice selected types of learning strategies. In this study, the textbook authors, the students, and teachers' judgments on the design and usage of the textbook were not recorded, thus, the effectiveness and real advantages of using the textbook in fostering learner autonomy had not been revealed from their point of view.

Summary of the major findings

We conclude by saying that the results obtained from the content analysis conducted in this study had confirmed that concepts of learner autonomy had been integrated into the design of the English textbook used in the Algerian 4th Year secondary school classrooms, which is published in Algeria. However, the extent of the incorporation of learner autonomy, as well as the focus and approach adopted by the authors during the designing stage of the textbook, suggest that the learner autonomy concept was not emphasized as it should be, while authors have attained the first, second, and fifth levels of learner autonomy, namely awareness, involvement, and transcendence, there is an apparent lack of two key principals that are intervention and creation.

Conclusion

Even though learner autonomy has grown as an objective for many educational programs, its utilization is not commonly noticed in the learning setting. The reason is not due to instructors' and students' failures in attaining this concept despite trying, but in fact, in most educational settings, the effort has still to be made. This is not unexpected as student autonomy purpose expresses some kind of intimidation to the teacher while in that setting, which is still not accepted now as is the case in Algerian institutions. Instructors are not the only reasons for our institutions not succeeding in this goal, but experts who have set learner autonomy as a curriculum goal as well, even though the designers of the ELT textbooks such as On The Move, did much to foster autonomous learning by engaging the learners in a cognitive level by utilizing a varied set of tasks and activities, Some factors do appear so often in contrast with others which are crucial to developing autonomy are nearly absent from the textbook. To conclude, On the Move designers did incorporate factors of learner autonomy, but overlooked some, which need to be added in future versions.

Pedagogical implications

The results deduced from the present study unveil that the design of the textbook is not completely consistent with the recommendations in the literature review, students should be expected to develop study skills and even prompted to plan, manage and evaluate their learning so they become more motivated, effective, independent and responsible for their learning. This carries an implication to which the Ministry of Education needs to pay attention. Extensive guidelines that are developed particularly for the Algerian context on promoting learner autonomy should be published. These guidelines can include information about principles of fostering learner autonomy such as self-setting goals, self-selecting learning strategies, self-selecting materials and classroom activities, self-assessment, and self-

reflection. With specific guidelines offered, authors and publishers will have clear instructions to follow when designing textbooks. The same can also be used by teachers as a reference when using textbooks so as to guarantee a smooth application of this important language learner characteristic. The study findings suggest that there is a considerable emphasis placed on developing learner autonomy in the textbooks, for more inclusive exploitation of the autonomous learning potentials, as well as to minimize the dependence of the students to instructors, there is a need for authors and publishers to reflect on and modify the design of the textbooks so that they avoid directing students' learning. The textbook must include activities that permit learners to set their own learning goals, control their learning growth, and to think about what and how they have learned to assist them in taking a bigger charge of their education.

Study limitations and suggestions for future studies

Although the selected textbook is representative, the results of this study could not be generalized to all ELT textbooks used by secondary school students in Algeria. A larger-scale study that includes the four textbooks and authors to investigate the integration of learner autonomy in ELT textbooks may help achieve more significant results. Also, interviewing the authors of the textbooks to analyze the rationale behind the design of their textbooks may further explain the results from the analysis of textbooks. Moreover, later studies on this topic can go after the students' viewpoint. Integrating the awareness of students' responses is essential since they are the main party involved in using these textbooks. Observing lessons as well as recording how students perform the textbooks tasks to gather views from students' behaviors regarding learner autonomy promoted in their textbooks.

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Appendices

CONTENTS

▶**What do you eat?**

① **Pair work. Read the processed food labels below**. Then **ask and answer questions about the ingredients mentioned on the labels.**

Example

Mohamed: Which processed food is higher/lower in calories? The cocoa powder or the chocolate bar?

Salah: Let me see. The chocolate bar is higher in __ than __ , isn't it?

Mohamed: That's right. My turn now. Which processed food contains **more/less** fat? The cereal bar or the chocolate bar?

Salah: Let me read the label. The chocolate bar contains less fat than the cereal bar, doesn't it?

Mohamed: That's right. /That's wrong actually. The _____.

(See Grammar reference n°13, p. 188)

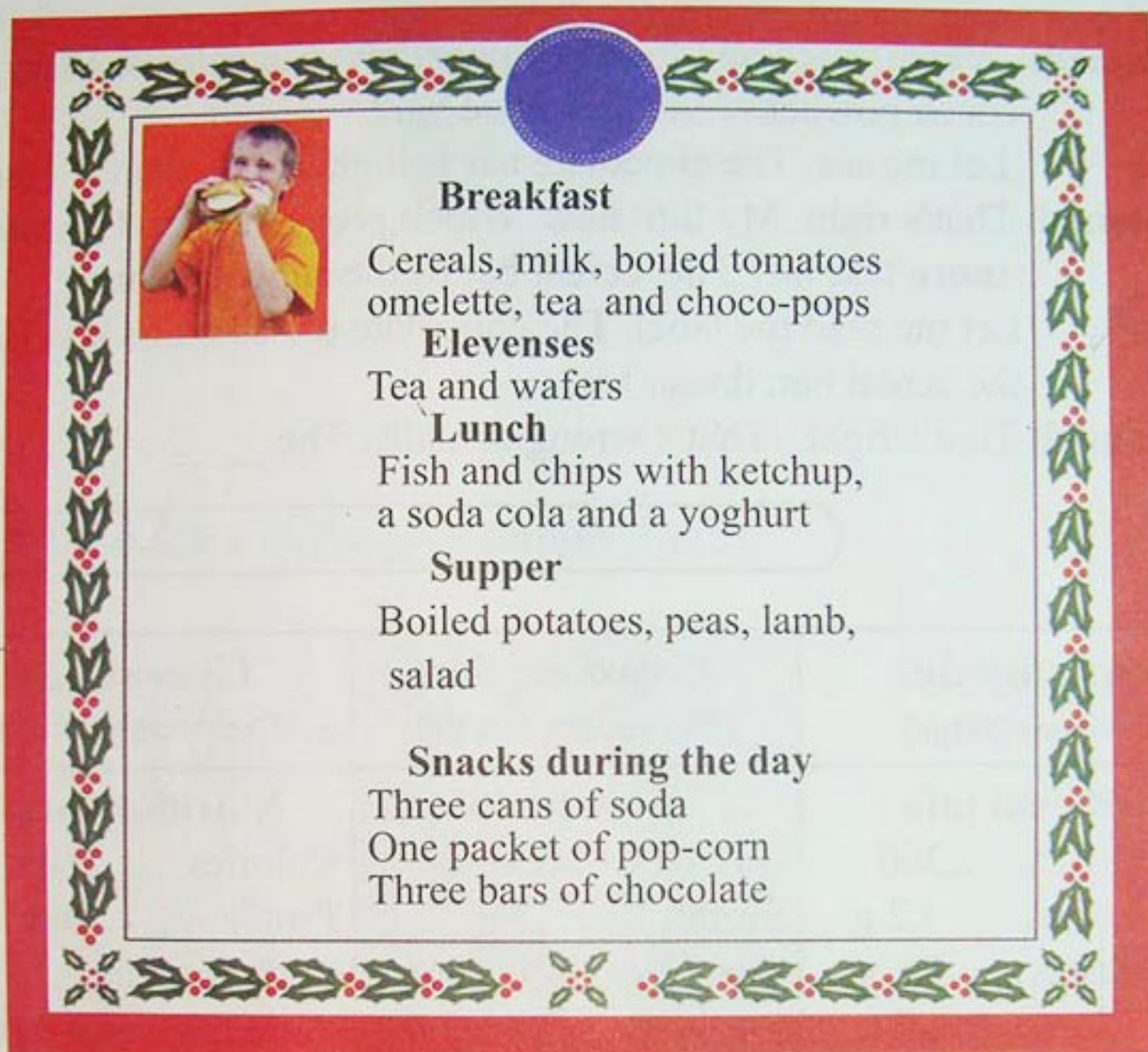| Cocoa powder (Net weight 200gr)	Chocolate Bar (Net weight 200 gr)	Cereal bar (Net weight 200 gr)
Nutritional info	**Ingredients**	**Nutrition facts**
Calories …….. …360	Calories…..600	Calories…….700
Protein ……. 4.2 g	Protein……12 g	Protein…... ..20 g
Carbohydrates…. 79 g	Carbohydrates…36g	Carbohydrate… 100g
Fat …………… 2.7 g	Fat …………….7.9g	Fat …………….2.0 g
Vitamin C……. 83.3 mg	Vitamin A…..…..0 mg	Vitamin B12….1mg
Vitamin B1 ……. 1.7 mg	Vitamin C…….0.7mg	Vitamin K…….2 mg
Vitamin B6……. 2 mg	Calcium ………1mg	Iron………….4mg
Vitamin A……... 1mg	Colouring …. .E 250	Magnesium …..6mg
Calcium ………..…1mg	Magnesium ……8mg	Flavouring …….E120

② **Group work.**

Bring packages of some processed foods (wafers, biscuits, chocolate...) to school. **Compare their nutritional values as in exercise 1 above.**

Then write a short report to summarize your findings.

③ **Read about Tony's diet on a typical day and answer the questions below.**

   A. Which foods and drinks in Tony's diet contain sugar?
   B. Which foods in his diet contain fat?
   C. What do you think about Tony's diet? Is it healthy or unhealthy? Why?

Breakfast
Cereals, milk, boiled tomatoes
omelette, tea and choco-pops
   Elevenses
Tea and wafers
   Lunch
Fish and chips with ketchup,
a soda cola and a yoghurt

   Supper
Boiled potatoes, peas, lamb,
salad

   Snacks during the day
Three cans of soda
One packet of pop-corn
Three bars of chocolate

④ **Write a short letter to a British friend of yours where you will inform her/ him about Algerian mealtimes, meals and what these meals are made of.**

Start like this :

Unlike the British, the Algerians have only _____ meals a day. First, they have __ __ when they get up, usually at _____ . It's made of _____ . Next, they have ___ at around _____ etc...
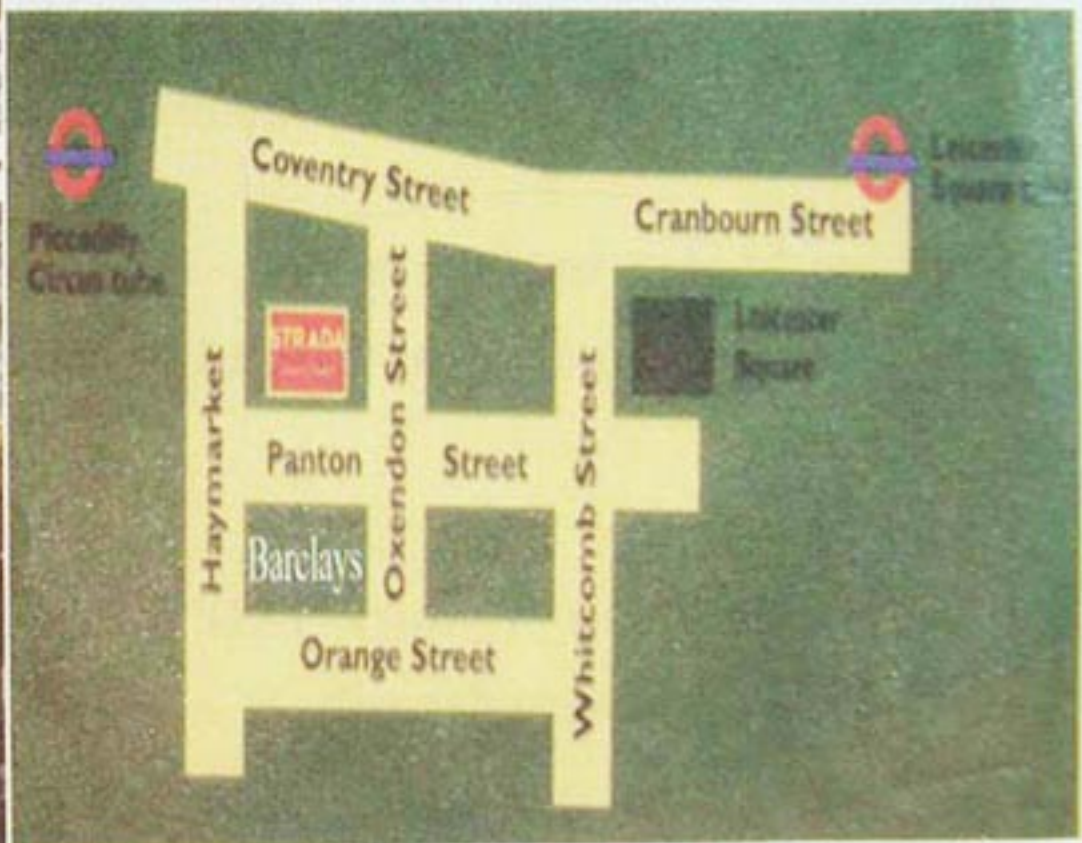
ORGANISING

► **Read and check**

① **Look at the picture and guess where the sentence on the right comes from. Circle the letter of the correct answer.**

It comes from a …

      a. conversation about restaurants between two friends.
      b. restaurant advertising leaflet.
      c. cookery book.

> There is no food more delicious than the one you are served at Jack's Fish and Chips Corner!

② **Read the text below and check your answer to question 1 above.**

You like hot food, don't you? And you surely have dreamed of eating true English food, haven't you? Isn't it time to make your dream come true at Jack's Fish and Chips Corner? (§1)

Come and enjoy delicious, spicy, nutritious seafood and friendly fast service at the most convenient restaurant in London. (§2)

Where will you find us? Take the tube to Picadilly Circus. Turn right into Haymarket Street when you go out of the Picadilly Circus tube station. We are at the corner of Haymarket Street and Panton Street, next to the Barclays bank. (§3)

► **Write it out**

① **Read the sentences below and match letters a-g with numbers 1-7 to get a coherent paragraph which completes the advertisement on the previous page.**

Numbers	1	2	3	4	5	6	7
Letters	a						

a. Our opening times are form 10.30 a.m. to 6.30 p.m.

b. And we are open seven days a week all year round.

c. Book now and pay later.

d. We, at Jack's Fish and Chips Corner, are looking forward to welcoming customers old and new.

e. Call us on 01715 889223.

f. We accept all credit cards.

g. Your enjoyment is our pleasure!

② **Fill in the invitation card below.**

(Name of your guest)

You're invited

Occasion: _____

Date: _____

Time: _____

Place: _____

Directions: _____
_____
_____

R.S.V.P (your name, phone number and your e-mail)

③ **Now write a letter of invitation using the information in the invitation card above.**

P ASSESSING

WHERE DO WE STAND NOW?

▶ **Progress check**

Listening and speaking

① **Read the dialogue below and make the waiter and customer sound more polite.** | 2 |

Waiter: Yes? What do you want to eat?
Customer: Fillet steak with vegetables and French fries.
Waiter: How do you want your steak, rare, medium or well-done?
Customer: Well done.
Waiter: Fine. Do you want a starter?
Customer: Yes, get me a mushroom soup, will you?

② **Suppose that the customer wanted to take a drink called** *sherbet*. **But s/he didn't know what it was. What would you expect him to say to the waiter and how would the waiter respond?** | 2 |

③ **Fill in the blanks with sentences containing tag questions which ask for agreement.** | 2 |

a) You're with a friend outside a fish and chips shop. You're looking at the prices. **It's very cheap**. What do you say ? It's___?

b) You've just come out of a restaurant with your guest. You have both really enjoyed the meal. You thought it **was delicious.** The meal___?

c) You are at the greengrocer's. You're tasting an orange. It's bitter: **it isn't really ripe.** What do you say to your friend. It___?

④ **Study the situations below and fill in the blanks with appropriate tag questions.** | 2 |

a) You want a chocolate bar. Perhaps Hassina has got one. Ask her.
Hassina, you _____,_____ you?

b) Ali is just going out. You want him to buy you some stamps. Ask him.
Ali, you _____,_____ you?

c) You're looking for your mobile (phone). Perhaps, Karim has seen it. Ask him.
Karim, you _____,_____ you?

⑤ **Mark the intonation on the question tags in exercises 3 and 4 with appropriate arrows.** | 2 |

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LEARNING LOG

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 tag questions to ask for agreement.			
B. use tag questions to ask for information.			
C. use appropriate intonation in tag questions.			
D. use polite forms (What would you ...)			
E. Derive adjectives adding the suffix -ed to verbs.			
F. pronounce words containing silent letters.			
G. use the imperative and sequencers.			
H. write instructions for a recipe.			
I. order a meal from a menu.			
J. describe a dish.			
K. speak about nutrients using comparatives.			
L. read and interpret nutrition information on food labels.			
M. pronounce words containing the vowel sounds /ɪ/ and /iː/			
N. cope with difficult vocabulary.			
O. distinguish between opinion and fact in a text.			
P. draw conclusions from stated facts.			

① **Find out the average life span of each of the animals below and place them on the following graph.**

Life expectancy graph

Name of animal

bats

| 5 | 15 | 20 | 25 | 50 | 60 | 75 | 100 |

(number of years)
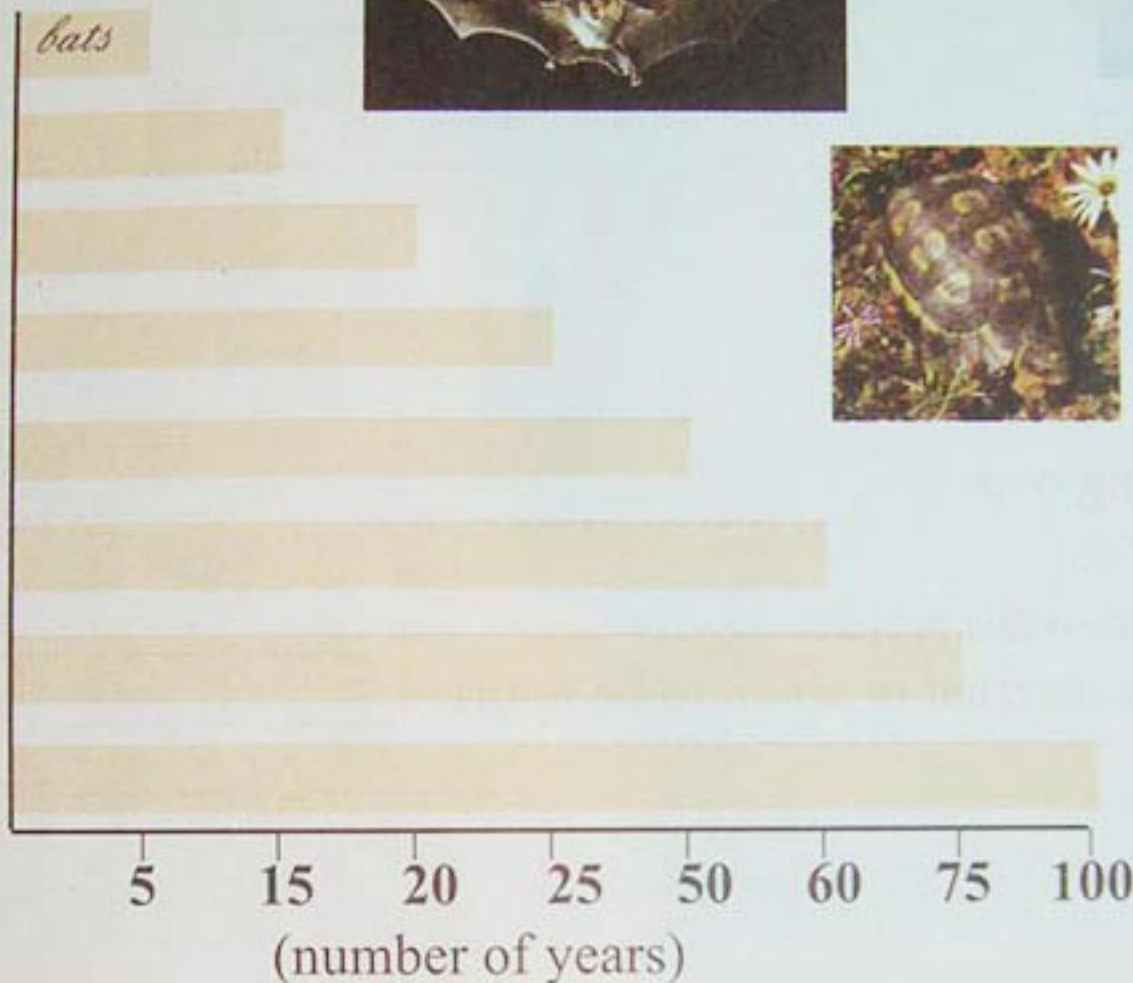
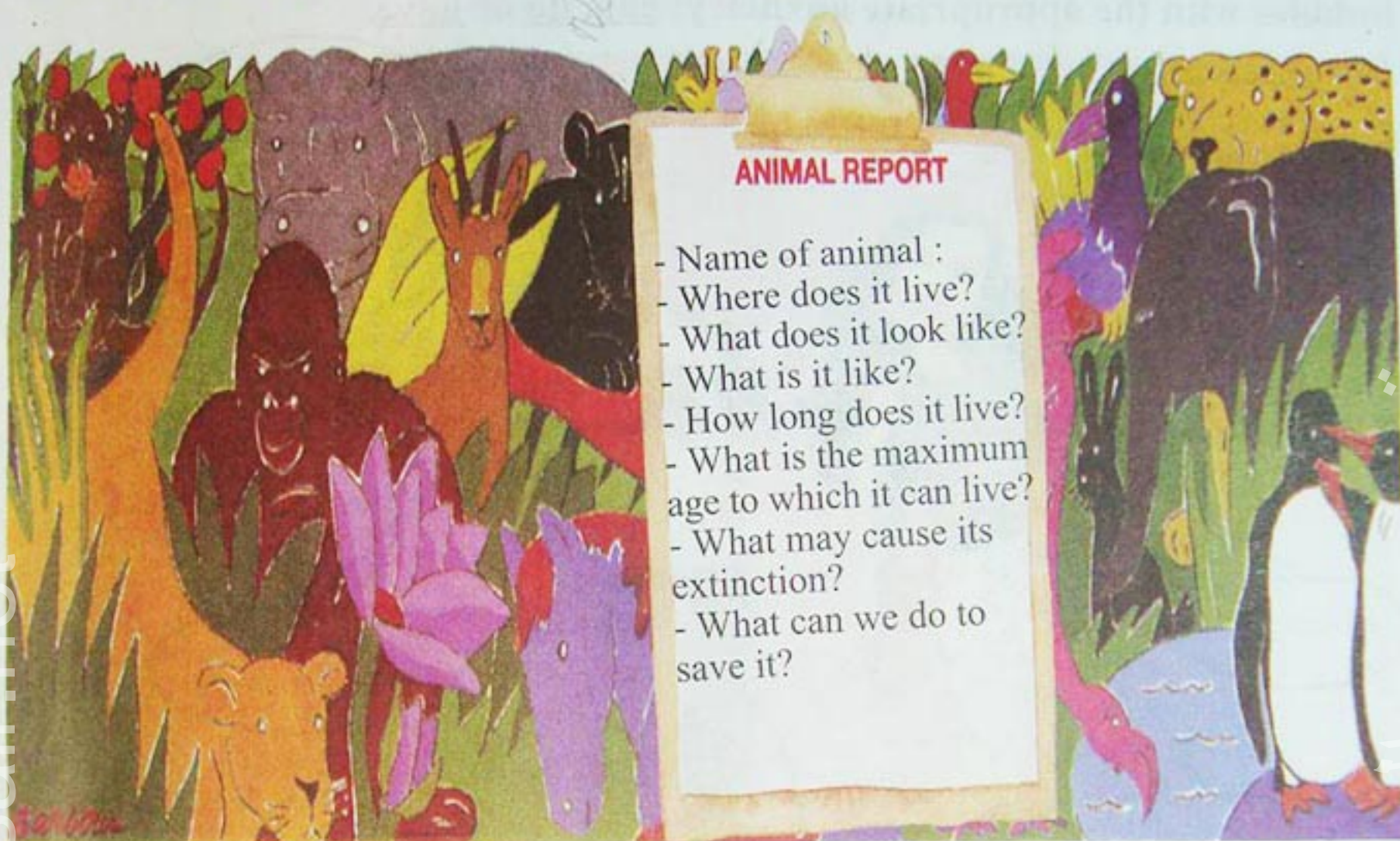② **Discuss the maximum age to which each of the animals on your graph can live. Use the auxiliaries in the box below to express degrees of possibility.**

Example: Giraffes live for 20 years on the average, but they may well live for up to___

may well ... might well...	(higher possibility)
may possibly... might possibly...	(lower possibility)
can't ...	(impossibility)

③ Think about other animals and draw another graph to show how long they can live.

④ Write a report about an animal of your choice which is in danger of extinction using the information on the report card below.

ANIMAL REPORT

- Name of animal :
- Where does it live?
- What does it look like?
- What is it like?
- How long does it live?
- What is the maximum age to which it can live?
- What may cause its extinction?
- What can we do to save it?

⑤ Group work.
Imagine you are a member of the World Wild Life Organisation.
Write a ten-rule charter designed to ensure the protection of wild animals using appropriate modals. (See Grammar reference n° 6, page 181.)

Take your pick from the following verbs:

to cure - to shoot - to treat - to trap- to feed - to hunt - to shelter - to mistreat - to fatten

 ORGANISING

► **Write it out**

① **Read the jumbled predictions about the technological advances below and say how sure you are about each using will be able/ may well/ may/ might/ or won't be able + verb.**

    a. Someday/ People/to do/ all their shopping by computer.
    b. Scientists/ to invent/ a computer which can read your mind/soon.
    c. In the future/ all children/ to study at home using the computer.
    d. Scientists/ to make/ a vaccine/ against cancer/in the future.

② **Group work. Now discuss the opinions you have expressed in exercise 1 above. Use examples below as models.**

People <u>won't be able to</u> do all their shopping by computer.

Your partner: I think so too./ Oh, I **even** think people **may well** do all ____

Or

You: I think that scientists **will be able** to invent a vaccine against cancer.

Your partner: Really? I don't think so. I **rather** think that scientists ____

③ **Write a ten-line newspaper article to say what the NASA will/ may/might well be able to do with robots in the future. Draw inspiration from the second paragraph of the article from *Popular Science* above.**

Some ideas

    - NASA scientists/to make/a new type of spaceship.
    - Future astronauts /to be / a new generation of robots.
    - These robots/to go on missions of exploration to Mars.
    - They/to communicate with NASA specialists/ because/to speak English
    - They / to carry with them another robot, Hyperion.

Hyperion

    - Hyperion /to work 24 hours a day/ because/ it /to run with solar energy.
    - to find continuous sunlight in the polar regions of the planet Mars
    - to run fast over rocks.

    - Hyperion/to take pictures …

Ⓟ **ASSESSING**

59

PROJECT ROUND-UP

▶ *Making a profile of changes in man's capabilities*

Your project will be presented in the form of a wall sheet or a portfolio. It should include three of the following items:

A. A list of things that man **could** or **couldn't** do six hundred years ago in the domains of ...

   a. transport e.g., *Six hundred years ago man couldn't travel by plane, but he could travel on horseback.*

   b. medicine

   c. entertainment

   d. sports

   e. politics ...

B. A list of remarkable performances that particular men and women **were able to** achieve in various fields over the last six hundred years.

   e.g., Christopher Columbus was able to sail across the Atlantic. He ...

C. A list of things that man **can**/ and **is able** to do today and which he couldn't do years ago in the domains of ...

   a. transport: e.g., Today, man is able to travel to the moon.

   b. politics

   c. sports

   d. entertainment ...

   e. law

D. A list of things that man **will** be able to/**may well**/**may**/ **might**/ do in the near future.
   e.g., In the future, man will be able to leave the Earth and settle on Mars.

E. Draw a cartoon and make your characters use **so** and **neither** +**auxiliary** + **subject**.

Note: All items in all lists should be illustrated with pictures / drawings and explanatory sentences.