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**The Evaluation of the Coursebook “Spotlight on English One” from
Teachers’ Perspectives**
**The Case Study of First Year Classes at Madani Rahmoun Middle
School Biskra**

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Dedications

I dedicate this dissertation to:

- ❖ Every person whom I know from near or far
- ❖ To my dearest family, my father, my mothers, my brothers, and my lovely
sister
 - ❖ To my dear friends
 - ❖ To my dear teachers
 - ❖ To my dear relatives
- ❖ To the memory of my dear uncle GOD bless him
 - ❖ To my dear fiancé and his family

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Abstract

The study investigates and evaluates the quality of the first year middle school coursebook Spotlight on English One. It is conducted mainly to investigate the suitability and the effectiveness of the coursebook in the Algerian teaching and learning environment. The evaluation process aims to achieve insights into teachers' and pupils' attitudes toward using the coursebook and, to explore whether it meets teachers' expectations and objectives and pupils' levels and needs. The evaluation focuses mainly on the advantages and drawbacks of the coursebook by examining its contents in accordance with several criteria and parameters. The extent of the application of the competency based approach is also studied. This research is based on involving the mixed approach i.e. the qualitative and the quantitative approaches. Therefore, both methods of research are used the descriptive and the quasi-experimental methods. The descriptive method involves the following tools: questionnaires, interview, and classroom observation. However, the quasi-experimental method includes the achievement test. Consequently, the evaluation process depends mainly on the obtained results from the previous tools.

List of abbreviations

CBA: Competency Based Approach

TEFL: Teaching English as a Foreign Language

ELT: English Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

FLT: Foreign Language Teaching

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General introduction

Introduction

The notion of the syllabus is highly renowned in the framework of education. The ministry of education creates a sketch of overall curriculum consistent with prevailing theories of learning. These latter are shaped in a list of lessons to be taught by a determined content and plan to be executed in the classroom. Yalden (87) defines “the syllabus as a summary of the content to which learners will be exposed”.

Instructional materials are regarded as crucial constituents in TEFL curriculum mainly the coursebooks. They function as an implement of the entire teaching and learning process since they intensely influence how content is delivered. At the outset, schoolbooks exceedingly assist the teacher when performing his profession in terms of attaining the aims and the objectives of the lessons, guiding him when managing his courses as well. On behalf of the pupils, coursebooks have great upshots on pupils’ achievements, they increase their knowledge about the subject matter and also they enhance their participations within the classroom.

Coursebook evaluation is utilized for making judgments and investigation of the appropriateness and effectiveness of the EFL/ESL instructional materials. The operation of book evaluation is an important and worthwhile procedure in particular for teachers since they considered the most users of the schoolbooks within the context of education.

An elaborated evaluation of a coursebook necessitates the existence of identifiable and underlying standards namely: the syllabus followed, the teaching method used and the learners’ needs, levels and objectives. In short, practicing coursebook evaluation is a significantly indispensable process to make known how effectively that coursebook is beneficial.

The specific lessons which are supposed to be taught in the classrooms and have been outlined in the given coursebook are applied finally by using a particular method. Several approaches have been used in foreign /second language teaching and among them the competency based approach (CBA) which is based on the learner-centered classroom. The Algerian educational system relies more on the use of the competency based approach in all the levels of education.

1. Problem statement

In the Algerian educational system, all the pupils are exposed to study the English language for seven years before they graduate to the university. This career of education is planned and organized between two grades firstly the middle school where English language is taught for four years and the rest three years are devoted to the secondary school. Teachers at the middle school reveal that not all the pupils master English language nevertheless they have been exposed to the subject matter .Few students have achieved that specific branch of learning and got relatively good marks and most of them failed to master the language whether from the linguistic aspect or the communicative one.

Since several students encounter enormous problems concerning learning and mastering English language effectively even after passing the levels in succession in the middle school, many questions have to be posed about the starting point of this trouble. So, they could occur owing to diverse sources and have distinctive reasons.

This research regards that the problem is mainly caused by the inadequacies in the design of the coursebooks which have been and still used in the middle school. First year middle schoolbook is seen as the primary schooling material and considered as a means of assistance and facility of the content that the pupils can rely on when they firstly meet how English language works. The suggested shortcomings comprise the followings: four skills

activities, grammatical rules presentation, and vocabulary studies and different language functions. Particularly, taking into account the situation of the educational system in Algeria, learners 'input is suffering especially when it comes to the application of the content within a threatening learning environment.

Since any preparation of any coursebook entails a systematic evaluation so that the learners and teachers 'objectives must be taken into consideration. In view of the fact that language teachers are more knowledgeable about their learners' background, levels and needs, also they spend many hours with them and they are the direct and incessant users of both the foreign language and the language coursebook hence they should get an active role in the evaluating process of the given coursebook in terms of: writing style, teaching vocabulary, teaching grammar, the layout and design, etc. Consequently, providing their opinions about the posed problems will offer more reliability in the findings and will make this study much more useful for other researchers.

2. The aims of the study

The main aim of this study is to estimate from the teachers' own perspectives the overall effectiveness of the beginner level coursebook titled "Spotlight on English One" which was approved and distributed by the national ministry of education to the first year pupils of middle school.

The specific objectives of the study

1/ This dissertation attempts to examine the advantages and shortcomings of one type of TEFL materials, English language coursebook "Spotlight on English one" which is used in first year middle schools.

2/ In this research , the coursebook will be evaluated in terms of layout and design, activities and tasks , language type , methodology used in teaching and learning , subjects , content and language skills .

3. Research questions

This research relies on these general questions and they are listed as follows:

1/ Does the coursebook meet the teachers 'expectations and objectives?

2/ Does it fit, as its content suggests, the needs, interests, and abilities of the learners?

3/ To what extent is the coursebook effective according to the layout and design, the activities, the skills, the language type, the subjects and content?

4. The significance of the study

Instructional materials, in particular coursebooks, are key major components in most TEFL programs. They are considered the mostly used teaching and learning materials for both the teachers and the learners and making judgment about them requires book evaluation.

Evaluation has a key role in the field of education. There are several reasons for evaluating coursebooks in taking into account the perspectives of the teachers since they spend a lot of time using the schoolbooks and they need to know to what extent its contents is useful for their pupils. Accordingly, materials evaluation is a didactic and compulsory process for testing the effectiveness and suitability of the coursebooks. The agreement on the value of the coursebook in ELT must be surely done with the qualifications that they are of an acceptable level of quality, usefulness and appropriateness for the context and the pupils with whom it is being used.

Therefore, this study first seeks to evaluate the Algerian middle school EFL coursebook (Spotlight on English One) based on current trends in ELT, curriculum design, and materials development in order to find out whether it conforms teachers' expectations, learners' needs, levels and objectives. And then, it highlights the main shortcomings of the coursebook and offer suggestions to improve both the structure of the English course and the design of the coursebook. Hence, it is necessary to choose and define the relevant criteria by which the merits and drawbacks of the coursebook are going to be determined.

5. Research hypotheses

On the basis of what has been stated before, the following research hypotheses have been formulated to be tested and checked:

- 1/ We hypothesize that the coursebook does not fit the pupils' needs, interests, and levels.
- 2/ We advance that the coursebook content is not completely effective in terms of layout and design, activities, language skills, subjects and the teaching – learning method.
- 3/ We put forward that the coursebook may meet the teachers' expectations and objectives.

6. Research limitation

This study is limited to only one middle school in Biskra city, Algeria. It means that there were small numbers of teachers and pupils about three teachers and one hundred pupils. Therefore, the findings need to be verified and tested by conducting similar studies across different cities in Algeria. That is to say, the results of this research cannot be overgeneralized to all the EFL teachers or schools in the country; In addition, evaluating coursebooks requires a significant amount of time to be done then it must not be taken by this simplicity; however, after a huge preparation and hard work the best is presented. The study contains both teachers and pupils' responses on the questionnaires; It is obviously

that teachers provide us with their view ‘points about the questions sincerely and with seriousness rather than pupils’ responses, the questionnaire that has given to them seeks to investigate their psychological feedback toward the coursebook they are using since the research involves them, they may not be as expressive in the language of EFL as their teachers. For providing the correct information, so we assume that teachers’ evaluation is more accurate, even though pupils’ replies have been also taken into account. Another limitation of this study is that the present study is a micro level evaluation study; however, it can be complemented with a macro evaluation study when it is conducted in many other schools and cities.

7. Research methodology

Method

This research is designed by using the mixed approach i.e. the qualitative and the quantitative approaches. Therefore, both methods are used descriptive and the quasi experimental methods.

Population and sample

The data of the study is collected from a sample of teachers using ‘Spotlight on English One’ besides to the first year pupils who are using it as a compulsory coursebook. There are altogether about one hundred pupils who were randomly chosen and participating in this research. The study was carried out at the middle school of Madani Rahmoun, Biskra.

Materials

The material used for the evaluation purposes in this study is the coursebook titled “Spotlight on English One” written by the authors: L. Merazga, K. Achour, H.Ameziane, F. Bouhadiba, B. Riche;L. Tamrabet,W.Guedoudj, O.Mekaoui. Its first year of publication was on 2003 for beginner pupils of first year middle school.

Data gathering tools

This dissertation is based mainly on both qualitative and quantitative approaches since different kinds of tools have been used for conducting the study and they are the questionnaires which have distributed to the teachers of the first year middle school as well as the pupils who are presently using the coursebook. It is employed for collecting enough information about the teachers' viewpoints and the pupils' psychological feedback concerning using the coursebook in terms of the content, the skills, the activities, the target culture, etc. Moreover, a classroom observation has utilized when attending the sessions with the first year pupils in order to observe their reactions and attitudes during the whole session with the assistance of the checklist to reveal the weaknesses and the benefits of the schoolbook "Spotlight on English One". An achievement test also has been used and it was concerned with the investigation and the assessment of the pupils' levels and proficiencies.

8. Literature review

In addition to the presentation of the written and spoken aspects of language, language materials also reflect different aspects of language such as grammar, vocabulary and pronunciation. The relevant materials include exercises for pupils to practise and communicate and they provide ideas for in-class activities. Specifically, coursebooks include the aims and objectives of the language learning situation in a specific context. Therefore, they provide a syllabus for the language program. Coursebooks are useful sources for the inexperienced teachers since the content support those teachers by providing different teaching alternatives (Cunningsworth). The materials have a controlling effect on the classroom dynamics as both the pupils and the teachers make use of them in several aspects. All the approaches, methods and techniques that are being followed are

specified in materials and the underlying philosophy of language teaching is transmitted to the students' learning in the classroom (Kitao and Kitao). Therefore, in order to fulfill the requirements of a specific language program and school syllabus, the materials should include concise, accurate, informative and functional content. In Richards and Rodgers' words, the role of materials may change according to the different methodologies.

In a functional /communicative methodology the leading role of the materials is to activate students' interpretation, negotiation and expression under interactive situations. The idea of practicing grammatical issues in isolation is rejected and the superiority is given to the presentation of meaningful, interesting and motivating language items. Varied choices of the language activities, exercises and tasks need to be selected and these selections should be 'presented in different instructional sources/ resources. On the other hand, in an individualized methodology, different learner styles should be taken into consideration. As each pupil has his/her own learning strategy and style, the materials should not restrict students' language learning process by specifying certain levels and the organization of the content would provide opportunities for self-study and evaluation.

Evaluating ELT coursebooks necessitates many parameters to be taken into accounts. Hutchinson defines evaluation as a "matter of judging the fitness of something for a particular purpose" (41). While considering the evaluation process in language teaching, mostly, the initial analyses are conducted to understand whether the coursebook fits into the official curriculum or the intended language program. Moreover, the coursebook should meet the needs of the students by addressing their interests and abilities and it should also be consistent with the teaching style of a teacher (Grant).

Chapter one

The Syllabus

Introduction

The rationale of this chapter is to offer an overall view of the syllabus by providing a whole description about its nature and how it is different from the curriculum, and specifying which criteria are required in order to design it. It also aims at identifying the different types of syllabuses in the field of foreign language teaching and learning by presenting the underlying principles that are relied on and; eventually, we will try to demonstrate the extent they are useful for pupils. Regarding the characteristics of the different types of the syllabus, content will be varied in terms of focusing on structures, lexis, functions and situations. Accordingly, a successful course will consist of combinations and implementations of those items within the classroom settings.

The selection and the grading of the items that are supposed to be included in the content, where there are different syllabuses, are generally designed according to the learners' needs, and the achievement of the aims and the objectives of the syllabus. The main syllabuses on which this study relies are: the structural or the grammar syllabus, the lexical syllabus, the notional-functional syllabus, the situational syllabus, the topic based syllabus, the task-based syllabus and finally the multi syllabus. Since the coursebook is based on the competency based approach, it will be discussed as a separate point and we will analyse its application in the Algerian environment.

1.1 Definition of syllabus

It would be first appropriate to start with providing some comments and clarifications on the two terminologies "curriculum" and "syllabus" since there have been several posed questions concerning the distinction between them. The two terms are used

interchangeably in North America to refer to the needs of the teacher for a particular course. However, scholars point out that there exists a dissimilarity between them. On this basis, Nunan agrees with Candlin on what is known as a broad and narrow approach to syllabus design. Candlin suggests that curriculum is concerned with making general statements about language learning, learning purpose, experience, evaluation, and the role and relationships of teachers and learners. Syllabuses, on the other hand, are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation (narrower definition). Nunan agrees with Candlin who defines curriculum "... as concerned with the planning, implementation, evaluation, management and administration of education programs." Syllabus; on the other hand," focuses more narrowly on the selection and grading of content". (qtd. in Hardy 52)

Accordingly, the syllabus seems to be very difficult to define. It can be considered as an outline or a summary of topics or items that are guided by specific goals to be covered within the operation of language teaching and learning process. McDonough, Shaw and Masuhara (11) defined the syllabus as: "The overall organizing principle for what is to be taught and learned. In other words, it is a general statement as to the pedagogical arrangement of learning content". That is to say, a syllabus is about underlying specific content in which the learners will be exposed to in any pedagogical setting.

The term syllabus has been defined by many applied linguists for example: Widdowson has identified the syllabus as follows:

... The specification of a teaching programme or pedagogic agenda
which defines a particular group of learners ... a syllabus

specification, then, is concerned with both the selection and the ordering of what is to be taught. (qtd. in Hardly 52)

Yalden thinks that a syllabus ... replaces the concept of 'method', and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus, can be a designer and achieves a degree of 'fit' between the needs and aims of the learner and the activities which will take place in the classroom. (qtd.in Hardly 53)

Brumfit defines a syllabus as a document of administrative convenience and will only be partly justified on theoretical grounds negotiable and adjustable. Long and Crookes state that a syllabus will designate: ... The elements of the target language they present to their students - words, structures, notions, etc - and how they should be presented the type of syllabus choice will have a pervasive influence on decisions in other areas, while the converse is not necessarily true.

(ibid. 53)

1.2 Syllabus design

According to Harmer, "syllabus design requires adopting specific items to be learned then grading those items in an appropriate sequence" (295). The syllabus is basically relied on particular standards to be taken into accounts in the designing process. Considering each item to be included within the syllabus necessitates the application of certain criteria which assist the syllabus designer to select from several items those to be involved and how would they be graded in the sequence of the content.

Consequently, selection and grading are two main concerns in relation to the decisions about what to adopt and in which order it would be organized .Thus, the syllabus designer

should create a balance between the given criteria that were provided by Harmer learnability, frequency, coverage and usefulness.

1.3 Syllabus design criteria:

1.3.1 Learnability:

The first criterion concentrates on how learners learn whether lexical or structural items. Learners, in particular beginners, learn by grading sequences from the easiest ones moving on to the most difficult. Teachers should teach learners by presenting elements that are comprehensible for them so that their abilities and language levels should be developed step by step. For instance, teaching the past simple with the final “ed” seems to be simple and easy to acquire first than presenting both forms of the past simple which will make the learners confused in differentiating between the two forms. Selection and grading in this case have to be in an order that commences from introducing items in regulation of the simplest to the most complex.

1.3.2 Frequency:

In order to make the syllabus effective and purposeful, the items included should be more useful to be applied in the real life situations rather than dealing with ones that are not familiar to foreign language learners. For example, distinguishing between the verbs “see” and “understand”, one can notice that the verb “see” is more useful than “understand”. In other words, the use of the phrase “Oh, I see” is more frequent when referring to the indirect meaning which replaces the phrase “I understand”.

1.3.3 Coverage:

In any language there are words and structures which have multi-use in nature as wide coverage, scope for use, it means that one structure can be used to have different meanings.

Thus, presenting the most used structures must be done first than other ones such as, the difference between future usages “going to” and the present continuous. The formula “going to” could be used in more various situations than the present continuous formula which is used in narrowed situations.

1.3.4 Usefulness:

Syllabus designer must consider the case of organizing useful words in a given order according to their appearance in the learner’s immediate situation. Words related to classroom and family; for instance, are more general lexis to learners mind because they might appear very useful at the beginning of the learning process and they can assist learners to be able to talk about themselves freely.

1.4 Different types of syllabuses:

1.4.1 The Grammar Syllabus:

The grammar syllabus, also known as the structural syllabus, has been the most used type in both the past and the recent decades. The content of the syllabus is opted and classified in accordance with the learners’ levels in terms of the competence of comprehension of the grammar rules and structures. This represents a form of input in which the learners are exposed to starting by the simplest level to the most complex one. The grammar syllabus entails the introduction of one item which must be firstly mastered before moving on to present other items. The present simple, the present continuous, countable and uncountable nouns are examples in which the unit of the grammar syllabus is composed.

Advantages of the Grammar Syllabus:

Karanke suggests a set of positive traits of the grammar syllabus:

- ✓ Grammar or structure is the most common element in communicative competence. Each a well-formed utterance, should be equivalent to a well-formed structure, can have a numerous and different uses of functions, Situations and meanings.
- ✓ Its content is quite easy to specify and describe since all the grammatical elements including: noun, verb, imperative, plural and gerund are known and clear.
- ✓ Grammatical acquaintance is regarded as the most measurable components of the communicative competence. Thanks to the clear rules and the simple definitions of the grammar, measurement tasks are easily prepared to verify how much students have learned.
- ✓ Structural syllabi are naturally value and culture-free.
- ✓ Teaching language structure has a benefit in enhancing learner's production in particular accuracy and consequently learners will achieve high proficiency in the foreign language.

Drawbacks of the Grammar Syllabus:

We can notice that the grammar syllabus suffers from some weaknesses since its main concern is about introducing the structure of the language and; accordingly, it neglects many other dimensions which have to be taken into account. Breen mentions several notorious weak points associated with the structural syllabi:

- ✓ Grammatical items have the acceptability to be both teachable and learnable but its uses and applicability are limited to certain degree.
- ✓ It misdirects learners 'thinking about the fact that they are not learning a language but actually they are learning information about a language.
- ✓ Sequencing or grading problems: A grammar syllabus necessitates mastering of certain rules first before exposing to any other or second rules .Therefore; it prevents

learners to construct sentences or even phrases they have not dealt with before. The learners will not be able to produce any grammatical structure unless they have already learned. That is to say, it limits learners' productions. (A critical review of recent trends in second language syllabus design and curriculum development)

1.4.2 The Lexical Syllabus:

The content of the lexical syllabus involves the classification of lexis, terminology and vocabulary. The aim of this type of syllabus is to make learners understand and use lexical words and phrases. The application of the criteria of the syllabus design seems to be somehow complex especially in connection with the multiuse of the lexis, for instance:

- The vocabulary relates to topics (e.g. art, clothes , crime)
- Morphological issues (e.g. suffixes, prefixes)
- Word – grammar triggers
- Compound words (e.g. bedroom)
- Linking words (e.g. and , but)
- Semi – fixed expressions (e.g. If I were you ...)
- Implied meaning (e.g. using metaphors)

(Harmer 297)

Merits of the Lexical Syllabus:

Sinclair and Renouf mentioned five advantages of the lexical syllabus which are listed as follows:

- ✓ **Practicality:** since its content is mainly involved the employment of the most common words of the language , learners benefit from learning different items to use them in their daily life.

- ✓ Efficiency: the learners can increase their proficiency extent by exposing to the large scale of acquiring vocabulary.
- ✓ Utility: this can make the learners grasp the functions and usages of those lexical items. Starting from constructing the messages then delivering them and maximizing their effects and finally using them within certain authentic communicative purposes.
- ✓ Authenticity: teaching lexical items is based on using authentic materials whether from reading materials or authentic documents which are opted for communicative purposes. Listening materials as well are selected to perform natural utterances in communication.
- ✓ Flexibility in implementation: the lexical syllabus in an independent syllabus, it is not related to any principle or methodology and it ensures that it would be adapted to any other teaching practice. (“A critical 78)

Drawbacks of the Lexical Syllabus:

- ✓ Learning the words in isolation does not correspond to natural language use since it cannot cover all the words.
- ✓ The most exposing words are functions words kinds which do not negotiate the intended meaning.
- ✓ There exist thousands of words and that quantity cannot be taught within a formal classroom even if it was based on learners needs.
- ✓ The lexical syllabus is thoroughly related to the grammar aspect since using the terminology depends on constructing them to form a coherent sentence; especially in communication. In this context, the grammar aspect will not be an easy question whether to take it into account or deny it.

1.4.3 The Functional-Notional Syllabus:

The syllabus is composed of two elements “functions” and “notions” which require definition and clarification. Finocchiaro and Brumfit identified the term “Functions” as the speakers’ communicative purposes. “Functions can take several forms in the nature of expressing the intended purposes; they can be personal, interpersonal, directive, referential or imaginative and they are expressed in line of the speaker’s intention”. (15)

What functions bring in form of words, as expressive tools, are in themselves the notions. Hence, “notions” are defined as meaning elements which may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives, or verbs” (Finocchiaro and Brumfit 14).

Obviously, the language is used in communication to achieve specific purposes. That is to say, language has different functions that are achieved throughout sayings and this expresses speech acts. The language functions are varied according to specific situation such as: apologizing, requesting, inviting, and so on. Whatever the situation is, people tend to use the language to achieve those functions.

Consequently, the functional – notional syllabus relies on the real life situations in teaching lectures to assist the foreign language learners in order to become effective communicators in a given context. Teachers in this case utilize the real world states to be created within the classroom where learners will practice the language to produce certain functions.

The merits of the Notional-Functional Syllabus:

This type of syllabus has useful benefits in particular the communicative aspects:

- ✓ The learners learn how to use the language and they have the opportunities to express certain authentic communicative purposes.
- ✓ It includes teaching many topics: the teaching of the pragmatic aspects of a language such as: politeness, also the teaching of cultural topics for example greeting people.
- ✓ Its content considers mainly the learners needs and interests.

The drawbacks of the Notional-Functional Syllabus:

- ✓ The two terms notions and functions are abstract terms and learners have some difficulty in understanding what communicative functions are and how they are used within a specific context.
- ✓ Many different structures have the same communicative functions and it will be difficult to determine the progress from simpler to more complex structures.
- ✓ Considering the content of the notional functional syllabus, structures have certain and specified communicative functions as standards, so the learners cannot learn to create new structures using the learned ones.
- ✓ Designing this type of syllabus is quite difficult since there are no precise criteria to select and sequence the content.

1.4.4 The Situational Syllabus:

The underlying premise within this syllabus type is that language teaching is linked to the different situations which exist in a given context where it occurs. Contrasting with the grammar, the lexical and the functional syllabi, the situational syllabus' main concern has shifted from presenting grammatical items, vocabulary topics and language functions to selecting and sequencing a set of real life situations. In other words, it is designed for achieving specific communicative purposes in a specific situation. As stated by Yalden

The situational model will comprise units indicating specific situations, such as ‘at the post office’, buying an airline ticket’, or ‘the job interview’. The topical or thematic syllabus is similar, but generally employs the procedure of grouping modules or lessons around a topic, something like barnacles clinging to the hull of a ship. (35)

The employment of dialogue is commonly used in the situational syllabus since it is the fundamental form of communication. Situational dialogues are “aimed at meaningful conversational interchange in specific context” (by Norris as quoted by Yalden 35)

Precisely, learners will be exposed to the target language that is presented in a form of dialogues to offer such pragmatic situation to make the learners able to communicate effectively within a given context. Among the situations there are, for instance:

- At the Bank
- At the supermarket
- At the travel agent
- At the restaurant

The Merits of the Situational Syllabus:

- ✓ It provides learners with realistic contexts where the language is actually used to prepare them to practice the language effectively for further communicative settings.
- ✓ It fits the purpose of bridging the cultural gap with the language teaching through the exposure to a large number of different conversations from the social uses in which learners are interested in.

- ✓ It is incorporated with involving other syllabuses such as the structural and notional – functional syllabi to make the content more useful and the courses will be varied. Consequently, boredom and repetition will be avoided.

Drawbacks of the Situational Syllabus:

- ✓ The over use of pre-arranged and non natural situations can cause problems in relationship to the transfer of knowledge learned to real settings use because of the absence of the learner's creativity.
- ✓ It may cause sequencing problem that the syllabus designers face especially with regards to the selection and incorporation of real life situations.
- ✓ It does not reflect the cultural aspects.
- ✓ It cannot be a reliable guide for the process of learning and practicing the language, students will be able to form the language for example: writing dialogues, but they would not be able to use them in all settings.

1.4.5 The Skill Based Syllabus:

The ultimate goal of the skill based syllabus is to enhance learners 'competences in the language and develop the specific language skills. Mohsenifar proposes that the skill based syllabus content of language teaching contains specific abilities that have a considerable role in using the language. Skill based syllabus aims at grouping linguistic competences (grammar, vocabulary, pronunciation, discourse) all together for the purpose of realizing generalized types of behaviour within a specific setting of language use. Krahante defines a skill as a specific way of using language that combines structural and functional ability but it exists independently of specific settings or situations. For example:

- Shifting from listening to speaking during a conversation: grasping the main idea.

- Writing effective paragraphs.
- Performing a successful oral classroom presentation.

It is said that to be competent in language, learners should develop both the receptive and productive skills. On this basis, the skill based syllabus involves teaching skills that enable the learner to transfer from one situation to another. Krahanke states that “the content of skill based syllabus is seen to be so useful when learners need to master specific elements of language uses”. (qtd.in a critical 73)

1.4.6 The Topic-Based Syllabus:

The main concern of this syllabus is to categorize the language in different topics such as the weather, sport, music, art. Each topic is subdivided to form a list of items that are related to that specific theme. Each topic is consistently adapted to the learners ‘needs and interests.

The weather topic can include various themes as an example:

- The way the weather changes
- Weather prediction
- Weather and mood
- The damage the weather can cause

1.4.7 The Task-Based Syllabus:

This kind of syllabus is based on listing a series of tasks and activities about the language. The term task has been defined by syllabus designer in different perspectives. Richards, Platt and Weber defined the term task as:

...an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to an instruction and performing a command ... a task usually requires the teacher to specify what will be regarded as successful completion of the task. (qtd in. Nunan 48)

Candling mentions the characteristics of a good task, some of which have been listed below. A good task should:

- Promote attention to meaning, purpose, negotiation.
- Encourage attention to relevant data.
- Draw objectives from the communicative needs of learners.
- Define a problem to be worked through by learners , centered on the learners but guided by the teacher; and
- Provide opportunities for meta-communication and meta-cognition (i.e. provide opportunities for learners to talk about communication and about learning).

(qtd.in Nunan 48-49)

1.4.8 The Multi – Syllabus Syllabus:

The multi syllabus –syllabus has emerged as a solution to the challenging of the different syllabus types. Instead of a program focused extensively on one parameter of a language whether the grammar, the lexis, or the functions, the dimensional syllabus however, involves approximately all the different aspects i.e. a combination of the grammatical items, lexical items, functional items and so on. It has the flexibility in the determination of selecting and grading the units of the content in which all the different

syllabus types' principles are included where the organized unit shifts at different points in the course. A more frequent type of multi-dimensionality in recent uses involves shifts of focus within each teaching unit. Thus, sections of a unit will focus on the structure, others on the function, and still others perhaps in a syllabus of learning procedures. Harmer adopted the following example which presents a multi syllabus sample in a 'map of the book':

units	grammar	Vocabulary/pronunciation	skills
1 all work and no play ... Page 14	Present simple: I,you,we,they prepositions in time expressions	Jobs Leisure: activities and places Pron:word stress	Reading: people at work Listening and speaking: a job interview Writing and speaking: work and play.
2 family, friends and neighbours page 19	Present simple: he,she,it frequency adverbs	People in your life Pron:does/ dʌZ/and/s/,/z/,/Iz/	Reading a letter home Speaking: do you ever ...? How often do you...?
Reading for pleasure 1, page 24: exercises on he-mail, she-mail on the same wavelength and other stories.			
3 lifestyles Page 25	Love/like/don't mind/hate+verb+ing Can/can't for ability.	Like and dislikes leisure activities and holidays Pron: word stress; can and can't	Listening: likes and dislikes; the real you! Questionnaire; working with Mr. perfect speaking: what can you do?
4 secrets and lies page 30	Present continuous: now, around now	Telephoning little white lies	Speaking: are you a'phonaholic'?? Questionnaire; my wonderful life! Listening: phone conversations reading: a letter to a friend.
Reading for pleasure 2, page 35: exercises on lost opportunities from on the same wavelength and other stories.			
5 you are what you wear Page 36	Have got/has got and have/has	Clothes and shopping	Listening: clothes; in a shop writing and speaking: clothes and fashion reading: the fashion maze

6 have we got news for you! Page 41	Past simple of regular and irregular verbs time expressions for the past!	News stories Pron: /d/,/t/ and /Id/	Listening: a TV news programme;a radio news interview reading: a newspaper article Speaking: when did you last...? Questionnaire.
Reading for pleasure 3,page46mexercises on the red dress from on the same Me wavelength and other stories			

Adapted from *Wavelength Elementary* by Kathy Burke and Julia Brooks (Pearson education Ltd) (Harmer 300)

During the implementation time several multi-syllabuses of this type take grammar as a starting point then the other included items vocabulary, skills, functions and tasks come next in succession. No one element can be dominant, each single item should accommodate the next item. The units will encompass a set of items which shifted from one to another and finished by the practice i.e. tasks.

To sum up, when designing and implementing the syllabus, several components must be taken into consideration. Each aspect: grammar, lexis, etc results in designing a specific syllabus which is normally different from the other one. Each of the mentioned syllabus types fits specific characteristics, aims at achieving certain purposes and directs learners' needs. Particularly, the implementation and the application of one of the different types whether it is useful or not in a given situation depends on the syllabus merits and the shortcomings.

1.5 The Competency Based Approach:

1.5.1 Definition and features:

The competency based approach (CBA) has emerged and developed in the United States in the 1980's and it was adopted to be implemented by the Algerian Ministry of

Education in the academic school year of 2003-2004 at the middle school level. It consists mainly of putting into practice the competencies of learners. Its belief goes one step further by making sure that the learners can implement what they learn in the classroom to real life situations i.e. outside the classroom. More clearly, in the competency based approach the English language is taught and practiced within different situations that could occur in the learner's real life. Consequently, it aims at developing learner's language competencies both in and outside the school.

The different competencies that are targeted to be enhanced are highly related to the learners' needs namely:

- The ability to act in English using a range of skills and knowledge;
- The ability to utilize English in various situations putting into practice the learned skills and knowledge.

CBA emphasis is given to three kinds of competencies: the productive, the interpretive and the interactive competencies. The productive and the interactive competencies involve speaking and writing skills; however, the interpretive competence includes reading and listening skills. Within the classroom, pupils learn how to listen, to speak, to read and to write and these skills are taught in an integrative way.

1.5.2 The CBA Syllabus:

A syllabus designed under the competency based approach is essentially based on the building up of competencies. It is elaborated to teach the English language in order to be practiced not only within the class but in the social context as playing distinctive roles. As a matter of fact, competency can be defined as know-how which joins together a series of

capabilities of knowledge that have been already dealt with to be successfully used in solving the problems that arise in a particular situation.

1.5.3 What to learn in the CBA?

As in the case of the four middle school levels, the English language syllabus is subdivided into projects. Each file involves three sequences and in each sequence there are five major headings: learn the language, learn about the culture, reminder, check and project.

- Learn the language:

This section is devoted to learning structures, lexis, notions and functions. These elements are introduced in form of communicative activities to assist activating the learner's mental capabilities that are required in the learning process. The teacher in this part acts as a counselor; that is to say, he should help his learners become autonomous when they are exposed to learn the linguistic items and learners in this stage attempt to increase their abilities in terms of learning vocabularies, grammar and language skills.

Within each sequence in the file three main points are programmed to be learned: listen and speak (in this part, learners firstly meet new lexis, grammar rules, and pronunciations i.e. the phonetic side). The next step, after acquiring the new knowledge, learners practice what they have learned and perform it in real situations. In "produce" pupils are expected to produce, as an output, the acquired knowledge which is called input.

- Learn about the culture:

In the cultural aspect of English language learning, pupils are exposed to some different extracts, illustrations, samples and examples that have been obtained from the real social

context. Then learners will perform a written expression task which should reflect the cultural information they have grasped.

- **Reminder:**

Reminder part includes all what have been introduced in the previous lessons within the whole file. Teachers assess the acquired items through tasks.

- **Check:**

This section is allocated for practicing set of written activities which are offered with the evaluation scale that directs the pupils to assess their own feedback.

I.5.4 Teacher and learner roles:

The implementation of the competency based approach in the classroom requires that the teacher should be not the center of attention in the whole session. Moreover, it necessitates teachers to be less directive (giving information and answers); on the contrary, they should be more instructive and facilitative. Therefore, they should guide the learners in solving the task and make them discover by themselves how the English language works. In other words, the learner's role here is more centered than the teacher's role. In fact, teacher's responsibility is to encourage the learners to be more active, and his task is limited to observing their reactions toward the exposed knowledge and checking whether they are able to be good listeners, speakers, readers and writers. By developing English competency, learners will be able to use the language easily in communication when they actually express their opinions to other persons in the society.

The table below summarizes all the properties of the competency based approach:

The goal	<p>There is a difference between the immediate settings where learners actually learn the distinctive skills and knowledge where these latter will be used in the real life communicative situations. Thus, the focus here is on learners being able to use the English language in different contexts without constrains.</p>
The role of the learner	<p>Learners must be active; they should be centered and participate in the lesson during the whole session.</p> <ul style="list-style-type: none"> • They perform different skills; they read, write, listen and speak in a communicative surrounding. • They discover the rules of the language by their own. • They use different strategies and various learning styles in order to become better communicators.
The role of the teacher	<p>Teachers encourage learners to adopt an active role in the classroom by focusing on the learners' needs and interests.</p> <p>The teacher ; therefore, must act as a facilitator of the learning process in terms of:</p> <ul style="list-style-type: none"> • Creating a comfortable, supportive and non threatening environment. This can be achieved through the encouragement of learners' participation and the decrease of their fear of making mistakes. • Introducing the language in a simple way that makes learners discover the rules easily and even learn from their mistakes. • Providing communicative activities that entail using English to support and make them practice the language

	through the improvement of different skills.
The type of tasks	<p>All the task types within the competency based instruction are concentrated on communicative purposes, they necessitate on the learners to be autonomous in:</p> <ul style="list-style-type: none"> • Thinking about the language. • Thinking about the situation. • Mobilizing the language. • Using strategies to aid communication.

The properties of the competency based approach

On the whole, the competency based approach is regarded as a new model reform to the previous approaches. The Ministry of Education established a new programme which is founded on learning through competencies. In the classroom, learners are expected to discover new rules about the English language based on their personal capabilities and performances. Teachers in this approach use new parameters and activities such as: work group, significance of the cultural aspect of the language societies, task evaluation, pair work, integrating the four skills during the teaching process. The principles of the CBA are based on a learner-centered approach in addition to the use of language in real life situations.

Conclusion:

In summation, the above overview of the FLT syllabuses has shedlight on several interesting points. We have made a distinction between the syllabus types, and we have demonstrated that each syllabus displays a number of significant advantages and disadvantages in connection with learners' needs and objectives. We believe that a combination of all positive features that characterized each syllabus type is necessary

because a one sided approach cannot achieve the assigned objectives. Therefore, an effective coursebook should cover all the needed items particularly: grammar, vocabulary, language functions, situations, topics and pronunciations. The aims are not assign only to realize better outcomes in the learning process but also to enable learners to communicate appropriately. Lastly, an effective syllabus should definitely address the learners' needs and objectives.

Chapter two

Materials evaluation

Introduction

The process of materials evaluation seems to be a complicated activity that should be practiced by professional EFL teachers in order to obtain effective results. This chapter identifies what is meant exactly by the term evaluation and materials evaluation, and then it examines the different evaluation criteria by distinctive scholars. Subsequently, we discuss the positive and negative effects of using the course book and how it can be used effectively.

2.1 Defining evaluation:

Evaluation is a concept that refers to a process of determining the value of something as stated by Scriven who considers that evaluation is the determination of merits, worth or significance. Evaluation is generally defined in terms of improvement, results. Those notions which see evaluation as a concept of improvement identify it as a crucial activity that covers all the aspects of the educational process and comes to achieve better results in enhancing both the instruction and learning. It is also regarded as a tie that connects two contrasted ideas: the dreams of what should be i.e. having perfect materials and the reality of what is it i.e. how that material is in the reality. This linking activity is aimed at providing contribution to the field of education by doing every time renewing (Ministry's of Advisory Committee on Evaluation and Monitoring). The ultimate aim of the evaluation process is using certain information to improve on that project rather than stating only what is happening in reality (The Community Tool Box updated). Other definitions; however, are interested more in the results. Evaluation in this case includes the judgments of the impact of that project or program by using certain criteria: effectiveness, relevance and efficiency.

- Effectiveness regards to what extent the objectives have been achieved by comparing the actual achieved outcomes to the targeted results.

- Relevance considers the relationship between the obtained objectives and the needs to be met.
- Efficiency regards the relationship between the quality and the quantity of the educational materials offered and the means used to obtain them.

(Direction des services aux communautés culturelles and école montréalaise, Ministre de l'Éducation undated).

According to Hutchinson and Waters, “evaluation is a matter of judging the fitness of something for a particular purpose. Given a certain need, and in the light of the resources available, which out of a number of possibilities can represent the best solutions?” (42) The diversity in defining what is meant exactly by evaluation depends mainly on what to consider in terms of objectives, needs or seeking for improving that specific material.

2.2 Types of evaluation:

The literature identifies several distinctive types of evaluation. They are varied in their definitions and the purpose beyond the evaluation process. These are the most common types:

2.2.1 Process evaluation:

A process evaluation appraises the progress of the project and investigates its activities to check whether it has been offered in the intended right way in order to identify the areas where it should be improved. A more general definition of process evaluation was provided by Scriven: a process evaluation is the assessment of the m/w/s i.e. merits, worth and significance of everything that happens or applies before true outcomes emerge especially the vision, design, planning and operation of the programme. That is to say, we use process

evaluation to check the development of certain project and how it is progressing before the appearance of the results.

2.2.2 Outcome evaluation:

An outcome evaluation analyses the extent to which a certain project has achieved the outcomes that have been set at the beginning. It evaluates what occurs as a result of the programme and determines whether the programme has accomplished short term or long term objectives.

2.3 Introducing materials:

Materials are all the tools and the means which can assist the learners to learn the foreign language. Materials have many forms, for example: books, newspapers, photocopied handout, videos, CD-ROM and so on. Materials are anything that can be used in learning the foreign language. Within this research the focus will be precisely on the coursebook.

2.4 Materials evaluation:

Tomlinson stated that Materials evaluation can refer to the systematic evaluation process of the value and the effectiveness of materials in relation to their objectives and the objectives of the learners using them. It is conducted for investigating the materials 'relevance and appropriateness for a specific group of learners. Materials evaluation is done periodically depending on the time the materials starting used, it is done whether before or after or both the uses of the materials. It can be pre-use and thus focused on predictions about what will be the results. It can be whilst-use and therefore focused on the understanding and the description of what the learners are actually doing whilst the materials are being used. Finally, it can be post-use then the focus will be on the evaluation of what have already happened as a result of the using the materials.

2.5 Approaches and Theories of Materials Evaluation:

2.5.1 Predictive Evaluation and Retrospective Evaluation by Ellis:

Teachers may encounter problems related to what to choose to be used in teaching; which materials are available to present the target instruction. In this case, they can rely on a predictive evaluation to make the decision about what to select from the suitable materials in relationship to their objectives. Then, when they have used the selected materials, a further evaluation can be done to check the effectiveness of the materials; and this constitutes retrospective evaluation.

2.5.1.1 Predictive Evaluation:

Predictive evaluation is conducted in order to make decisions on what materials to use. There exist two main ways that help teachers to carry out this kind of evaluation. It can be done by expert reviewers, as Ellis suggested, because they can provide teachers with some analysis and examination of the coursebooks when they set specific criteria which often seem to be implicit. On the other hand, teachers can carry out the predictive evaluation by themselves with the help of different tools such as checklists and particular parameters. These tools are arranged in a way that reflects the decision making process and at the same time assist the teachers to follow the evaluation process systematically. (36)

2.5.1.2 Retrospective Evaluation:

Retrospective evaluation deals with evaluating materials that have already been used. It is designed for identifying the value of the used material to decide whether to maintain it or not in the future. The task involves the verification of the covered grammar, vocabulary terms and so on in order to test their effectiveness. The retrospective evaluation is accomplished when a coursebook has been already used in order to determine its strengths and weaknesses

and check whether it needs enhancing or not. Therefore, a retrospective evaluation can act as an instrument to test the validity of the predictive evaluation.

2.5.2 Internal and External Evaluation by Mc Donough and Shaw:

Mc Donough and Shaw have distinguished two types of evaluation: external and internal evaluation.

2.5.2.1 External Evaluation: it is the preliminary phase of evaluation. It examines basically the nature of the coursebook, Mc Donough and Shaw stated that this is applied by looking at what has been mentioned in the blurb, or claims made on the cover of the teachers / students book... and the introduction of the content. (qtd. in White 7)

The criteria under which the coursebook will be evaluated within the external evaluation are:

- The intended audience: the coursebook must fit the learners 'ages.
- The proficiency level: the coursebook must fit the learners' levels.
- The context in which the materials are to be used: the materials must suit the objectives. For instance, learners want to learn English for general aims or for specific purposes.
- How the language has been presented and organized into teachable units/ lessons?
This includes the organization and the format of the lessons including: the grammar lessons, skills teaching and so on.
- The authors' views on language and methodology.
- Are the materials to be used as the main core course or to be supplementary to it?
- Is the teacher book in print and locally available?
- Is a vocabulary list/ index included?
- What visual material does the book contain and is it actually integrated to the text?

- Is the layout and presentation clear or cluttered?
- Is the material too culturally biased or specific?

2.5.2.2 Internal Evaluation: Mc Donough and Shaw stated that the internal consistency and organization of the materials is examined to discover the extent to which external claims made by the author/publisher correlate with the internal content.

The internal evaluation examines certain parameters related to the content such as:

- The presentation of the skills in the materials.
- The grading and sequencing of the materials.
- Where reading/ discourse skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings authentic or artificial?
- Does the material contain different learning styles, and is it sufficiently transparent to motivate both students and teacher alike?

2.5.3 Materials Evaluation as an Interactive Process by Hutchinson:

Hutchinson defines materials evaluation as a “matching process in which the needs and the assumptions of a particular teaching-learning context are matched to available solutions”. (41) .This matching process has four stages:

1. Defining the criteria in which the evaluation will be based.
2. Analysing the nature and underlying principles of the particular teaching/ learning situation.
3. Analysing the nature and underlying principles of the available materials and test the analysis in the classroom.
4. Comparing the findings of the two analyses.

These stages are shown in the following diagram:

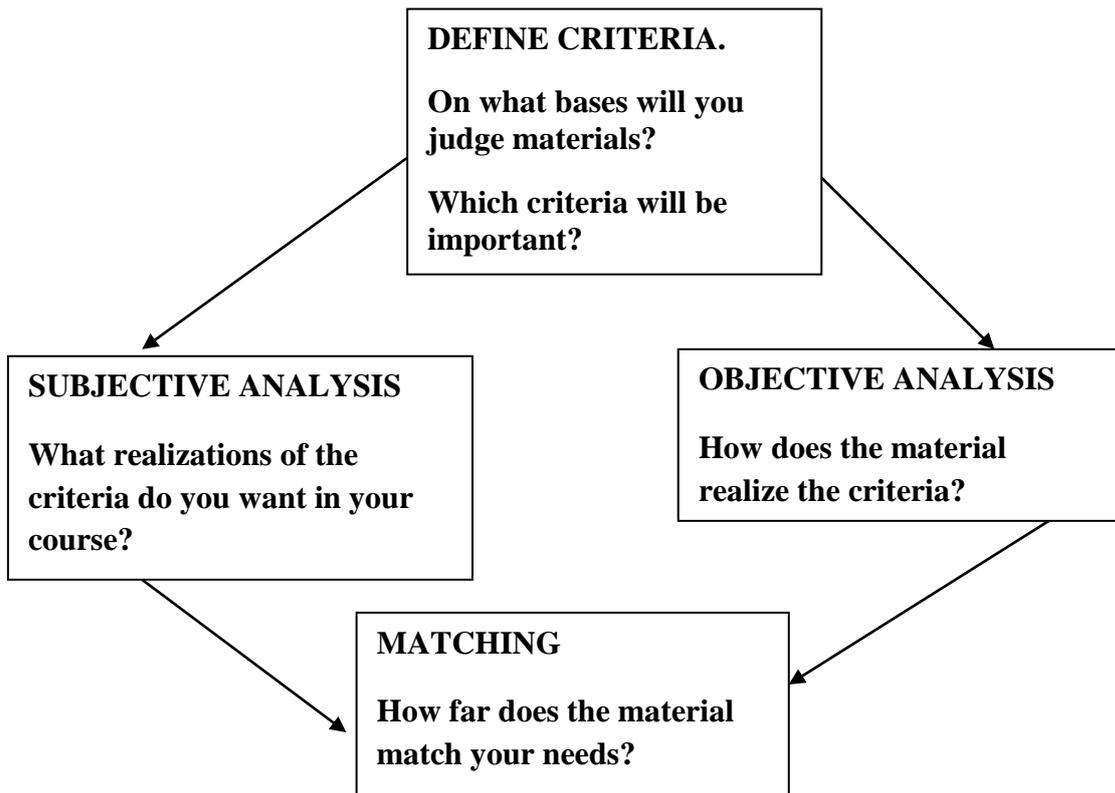


Figure 1: The stages of the interactive process by Hutchinson

2.5.4 Specific Evaluation Criteria (Prince Edward Island, Education and Early, Childhood Development, English Programs):

Materials in general are evaluated with regard to specific criteria which are categorized according to certain main titles: content, instructional design, technical design and social consideration. Those criteria are in fact helping guidelines to assist the evaluators to observe the intended items and how to determine their validity. The evaluators can grade the significance of the criteria according to their objectives, interests and needs.

- **Content:**

The content covers several parameters to be taken into consideration:

- The accuracy of the information, graphs, illustrations, grammar rules and spelling, pronunciation lessons. The validity and the simplification of the examples as well.
- The appropriateness of the topics to the learners' needs and interests.
- The appropriateness of the level of difficulty which must be in balance with the level of the intended audience in terms of vocabulary used and the grammar.
- The suitability of the content, i.e. the presentation of the content should be in a logical order and equivalent to the learners' competencies and their achievement developments.
- The fitness of the content to the learners' real worlds.
- **Instructional design:**

Materials evaluation in terms of the instructional design is based on making judgments on the goals, objectives, methodology of the materials themselves.

- Verifying the instructional goals if they meet the learners' objectives and whether they are well identified and clearly stated.
- Checking the materials if they include the diversity of learners and teachers learning and teaching styles and strategies.
- The activities within the materials should be presented in different forms written, spoken, listening and reading accompanied with specific objectives so that they make the learners active by increasing their engagements and creativity and at this stage the learning task will be enhanced.
- The materials must be well-organized and well-structured in all aspects, the presentation of the courses, the tasks and the concepts should be identified in a manner that makes the instructional content arranged in a logical order according to specific degree of complexity which should be well-matched with learners' abilities and levels of achievements.

- The flexibility of the materials in both the content and implementation.
- The appropriateness of the vocabulary both types technical and non technical terms.
- Activities should be varied and cover many aspects such as: real-world activities, pre and follow-up teaching activities because this diversity makes the learners construct their general knowledge within both inside and outside the classroom.
- **Technical design:**
 - Appropriate support materials are provided: assess whether support materials contribute to the achievement of the resource' objectives. The use of all components should be clearly identified.
 - Visual design is interesting and effective: regardless of the content and the medium, the actual presentation of the information will appeal and enhance effective use for both students and teachers.
 - Illustrations and visuals are appropriate and effective: the illustrations focus should be on the important content areas and they should be appropriate to the students' maturity level.
 - Character size or typeface is appropriate: the materials used should be effective in terms of: typographic design in the main body of text, captions, indices, and diagrams ...etc. cueing devices should be used to attract attention to specific points (variations in typeface, boxes, underlying, spacing)
 - Layout is consistent and logical: the material presented should be well- organized, consistent, and predictable fashion. The structure has to be apparent for the user in the table of the content.
 - Packaging/design is suitable for the classroom/library: the quality of the paper, packaging, or binding must be appropriate to its intended use.

The text, captions, labels, pictures, and diagrams should be attractive, clear and free of errors.

- Users can easily employ the resource: the resource should be easily used and understood by both the teacher and the student.
- The resource makes effective use of various mediums: each component (e.g. video, digital resources, print...) used in the resource should take full advantage of the unique aspects of the particular medium. Consider whether the subject matter could be better handled by another medium and whether the instructional objective is best served by the medium chosen.

- **Social considerations:**

Examining the materials in terms of social considerations assist to discover how they handle social issues and help to identify potentially controversial or offensive elements that may exist in the content of the material and highlight where resource supports pro-social attitudes and promotes diversity in the culture of the language. This evaluation process permits to ensure the controversial views and opinions that are presented in the following framework:

- Alternatives points of view are presented, as appropriate.
- The purposes in presenting alternative points of view are clear.
- Content is suitable for the maturity level of the intended audience.
- Opinions reflect a range of community standards.
- Expressed views promote opportunities for critical thinking.

Generally, materials should emphasize positive traits and role models. Consider the following points:

- The suitability of the material may depend upon the intended audience including the subject area and the teaching-learning context.
- The authors' styles of writing toward the subject matter and audience tend to influence all aspects of the resource.
- The material must consider the learners' special needs and their distinctive cultures. Even if the material includes different multicultural elements, they must have a valid role and participating in a way that recognize their value and meaning.

2.6 The significance of material evaluation

Hutchinson indicates that materials evaluation can increase awareness in several ways. At the outset, materials evaluation obligates teachers to analyze their own presuppositions as to the nature of language teaching and learning. In accomplishing an in-depth analysis, teachers must question the assumptions behind their normal practices and observe more closely their own behaviours besides to learners' behaviours in the classroom. In this way, teachers will become more aware of what actually happens in the classroom, and then they may discover some of their habits and established patterns in a conflict with what they actually know about language learning. Therefore, materials evaluation assists teachers to get better understanding and constitutes a real relation or bridge between what they know as a theory and the way it is achieved or practiced.

Secondly, materials evaluation allows teachers to set up their priorities and requirements. Teachers may become confused and uncertain about the various and large evaluated coursebooks. Teachers become conscious of the fact that a perfect coursebook does not exist; that is to say, one coursebook cannot fit all the needs of the learning and teaching process and situation. One coursebook can be preferable in terms of activities; other one can be efficient in the choice of the topics and so on. Teachers should determine some criteria

that are suitable for their needs, this will help them to distinguish and make comparison between their own views and other people's views like teachers, inspectors and students in terms of the relative importance in the defined criteria. Thus, these distinctive perspectives must be taken into account to further interest within the operation of the teaching-learning processes.

Finally, materials evaluation makes teachers aware of the importance of the materials themselves as an essential part in the teaching and learning situations. Once the teachers have judged which criteria are relevant and preferable to their needs and priorities; they should take into consideration not only the positive traits and elements but also the negative ones which can be easily corrected and improved. For instance, teachers may think about how to replace poor texts or activities by other beneficial ones or they may consider the explanations of the grammar rules if they are not provided. In addition, they may change the methodology on which the activity is based; instead of making the students work individually, they can transform the task into pair or group work. Materials evaluation in this case makes the teachers play a positive role in the process of evaluation rather than the limited consideration of the contents of the materials.

In conclusion, materials evaluation should not just serve the immediate practical aim of selecting teaching and learning materials. As a matter of fact, it can also play a very significant and useful role in increasing teachers' awareness of the assumptions as to the nature of language learning on which they operate.

2.7 Introducing a course book:

According to Tomlinson the coursebook is the fundamental material in language learning which includes the target courses that should be learned within an educational and instructional framework. It is regarded as the core means on which the learners will rely on

because the coursebook constitutes on the most reliable source of information. Generally, the coursebook includes many items such as: grammar, vocabulary, texts, skills and tasks.

2.8 Advantages and Disadvantages of the Coursebook:

Classroom materials are necessary components in language instruction namely the coursebook which represents a key pedagogic tool that is heavily used in the classroom. It is impossible to elaborate a perfect coursebook that fits all the needs of both the learners and the teacher because each one displays a number of advantages and drawbacks. In fact, many scholars, experts and educators have identified some obvious positive features that characterize the coursebook:

- It provides a syllabus for the course because the authors have made decisions about what will be learned and in what order.
- It provides security for the students because they have a kind of road map of the course: they know what to expect, they know what is expected of them.
- It provides a set of visuals, activities, etc., and so saves the teacher time finding or developing such materials.
- It provides teachers with a basis for assessing students' learning.
- It may include supporting material (teacher's guide, worksheets, CDs).
- It provides consistency within a program across a given level, if all teachers use the same course book.

As stated above, a good coursebook is carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, tapes and other accessories for instance: videotapes, CD ROMs and extra resource materials. Hutchinson and Torres argue that "the coursebook has a crucial and positive role in the task of learning and teaching process. It can

serve as tool for supporting teachers and as an instrument of modifications and alterations”.
(qtd. in Harmer 304)

Harmer mentioned the positive role of the coursebook in relation to the students since it fosters the perception of the progress as units and then books are completed. Coursebook also provide materials which students can look back at for revision and at their best visual and topic appeal can have a powerfully engaging effect. In brief, the coursebook is considered to be an effective tool that offers aids to support the teacher and useful material for the learners to guide and assist them in further revisions. The significance of the coursebook cannot be denied, but its usage also has some negative points. Cunningsworth (qtd. in abdulrahman16) stated that the course book has multiple roles and benefits for the teachers and learners. He summarized them as follows:

1. A resource for presentation materials (spoken and written)
2. A resource of activities for learners practice and communicative interactions
3. A reference source for learners on grammar, vocabulary, pronunciation and so on
4. A resource for simulation and ideas for classroom activities
5. A syllabus (where it reflects learning objectives which have been already determined)
6. A resource for self-directed learning or self-assess work
7. A support for less experienced teachers who have yet to gain in confidence

Similarly, experts and educators agree on some negative effects in using the coursebook. It is sometimes employed inappropriately within the classroom. Richards (qtd. in Sarah 5) points out that coursebooks are generated for a mass market and may not meet learners’ interests and needs. On this basis he mentions five negative effects of using the coursebooks:

- They may contain inauthentic language.

- They may distort content.
- They may not reflect students' needs.
- They can deskill teachers.
- They may be expensive.

Richards considers that the coursebook can also de-skill teachers because using it tightly makes teaching a very controlled process and if they follow the content of the materials strictly and orderly, they will gradually lose creativity and their objectives turns from teaching the learners to end up teaching the coursebook. In addition, coursebooks can cause boredom in teaching since they follow the same format and content. Therefore, teachers will feel bored due to teaching repeatedly the same topics and presenting the same activities and tasks. This situation will end up with a lot of discipline problems and uncontrolled learners.

Graves (qtd. in Abdurrahman 16-17) also discussed some of the disadvantages of using the coursebook. He identified a list of eight drawbacks:

1. The content or examples may not be relevant or appropriate to the group that you are teaching
2. The content may not be at the right level
3. There may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything the learner wants to be included
4. There may not be the right mix of activities (whether too much of x, too little of y)
5. The sequence is lockstep
6. The activities, readings, visuals, etc. may be boring
7. The material may go out of date
8. The timetable for completing the course book or parts of it may be unrealistic

To sum up, all books have certain strengths and limitations. It is generally accepted that there is no perfect coursebook because each coursebook is designed to meet the needs of specific learners and teachers in particular and temporary context. Consequently, one coursebook cannot fit all the learners' needs, interests, learning styles and strategies. As stated by Allwright "language teaching and learning are complicated processes; they cannot be satisfied with a 'prepackaged' set of decisions that can found in ready-made teaching materials". (qtd. in Angeliki 4)

2.9 Using course books effectively:

A large number of scholars agree on the necessity of supplementing the coursebook with additional and suitable materials that constitute in the satisfaction of learners' needs. Cunningsworth (7) pointed out that "coursebooks provide useful materials to teachers and learners but they should not be their master". Teachers encounter several questions concerning the use and the effectiveness of the coursebook in addition to difficulties in defining the appropriate parameters of materials and items selection. In an attempt to answer these questions, a number of general guidelines are suggested in the following:

Selection:

Teachers should be aware of the aims of the coursebook. Then, they should initially analyse the content of the coursebook critically, what is included in the coursebook as lessons, activities and topics. Following this procedure, teachers will be able to select from the content of the coursebook the relevant and suitable topics that may increase learners' engagements and interests. In opposition, teachers can also reject the irrelevant items with respect to learners' levels.

Adaptation:

Teachers should determine the overall orderliness of the content of the coursebook in use and select and adapt the appropriate items. Consequently, they will be able to design the courses they have selected and; eventually, they will easily realize the assigned objectives. Adaptation represents an effective indicator of the success or failure of the selected activities. McGrath (72) provided some useful principles that should be kept in mind during practicing the adaptation process:

- a) Localization: adapting the material to confine within our country.
- b) Personalization: changing the material to satisfy students' needs and interests.
- c) Individualization: adapting the material in a way to address students' learning styles.
- d) Modernization: bringing the material up to date.
- e) Simplification: making the texts or the tasks easier to do or understand.

Supplementation:

The rejected items which do not fit or satisfy the learners' needs and interests can be modified or replaced by other items which have already prepared by teachers. Also, teachers can rely on some materials (authentic materials) used in other schoolbooks in which they can provide better satisfaction to their students' needs. However, we should point out that designing the materials for learners necessitates very competent and expert teachers.

Evaluation:

Evaluation is the most important process that the teacher needs at the conclusion of every lesson or unit. It precisely indicates what has worked successfully and what has not worked well in the previous processes: selection, adaptation, and supplementation by testing students' reactions and feedbacks. With students' assistance, teachers can adapt some criteria for the processes. This can easily be done if they provide students with

questionnaires where they can freely express their opinions and comments.(McGrath qtd.in Angeliki 8)

2.10 Coursebook Evaluation Checklist by Cunningsworth:

Cunningsworth proposes a checklist that can be used to evaluate the strengths and shortcomings of the coursebook. This checklist includes the following parameters:

- Aims and approaches
- Design and organization
- Language content
- Language skills
- Topic

Language content covers a number of items:

- 1- Grammar: - what grammar items are included?
 - Do they correspond to students' needs?
 - How balanced is the treatment of form and use?
- 2- Vocabulary: - how much vocabulary is taught?
 - Is there any principled basis for vocabulary selection?
- 3- Phonology: - is the phonemic alphabet used?
 - Is the pronunciation work built on to other types of work, such as listening practice?
- 4- Discourse: - does the course book deal with any aspect of discourse?
 - Do the examples of spoken and written discourse presented by the material provide good model for the learners?
- 5- Appropriacy: - is there any attempt to match language style to social situation?

- Does the course book identify situations in language use?

The language skills include:

- 1- All four skills - is practice of all four skills included? If so is it balanced?
 - Do the presentation and the practice activities include the integration of skills in realistic context?
- 2- Listening:
 - is the listening material set in a meaningful context?
 - Are there pre-listening tasks, questions, etc?
- 3- Speaking:
 - how much emphasis is there on spoken English?
 - Are there any listening strategies, e.g. debating?
- 4- Reading:
 - is there a focus on the development of reading skills and strategies?
 - Is there emphasis for reading for pleasure and for intellectual satisfaction?
- 5- Writing:
 - is paragraphing taught adequately?
 - Is there appropriate progression and variety of tasks?

Checklist for an Ideal Textbook (adapted from Cunningsworth)

Cunningsworth, as quoted in Ellis emphasized the importance of relating materials to course objectives and the learners' needs and objectives. In fact, teachers are often faced with the task of choosing what materials to use, they are often required to carry on a predictive evaluation of the materials available to their purpose. Once they have used the materials, they may feel the need to undertake a further evaluation to determine whether the materials have worked for them. (35)

Conclusion

This chapter was devoted to the analysis of the significance of evaluating teaching and learning materials. The process of evaluation provides more insights into the effective use of materials and increases teachers' awareness of this significant procedure. It has been demonstrated that materials evaluation process is rather a complex issue that requires many criteria to be taken into account. Finally, it has been observed that any coursebook has both advantages and disadvantages in relation to the nature of its use. The coursebook cannot be regarded as an absolute assistant material upon which the teacher depends entirely. Therefore, teachers should select what is beneficial to their learners and whenever necessary modify what is not satisfactory of the coursebook contents.

Chapter three

The field work of the study

3.1 Quasi Experimental Study on the Effects of the Coursebook Spotlight English One on the Pupils' Achievements and Feedback

Introduction

At the end of the first and the second terms, pupils are required to sit for the exams (achievement tests) of the periods. Achievement tests are used to evaluate the pupils' feedback during a specific period. This study is focused on investigating the suitability of the contents of the coursebook Spotlight on English One on pupils' levels, achievements and needs. In this chapter, an achievement test of both trimesters will be used to evaluate the effectiveness of the contents of the coursebook at the middle school "Madani Rahmoun", Biskra.

3.1.1 Participants:

The sample of this research concerns the first year pupils of middle school. It comprises a total number of 87 pupils. It is the total number of the first year pupils and they constitute three groups. A general observation can be made which concerns the diversity of the scores in each group.

3.1.2 Tests construction form:

The achievement tests forms were carefully organized, they are constituted of two parts: comprehension of the text and the written expression part. The texts are set at the beginning, then direct questions related to the texts comprehensions are posed such as: true and false statements. After that, different exercises in grammar, pronunciation and

vocabulary are practised. At the end, there is the written expression part (dialogues or paragraphs).

3.1.3 The experimental study: pupils' scores in both tests achievement test 1 and 2

The scores presented in the following tables have been obtained in the achievement test of the first trimester and achievement test of the second trimester respectively. We want to point out that pupils' scores and initials shown in the table are real ones. They represent the marks that pupils have scored in the exams (achievement tests of the first and the second trimesters)

Group one:

N	Pupils' initials	Achievement test 1	Achievement test 2
01	B.MN	19	18
02	B.W	11.5	14
03	BZ.Z	13.5	16
04	BL.AR	4.5	1.5
05	B.S	12	18
06	BOU.S	18	19
07	B.SH	8.5	12
08	DJ.N	20	20
09	H.MW	18	18.5
10	H.D	20	19
11	H.O	19	19.5
12	H.I	16.5	19
13	KH.W	10.5	07
14	KH.AM	19.5	19
15	R.NHI	16	19
16	R.AGH	19.5	20
17	Z.MN	17	19
18	S.M	20	18.5
19	S.MOU	19.5	19
20	SH.N	17	17
21	SH.MA	11	11.5
22	SH.M	05	04
23	A.S	17.5	18
24	O.A	18	18

25	A.N	10	8.5
26	A.H	09	4.5
27	GE.S	06	05
28	G.S	08	06
29	L.AI	15.5	15
30	M.MI	20	19
31	M.B	19	19
32	M. AW	12.5	16
Sum of the scores Σx		471	477.5
Mean of the scores (\bar{X})		14.71	14.92

Table 1: The achievement tests of the first trimester and the second trimester of the first group

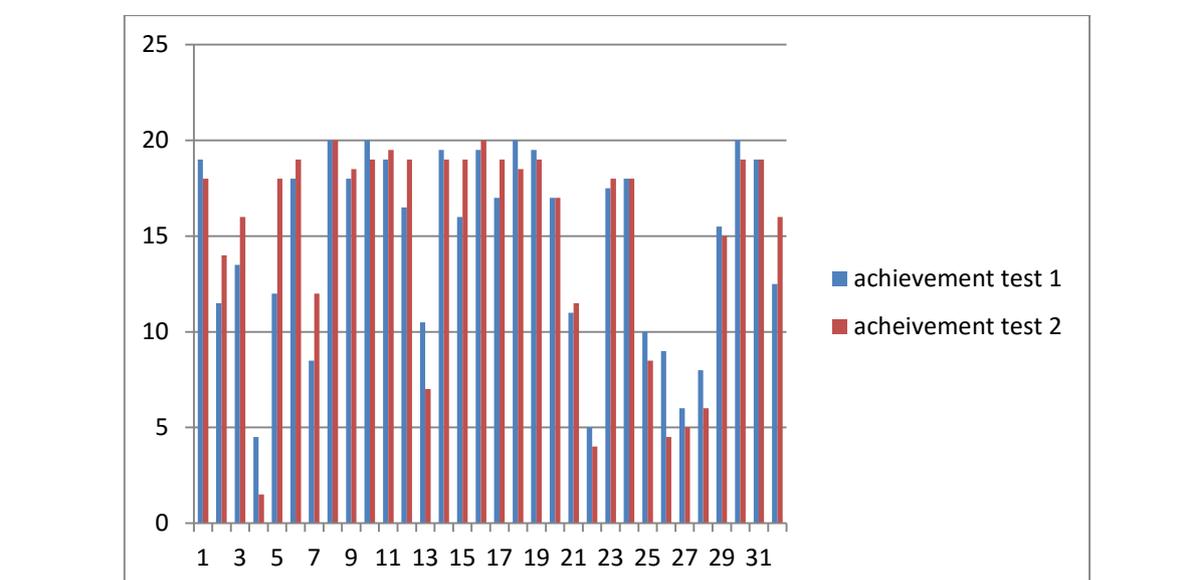


Figure 2: Achievement tests scores of the first group

The results in the table above and the graph show a noticeable progress in pupils' scores from the achievement test of the first trimester to the achievement test of the second trimester. This development is expressed in the sum of the scores (**471 to 477.5**) and the difference in the mean (**14.71 to 14.92**). The table below indicates the difference in the mean in both tests and how pupils achieved a good level through a comparative analysis of the two tests.

The test	Achievement test 1	Achievement test 2	Difference in the means
The mean	14.71	14.92	0.21

Table 2: the achievement tests: mean of the scores

The previous result will be shaped and presented in the next graph

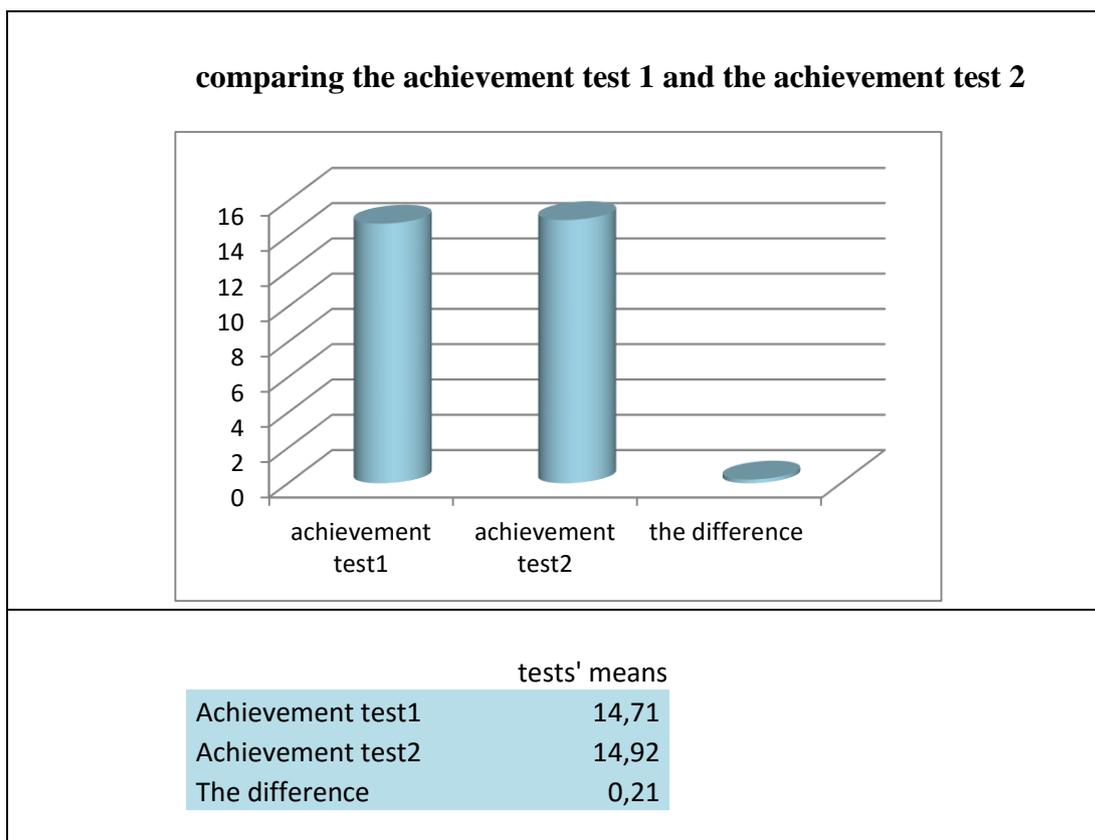


Figure 3: the achievement tests means compared

According to the results from the table and the graph above, one can notice the difference in pupils' scores from the first achievement test to the second achievement test. The difference is expressed by **0.21**. Even though the outcome is not very high, from the outset pupils achieved excellent results and scores and this appears in the means within both tests (**14.71 and 14.92**) which signifies that the pupils have performed a considerable progress. At the end, pupils' development level is related to what they acquire or study during the period of the two trimesters by using the contents of the coursebook. These results concern only the first group and there are two other groups. Consequently, the achieved results cannot be generalized to the remaining groups.

Analysis and interpretation of the results:

The analysis and the interpretation of the results require the descriptive statistics which can be applied in the achievement tests study. The descriptive statistics demands calculating the frequency distribution of the scores in tests, the variance, the standard deviation, and finally checking the validity of the statistical results by using the t-test. The table below presents the frequency distribution of the achievement tests scores.

Achievement test 1		Achievement test 2	
Scores "X" achievement test 1	Frequency "F"	Scores "X" achievement test 2	Frequency "F"
4.5	1	1.5	1
05	1	04	1
06	1	4.5	1
08	1	05	1
8.5	1	06	1
09	1	07	1
10	1	8.5	1
10.5	1	11.5	1
11	1	12	1
11.5	1	14	1
12	1	15	1
12.5	1	16	2
15.5	1	17	1
16	1	18	4
16.5	1	18.5	2
17	2	19	9
17.5	1	19.5	1
18	3	20	2
19	3	/	/
19.5	3	/	/
20	4	/	/
Sum of "F"	32	Sum of "F"	32

Table 3: the achievement tests: frequency distribution of score values

To organize the required statistical procedures for the above score value, it is important to determine the range of the scores in both tests, the highest and the lowest score values, and the scores above and below the average. The purpose behind determining these components is to form relevant assumptions and implications of the score values according to the experimental study that focuses on investigating the suitability of the contents of the

coursebook to the pupils' levels and achievements. Firstly, the first achievement test, the following remarks can be advanced:

- The score value in the first achievement test ranges from 4.5 to 20 with the supremacy of the scores (18, 19, 19.5 and 20)
- 6 scores less than the average 10 and 26 scores more than or equal to the average 10
- The scores 18, 19, 19.5, and 20 being the fourth highest score frequency

Secondly, in the second achievement test the following points have been observed:

- The score value in the second achievement test ranges from 1.5 to 20 with the supremacy of the scores (18 and 19.5)
- 7 scores less than the average 10 and 25 scores more than or equal to the average 10
- The scores 16, 18, 18.5, 19, and 20 being the fifth highest score frequency

The achievement test 1 (the first trimester): statistical considerations (1st group)

Adapting the quantitative data of the achievement test via calculating the mean, the variance and the standard deviation help us to measure the degree of difference and similarity of the first and the second achievement tests scores.

The calculation of the Mean and the Standard Deviation of the first achievement test are shown in the table below:

Achievement test 1			
Scores "X" achievement test 1	Frequency "F"	Frequency score <i>FX</i>	Square of frequency score <i>FX²</i>
4.5	1	4.5	20.25
05	1	05	25
06	1	06	36

08	1	08	64
8.5	1	8.5	72.25
09	1	09	81
10	1	10	100
10.5	1	10.5	110.25
11	1	11	121
11.5	1	11.5	132.25
12	1	12	144
12.5	1	12.5	156.25
15.5	1	15.5	240.25
16	1	16	256
16.5	1	16.5	272.25
17	2	34	1156
17.5	1	17.5	306.25
18	3	54	2916
19	3	57	3249
19.5	3	58.5	3422.25
20	4	80	6400
Sum of "F"	32	$\Sigma Fx = 457.5$	$\Sigma Fx^2 = 19280.25$

Mean

$$x = \frac{\Sigma Fx}{N} = \frac{471}{32} = 14.71$$

X achievement test 1 = 14.71

Standard Deviation

SD achievement test 1 =

$$\sqrt{\frac{\Sigma fx^2 - x^2}{N}}$$

$$S^2 =$$

$$\frac{\Sigma Fx^2}{N} - x^2 =$$

$$\frac{19280.25}{32} - 602.5 - 216.38 = 386.12$$

$$SD = 386.12$$

$$SD =$$

$$\sqrt{386.12} = 19.64$$

SD achievement t 1 = 19.64

Table 4: Frequency of Scores, the Mean and the Standard Deviation of the First Achievement Test Scores (group one)

The achievement test 2 (the first trimester): statistical considerations (1st group)

Achievement test 2			
Scores "X" achievement test 2	Frequency "F"	Frequency score <i>FX</i>	Square of frequency score <i>FX²</i>
1.5	1	1.5	2.25
04	1	04	16
4.5	1	4.5	20.25
05	1	05	25
06	1	06	36
07	1	07	49
8.5	1	8.5	72.25
11.5	1	11.5	132.25
12	1	12	144
14	1	14	196
15	1	15	225
16	2	32	1024
17	1	17	289
18	4	72	5184
18.5	2	37	1369
19	9	171	29241
19.5	1	19.5	380.25
20	2	40	1600
Sum of "F"	32	ΣFX= 477.5	ΣFX²= 40005.25

Mean

$$X = \frac{\Sigma Fx}{N} = \frac{477.5}{32} = 14.92$$

Standard Deviation

SD achievement test 2 =

$$\sqrt{\frac{\Sigma f x^2 - x^2}{N}} =$$

$$S^2 =$$

$$\frac{\Sigma F X^2}{N} - x^2 =$$

$$\frac{40005.25}{32} - 1250.16 - 222.6 = 1027.56$$

$$SD =$$

$$\sqrt{1027.56} = 32.05$$

SD achievement t 2 = 32.05

Table 5: Frequency of Scores, the Mean and the Standard Deviation of the Second Achievement Test of the Scores (group one)

The comparison of the two tests' descriptive statistics reveals the difference between the first and the second achievement tests Mean and Standard Deviation.

Descriptive statistics	Achievement t 1	Achievement t2	The difference
Mean	14.71	14.92	0.21
Standard deviation	19.64	32.05	12.41

Table 6: comparison of the first and the second achievement tests mean and standard deviation (group one)

The result presented above suggests that the coursebook may fit the pupils' levels and achievements since the pupils' scores are highly observed. Even though, the differences in the Mean and the Standard deviation are not significantly remarkable, the results should be considerable to claim that the coursebook is not effective owing to the low level or bad achievement of the pupils in terms of the scores. As a result, the outcome demonstrated should not be ignored. To confirm statistically the result, in terms of pupils' progress, it is important to use another descriptive statistics for providing better outcomes and this is done through the t-test.

T-test calculation:

$$t = \frac{\text{sample (or test)one mean} - \text{sample(or test)two mean}}{\text{standard error of the diffrence in means (SE)}}$$

To calculate the standard error (SE), we need to apply the following formula:

$$SE = \frac{SD}{\sqrt{N}}$$

SD= standard deviation

N= the number of the sample, which is **N= 32**

We also need to consider these statistics:

X achievement t1= **14.71**
X achievement t2= **14.92**
SD achievement t1= **19.64**
SD achievement t2= **32.05**

So,

$$SE = \frac{SD}{\sqrt{N}} x = \frac{32.05-19.64}{\sqrt{32}}$$

$$SE = \frac{12.41}{5.65}$$

$$SE = 2.19$$

Standard error of the difference in means is 2.19

$$t - test = \frac{x \text{ achievement } t2 - x \text{ achievement } t1}{SE}$$

$$= \frac{14.92 - 14.71}{2.19}$$

$$= \frac{0.21}{2.19} = 0.09$$

$$t = 0.09$$

Degree of freedom:

According to brown, the degree of freedom (*df*) for the t-test of independent means is the first sample size minus one plus the second sample size minus one. It helps to find the critical value for "t". (qtd. in Meddour 174)

$$\begin{aligned} Df &= (N_1 - 1) + (N_2 - 1) \\ &= (32 - 1) + (32 - 1) = 62 \\ Df &= 62 \end{aligned}$$

Alpha decision level:

Alpha decision must be set in advance. The level may be at $\alpha < 0.05$ or at the more conservative $\alpha < 0.01$, if the decisions must be more sure (Brow qtd. in Meddour 174). In the present achievement tests studies, a decision has been made to set alpha at $\alpha < 0.05$ which means 05% chance of error can be tolerated. The test two tailed because there is one and may exist two results behind the level of the pupils through using the coursebook. Having two tailed tests means predicting that the pupils may achieve good scores and they also may realize bad scores whether in the first achievement test or in the second.

Critical value:

Since alpha is set at $\alpha < 0.05$ for a two tailed decisions, $df = 62$ and the corresponding critical value for “ t ”, in Fisher and Yates table of critical value is **1.67**, then we get $t_{obs} > t_{crit}$ ($1.67 > 0.09$)

Hypotheses testing:

The necessary information for testing the hypotheses has been collected and is presented in the table below:

<p>Statistical hypotheses: $H_0: X \text{ achievement } t_2 = X \text{ achievement } t_1$</p> <p>$H_1: X \text{ achievement } t_2 < X \text{ achievement } t_1$ or</p> <p>$X \text{ achievement } t_2 > X \text{ achievement } t_1$</p> <p>The null hypothesis H_0 means that there is no statistically significant difference between the means of the group in the first achievement test and the second one. The alternative hypothesis means that there is statistically significant difference in the means of the first achievement test and the achievement test.</p> <p>Alpha decision: $\alpha < 5$, two- tailed decision</p> <p>Observed statistics: $t_{obs} = 0.09$</p> <p>Critical statistics: $t_{crit} = 1.67$</p> <p>Degree of freedom: $Df = 62$</p>

Table 7: Hypothesis Testing Rule

Statistical significance and the size effect of the tests:

Since the observed statistics is lower than the critical value ($1.67 > 0.09$), the null hypothesis H_0 is rejected, then the alternative hypothesis is automatically accepted because it supports that there is a difference between the means of the tests ($14.92 > 14.71$). From

the obtained result, the suggestion has been determined to say that the coursebook contents may fit the pupils' levels and achievements (the case of the first group)

The effect size:

The effect size (Eta squared) is calculated by the following formula:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N1 - 1)} = \frac{8.1^2}{8.1^2 + 31} = \frac{65.61}{96.71} = 0.678$$

The effect size is 0.2

The corresponding effect of this value (0.2) indicates that there is a large effect of the input on the output. In which the input is the contents of the coursebook and the output is the pupils' levels and achievements scores in the achievement test of the first trimester and the achievement test of the second trimester. Thus, the contents of the coursebook fit the level of pupils of the first group.

Group two:

N	Pupils' name	Achievement test 1	Achievement test 2
01	A.ML	8.5	11
02	B.W	12	15
03	B.O	12.5	11
04	B.H	16.5	17.5
05	B.S	10.5	14
06	B.IR	16.5	18.5
07	B.MA	04	3.5
08	B.M	18.5	19
09	B.O	08	14
10	T.Y	16	19
11	H.MS	19	18.5
12	H.H	17.5	18.5
13	KH.MM	07	10
14	KH.SH	08	08
15	R.K	14	11

16	S.W	8.5	15
17	SH.MS	18	14
18	T.M	07	09
19	TB.RL	07	07
20	ADJ.AN	17.5	15
21	O.FZ	11	8.5
22	F.FZ	07	6.5
23	L.AR	15.5	14.5
24	M.MA	18	17
25	M.MA	12	15.5
26	M.IZ	07	2.5
27	MW.AR	11.5	15
Sum of the scores Σx		328.5	348
Mean of the scores (\bar{X})		12.16	12.88

Table 8: the achievement tests of the first trimester and the second trimester of the second group

Similarly, the results that appear in the table above show an observed progress in pupils' scores from the achievement test of the first trimester to the achievement test of the second trimester. This development is expressed in the sum of the scores (**328.5 to 348**) and the difference in the means (**12.16 to 12.88**). The table below indicates the difference in the means in both tests and how pupils achieved a good level by a comparison made between the two.

The test	Achievement test 1	Achievement test 2	Difference in the means
The mean	12.16	12.88	0.72

Table 9: the achievement tests: Means of the scores

According to the results from the table, one can notice the difference in pupils' scores from the first achievement test to the second achievement test. The difference is expressed by **0.72**, even though the outcome is not very high, at the beginning the pupils achieved good results and scores. And this appears in the means within both tests (**12.16 to 12.88**) which makes sense that the pupils have performed a considerable progress. At the end, pupils' development level is related to what they acquire or study during the period of the

two trimesters by using the contents of the coursebook; that is to say, there is no doubt that the coursebook may fit the pupils' levels. This results concern both the first group and the second group. There is one group left; consequently, the achieved result cannot be generalized to all the groups.

Analysis and interpretation of the results:

Achievement test 1		Achievement test 2	
Scores "X" achievement test 1	Frequency "F"	Scores "X" achievement test 2	Frequency "F"
04	1	2.5	1
07	5	3.5	1
08	2	6.5	1
8.5	2	07	1
10.5	1	08	1
11	1	8.5	1
11.5	1	09	1
12	2	10	1
12.5	1	11	3
14	1	14	3
15.5	1	14.5	1
16	1	15	4
16.5	2	15.5	1
17.5	2	17	1
18	2	17.5	1
18.5	1	18.5	3
19	1	19	2
Sum of "F"	27	Sum of "F"	27

Table 10: achievement test 1 and achievement test 2 of the group 2. Frequency distribution of score values

At the outset of the first achievement test, the following remarks have been observed:

- The score value in the first achievement test ranges from 1 to 19 with the supremacy of the scores (16.5,17.5 and 18)
- 10 scores less than the average 10 and 17 scores more than or equal to the average 10
- The scores 16.5,17 and 18 being the third highest score frequency

Secondly, the second achievement test, the following points have been noticed:

- The score value in the second achievement test ranges from 2.5 to 19 with the supremacy of the scores (15,18.5 and 19)
- 7 scores less than the average 10 and 20 scores more than or equal to the average 10
- The scores 15,18.5 and 19 being the third highest score frequency

The achievement test 1 (the first trimester): statistical considerations (the second group)

The calculation of the mean and the standard deviation of the first achievement test are shown in the table below:

Achievement test 1			
Scores "X" achievement test 1	Frequency "F"	Frequency score FX	Square of frequency score FX^2
04	1	04	16
07	5	35	1225
08	2	16	256
8.5	2	17	289
10.5	1	10.5	110.25
11	1	11	121
11.5	1	11.5	132.25
12	2	48	2304
12.5	1	12.5	156.25
14	1	14	196
15.5	1	15.5	240.25
16	1	16	256
16.5	2	33	1089
17.5	2	35	1225
18	2	36	1296
18.5	1	18.5	342.25
19	1	19	361
Sum of "F"	N=27	$\Sigma FX= 352.5$	$\Sigma FX^2= 9615.25$

Mean

$$x = \frac{\Sigma Fx}{N} = \frac{328.5}{27} = 12.16$$

X achievement test 1= 12.16

Standard deviation

SD achievement test 1=

$$S^2 = \frac{\Sigma fx^2 - x^2}{N} = \frac{9615.25}{27} - 147.86 = 208.26$$

Sd=208.26

Sd=

$$\sqrt{208.26} = 14.43$$

Sd achievement t 1= 14.43

Table 11: Frequency of Scores, the Mean and the Standard Deviation of the First Achievement Test Scores (group two)

The achievement test 2 (the second trimester): statistical considerations

Achievement test 2			
Scores "X" achievement test 2	Frequency "F"	Frequency score <i>FX</i>	Square of frequency score <i>FX²</i>
2.5	1	2.5	6.25
3.5	1	3.5	12.25
6.5	1	6.5	42.25
07	1	7	49
08	1	8	64
8.5	1	8.5	72.25
09	1	9	81
10	1	10	100
11	3	33	1089
14	3	42	1764
14.5	1	14.5	210.25
15	4	60	3600
15.5	1	15.5	240.25
17	1	17	289
17.5	1	17.5	306.25
18.5	3	55.5	3080.25
19	2	38	1444
Sum of "F"	N=27	<i>ΣFX</i>= 348	<i>ΣFX²</i>= 12450

So,

$$SE = \frac{SD}{\sqrt{N}} = \frac{17.18 - 14.43}{\sqrt{27}}$$

$$= SE = \frac{2.75}{5.19}$$

$$SE = 0.52$$

Standard error of the difference in means is 0.52

$$t - test = \frac{x \text{ achievement } t2 - x \text{ achievement } t1}{SE}$$

$$= \frac{12.88 - 12.16}{0.52}$$

$$= \frac{0.72}{0.52} = 1.38$$

$$t = 1.38$$

Degree of freedom

According to Brown, the degree of freedom (df) for the t-test of independent means is the first sample size minus one plus the second sample size minus one. It helps to find the critical value for "t".

$$\begin{aligned} Df &= (N_1 - 1) + (N_2 - 1) \\ &= (27 - 1) + (27 - 1) = 52 \\ Df &= 52 \end{aligned}$$

Critical value:

Since alpha is set at $\alpha < 0.05$ for a two tailed decisions, $df = 52$ and the corresponding critical value for "t", in Fisher and Yates table of critical value is **1.67**, then we get $t_{obs} > t_{crit}$ (1.67 > 1.38)

Hypotheses testing:

The necessary information for testing the hypotheses has been collected and will be presented in the next table:

<p>Statistical hypotheses: $H_0: X \text{ achievement } t_2 = X \text{ achievement } t_1$</p> <p>$H_1: X \text{ achievement } t_2 < X \text{ achievement } t_1$ or</p> <p>$X \text{ achievement } t_2 > X \text{ achievement } t_1$</p> <p>The null hypothesis H_0 means that there is no statistically significant difference between the means of the group in the first achievement test and the second one. The alternative hypothesis means that there is statistically significant difference in the means of the first achievement test and the achievement test.</p> <p>Alpha decision: $\alpha < 5$, two-tailed decision</p> <p>Observed statistics: $t_{obs} = 1.38$</p> <p>Critical statistics: $t_{crit} = 1.67$</p> <p>Degree of freedom: $Df = 52$</p>
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Table3.1.14: Hypothesis Testing Rule

Statistical significance and the size effect of the tests:

Since the observed statistics are lower than the critical value ($1.67 > 1.38$), the null hypothesis H_0 is rejected. Then, the alternative hypothesis is automatically accepted because it supports that there is a difference between the means of the tests ($12.16 < 12.88$). From the result reached, the suggestion has been determined to say that the coursebook contents may fit the pupils' levels and achievements, this concerned the second group.

The effect size:

The effect size (Eta squared) is calculated by the following formula:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N1 - 1)} = \frac{1.9}{1.9 + 26} = \frac{1.9}{27.9} = 0.06$$

The effect size is 0.06

The corresponding effect of this value (0.06) indicates that there is an effect of the input on the output. In which the input is the contents of the coursebook and the output is the pupils' levels and achievements scores in the achievement test of the first trimester and the achievement test of the second trimester. Thus, the content of the coursebook fits the level of pupils of the second group. However, the level of the students is not the same, the pupils' levels of the first group seem higher than the level of the pupils in the second group.

Group three:

N	Pupils' name	Achievement test 1	Achievement test 2
01	B.A	10.5	08
02	B S.M	10.5	12
03	B A Y.A M	11	13
04	B A I.I	7.5	06
05	B A I.Y	10	10.5
06	B N.A R	14	17
07	B.M Y	5.5	3.5
08	T.B	10.5	17
09	H M T.Z A	03	01
10	H.F	6.5	05
11	K.A S	11	16
12	D.M	17.5	17
13	R.A M	10	10
14	Z.A	09	10.5
15	Z.A Y	08	12
16	Z.C	11.5	18
17	Z.D	12.5	14
18	S.SH	08	10
19	SH. O C	10.5	11
20	F.A	08	05

21	G.S	17	17
22	K.I	7.5	08
23	M.I	07	08
24	M.Y	05	05
25	M.M I	12	15.5
26	N.A	6.5	07
27	N.M R	2	0
28	B A.I.M	08	7.5
Sum of the scores Σx		260	284.5
Mean of the scores (\bar{X})		9.28	10.16

Table 15: the achievement tests of the first trimester and the second trimester of the third group

The results that appear in the table above show an observed progress in pupils' scores from the achievement test of the first trimester to the achievement test of the second trimester, this development is expressed in the sum of the scores (**260 to 284.5**) and the difference in the means (**9.28 to 10.16**). The table below displays the difference in the mean in both tests and how pupils achieved a good level by a comparison made between the two.

The test	Achievement test 1	Achievement test 2	Difference in the means
The mean	9.28	10.16	0.88

Table 16: the achievement tests: means of the scores

According to the results from the table above, one can notice the difference in pupils' scores from the first achievement test to the second achievement test. The difference is expressed by **0.88**. The outcome is not high but from the outset pupils did not achieve accepted results and scores. And that appears in the mean within both tests (**9.28 and 10.16**) which proves that the pupils have not performed a good progress. As stated in the analysis of the previous groups, pupils' levels are related to what they acquire or study during the period of the two trimesters by using the content of the coursebook. That is to say, there is no doubt that the coursebook may not fit all pupils' levels. These results

concern the third group unlike the two previous groups. Consequently, the achieved results are not stable.

Analysis and interpretation of the results:

Achievement test 1		Achievement test 2	
Scores "X" achievement test 1	Frequency "F"	Scores "X" achievement test 2	Frequency "F"
2	1	0	1
3	1	1	1
5	1	3.5	1
5.5	1	5	3
6.5	2	6	1
7	1	7	1
7.5	2	7.5	1
8	4	8	3
9	1	10	2
10	2	10.5	2
10.5	4	11	1
11	2	12	2
11.5	1	13	1
12	1	14	1
12.5	1	15.5	1
14	1	16	1
17	1	17	4
17.5	1	18	1
Sum of "F"	28	Sum of "F"	28

Table 17: achievement test 1 and achievement test 2 of the group 3. Frequency distribution of score values

At the outset the first achievement test, the following remarks have been observed:

- The score value in the first achievement test ranges from 2 to 17.5
- 14 scores less than the average 10 and 14 scores more than or equal to the average 10
- There are no higher scores only lower scores from 2 to 9

Secondly the second achievement test, the following points have been observed:

- The scores value in the second achievement test range from 0 to 18 with the supremacy of the score (17)

- 12 scores less than the average 10 and 16 scores more than or equal to the average 10
- The scores 17 being the only higher score frequency

The calculation of the Mean and the Standard Deviation of the First Achievement Test are shown in the table below:

The achievement test 1 (the first trimester): statistical considerations

Achievement test 1			
Scores "X" achievement test 1	Frequency "F"	Frequency score <i>FX</i>	Square of frequency score <i>FX²</i>
2	1	2	4
3	1	3	9
5	1	5	25
5.5	1	5.5	30.25
6.5	2	13	169
7	1	7	49
7.5	2	15	225
8	4	32	1024
9	1	9	81
10	2	20	400
10.5	4	42	1764
11	2	22	484
11.5	1	11.5	132.25
12	1	12	144
12.5	1	12.5	156.25
14	1	14	196
17	1	17	289
17.5	1	17.5	306.25
Sum of "F"	N=28	$\Sigma FX= 260$	$\Sigma FX^2= 5488$

<p>Mean</p> $x = \frac{\Sigma Fx}{N} = \frac{260}{28} = 9.28$ <p><i>X achievement test 1</i> = 9.28</p> <p>Standard deviation</p> <p><i>SD achievement test 1</i> =</p> $S^2 = \frac{\Sigma fx^2 - x^2}{N} = \frac{5488}{28} - 86.11 = 109.89$ <p>Sd = 109.89</p> <p>Sd = $\sqrt{109.89} = 10.48$</p> <p>Sd achievement t 1 = 10.48</p>

Table 18: frequency of scores, the mean and the standard deviation of the first achievement test scores (group three)

The achievement test 2 (the second trimester): statistical considerations

Achievement test 2			
Scores "X" achievement test 2	Frequency "F"	Frequency score <i>FX</i>	Square of frequency score <i>FX²</i>
0	1	0	0
1	1	1	1
3.5	1	3.5	12.25
5	3	15	225
6	1	6	36
7	1	7	49
7.5	1	7.5	56.25
8	3	24	576
10	2	20	400
10.5	2	21	441
11	1	22	484
12	2	24	576
13	1	13	169
14	1	14	196
15.5	1	15.5	240.25
16	1	16	256
17	4	68	4624
18	1	18	324
Sum of "F"	28	$\Sigma FX = 295.5$	$\Sigma FX^2 = 8665.75$

<p>Mean</p> $\bar{X} = \frac{\sum Fx}{N} = \frac{284.5}{28} = 10.16$ <p>Standard deviation</p> <p><i>SD achievement test 2 =</i></p> $S^2 = \frac{\sum fx^2 - x^2}{N} = \frac{8665.75}{28} - 103.22 = 206.27$ <p><i>Sd =</i></p> $\sqrt{206.27} = 14.36$ <p>Sd achievement t 2 = 14.36</p>

Table 19: Frequency of Scores, the Mean and the Standard Deviation of the Second Achievement Test of the Scores (group three)

The comparison of the two tests' descriptive statistics reveals the difference between the first and the second achievement tests Mean and standard deviation.

Descriptive statistics	Achievement t 1	Achievement t2	The difference
Mean	9.28	10.16	0.88
Standard deviation	10.48	14.36	3.88

Table 20: Comparison of the First and the Second Achievement Tests Mean and Standard Deviation (group three)

The results presented above suggest that the coursebook may not fit the pupils' levels and achievements since the pupils' scores are bad. Even though the differences in the Mean and the Standard deviation are not significantly remarkable in particular with group, we can say that the coursebook is not effective owing to the low levels or bad achievements of the pupils in terms of the scores. To confirm statistically the result, in terms of pupils' progress, it is important to use another descriptive statistics for providing better results and this is done through using the t-test.

T-test calculation:

$$t = \frac{\text{sample (or test)one mean} - \text{sample(or test)two mean}}{\text{standard error of the diffrenece in means (SE)}}$$

To calculate the standard error (SE), we need to apply the following formula:

$$SE = \frac{SD}{\sqrt{N}}$$

SD= standard deviation **N**= the number of the sample, which is **N= 28**

We also need to consider these statistics:

X achievement t1= 9.28 X achievement t2= 10.16 SD achievement t1= 10.48 SD achievement t2= 14.36

So,

$$SE = \frac{SD}{\sqrt{N}} x = \frac{14.36 - 10.48}{\sqrt{28}}$$

$$=SE = \frac{3.88}{5.29}$$

$$SE= 0.73$$

Standard error of the difference in means is 0.73

$$t - test = \frac{x \text{ achievement } t2 - x \text{ achievement } t1}{SE}$$

$$= \frac{10.16 - 9.28}{0.73}$$

$$= \frac{0.88}{0.73} = 1.2$$

$$t = 1.2$$

Degree of freedom

According to Brown, the degree of freedom (*df*) for the t-test of independent means is the first sample size minus one plus the second sample size minus one. It helps to find the critical value for "t". (qtd. in Meddour 174)

$$Df= (N_1-1) + (N_2-1)$$

$$= (28-1) + (28-1) = 54$$

$$Df = 54$$

Critical value:

Since alpha is set at $\alpha < 0.05$ for a two tailed decisions, $df = 54$ and the corresponding critical value for “ t ”, in Fisher and Yates table of critical value is **1.67**, then we get $t_{obs} > t_{crit}$ ($1.67 > 1.2$)

Hypotheses testing:

The necessary information for testing the hypotheses has been collected and is presented in the next table:

Statistical hypotheses: $H_0: X_{achievement\ t\ 2} = X_{achievement\ t\ 1}$

$H_1: X_{achievement\ t\ 2} < X_{achievement\ t\ 1}$ or

$X_{achievement\ t\ 2} > X_{achievement\ t\ 1}$

The null hypothesis H_0 means that there is no statistically significant difference between the means of the group in the first achievement test and the second one. The alternative hypothesis means that there is statistically significant difference in the means of the first achievement test and the achievement test.

Alpha decision: $\alpha < 0.05$, two- tailed decision

Observed statistics: $t_{obs} = 1.2$

Critical statistics: $t_{crit} = 1.67$

Degree of freedom: $Df = 54$

Table 21: Hypothesis Testing Rule

Statistical significance and the size effect of the tests:

Since the observed statistics are lower than the critical value ($1.67 > 1.2$), the null hypothesis H_0 is rejected, then the alternative hypothesis is automatically accepted because it supports that there is a difference between the mean of the tests ($9.28 < 10.16$). From the obtained result, the suggestion has been determined to say that the coursebook contents may not fit the pupils' levels and achievements (the case of the third group)

The effect size:

The effect size (Eta squared) is calculated by the following formula:

$$\mathbf{Eta\ squared} = \frac{t^2}{t^2 + (N1 - 1)} = \frac{1.44}{28.44} = \frac{1.44}{28.44} = 0.05$$

The effect size is 0.05

The corresponding effect of this value (0.05) indicates that there is an effect of the input on the output. In which the input is the content of the coursebook and the output is the pupils' levels and achievements scores in the achievement test of the first trimester and the achievement test of the second trimester. Thus, the content of the coursebook may not fit all the levels of pupils of the third group.

Conclusion

On the whole, in all groups there exists a difference in the mean between the first and the second achievement tests. Although the difference in the means is not very high, it has an effect on the result. We can notice in particular that the first and the second groups' scores are good whereas the third group's scores are somehow weak. That is to say, the coursebook may fit a specific level of students which is high level and may not fit low levels students. Therefore, its contents do not correspond to all the categories of pupils.

3.2 Classroom Observation Checklist

3.2.1 Description of the checklist:

The checklist was used in the classroom of middle school of first year level by the researcher. It aims at investigating the learners' feedback through the use of Spotlight on English One coursebook and to evaluate its impact on the pupils. The objective of the checklist is to observe the pupils reactions, attitudes and feedbacks through using the coursebook.

3.2.2 The analysis and the results of the checklist:

The checklist was used during six (6) sessions, two (2) sessions for each group of a total sample of three groups.

The first group:

The results of the first group were as follows: the total number of the pupils in the first group was 32 pupils but there was minor fluctuation in the attendance. As stated in the previous chapters, the content of the coursebook is a task-based content. So, the teacher did sometimes use the coursebook in the classroom, in the first session the coursebook was not used at all; however, in the second one it was used. Once the teacher presented the activities, the majority of the pupils nearly 75% participated; this indicates that their participation rate is very good. Another point was that the teacher kept repeating the questions and she explained the activity several times. After that, the pupils started responding to the questions and the majority of their answers were correct. This indicates that they have background knowledge about the content of the activities even though they found difficulties in understanding the activities particularly the questions which were not totally clear. That is to say, all the activities have a specific complexity level and not all of

them seem suitable to the pupils' levels in particular those which are related to pronunciations and intonation. The pupils showed a positive response toward the activities which looked very interesting to them. During the session both the teacher and the pupils played an active role i.e. classroom interaction. The teacher herself acted several roles as: facilitator of the content, evaluator, guide to the pupils and a resource. It means that pupils largely depend on the teacher in learning the foreign language. Pupils' learning styles varied from one activity to another; they often prefer to work in pairs and in groups. Generally, skills are taught in an integrative way because they cannot be taught in isolation. The most practised skill during the session was speaking skills. Each time the teacher asked her pupils to repeat some statements or extracts. Consequently, the pupils were more motivated to speak in all cases and their speaking proficiency level (spoken production) was good. The same procedure occurred in writing skills, the teacher sometimes asked the pupils to write a short paragraph on a specific topic, for instance the description of a person. Similarly, pupils' writing proficiency level was also acceptable. Regardless, of these cases, reading skill was not involved. Since the coursebook contents is a task-based, there are no reading texts or extracts. So, pupils were neither encouraged to read nor to listen to some extracts. Pupils' interests could not be determined precisely, they could be interested in speaking extracts and written expression, and they might like reading texts and listening to scripts if they would be presented to them.

The second group:

The total number of the second group was 27 pupils. When the teacher presented the activities which were varied in the source, about a 60% of the pupils participated, and they were interested in the activities. The teacher in the first session did not use the coursebook at once but in the second session she did. Pupils' answers were acceptable. Even though the pupils had difficulties in understanding the questions, their answers were good. This

indicates that the pupils may have background knowledge about the topics of the activities despite some problems in understanding the language and the exercises. Pupils learning styles differs from one activity to another, they prefer to learn either individually or in pairs, or in groups. As in the other group, both the pupils and the teacher play an active role. The teacher himself acts as facilitator, a guide to the pupils and as a resource. Skills were so integrated together in teaching; the teacher was effective in teaching speaking and writing skills. Pupils' proficiency level in speaking and writing skills was good. At the end, the last observation was that pupils extensively relied on the teacher in learning the foreign language.

The third group:

Pupils' number in the third group was 28 pupils. Almost the same remarks were noticed in this group; however, there were some differences in the results. Firstly, pupils' participation was not totally good about 30% of the pupils were took part in the activities. This result is somehow weak; it is probably related to the pupils' levels which implies that the pupils do not have background knowledge of the activities. Moreover, they seemed unable to understand the questions and the language used appeared incomprehensible to them. Pupils' answers were alternatively correct and wrong during the activities. It was not really clear if the pupils were demotivated or the activities themselves were not interesting. The teacher in this group tried to make the pupils much more actively involved; nevertheless, they also depend highly on their teacher in the learning process.

Conclusion

In conclusion, the main results we have obtained are that the coursebook was not used sufficiently in the classroom. Pupils' participations and interests were varied. Accordingly, pupils' levels in the first and the second group were high in contrast with the pupils' level

in the third group which was somehow bad. Skills in general are integrative. Lastly, we have noticed that the focus was only on the speaking and writing skills, whereas the listening and reading skills were somehow neglected.

3.3 Pupils' Questionnaire

Introduction

The questionnaire is about the suitability of the coursebook to the pupil's levels, objectives and needs, also it seeks to discover the extent of the effectiveness of the content in terms of topics, activities, and so on to the pupils' attitudes. It was submitted to thirty (30) pupils at Madani Rahmoun middle school.

3.3.1 Description of the questionnaire:

The questionnaire is made up of two (2) sections. Section one is about general information, and section two is concerned with the coursebook. The pupils were asked to answer the questionnaire by ticking on the corresponding choice and making full statements when necessary. The total number of the questions included in the questionnaire was twenty three (23).

Section one: "general information" contains three questions. It mainly attempts to identify the target group their age and their personal attitudes toward the English course. Section two; however, covers seventeen questions. They were designed under determined sub-titles. The first title was "the topics", this part includes four questions. The second topic is "the activities" which includes five questions. The third topic is "illustrations" and it includes only one single question, then there is the "language" part and it comprises also only one question. Another topic is "skills", this part has one question. Finally there is

the last part which is devoted to “method, objectives and skills” and this last contains five questions.

3.3.2 The analysis and discussion of the questionnaire:

Before starting the analysis of the questionnaire, some instructions must be set. As stated before, the total number of the sample is thirty (30) pupils; consequently, this number will be matched with the percentage 100%. The results were as followed:

Section one: General information

Question 1: Age

response	11	12	13	14	15	16
participants	8	14	5	2	0	1
percentage	26.66%	46.66%	16.66%	6.66%	00%	3.33%

Table 22: age of the pupils

From this result, we can notice that pupils ‘age is varied from 11 to 16. The majority of the pupils’ age is 12.

Question 2: Class

Response	1AM
Participants	30
Percentage	100%

Table 23: the class

As stated before, this study is interested on first classes of middle school.

Question 3: Do you like English subject?

Response	Yes	Partly	No
Participants	17	8	5
Percentage	56.66%	26.66%	16.66%

Table 24: pupils' attitudes toward English subject

As it is observed, the majority of the pupils 56.66% like English subject, but a few of them do not like it whether somehow or totally.

If no, why you do not like English? Pupils do not like English subject because they consider it as a complicated subject, they do not understand the language whether spoken or written, they do not know how to read it even, other pupils do not like English subject because they do not understand the way it works, grammar, phonology, and they do not have background knowledge on the subject matter.

Section two: the course book

The topics:

Question1: do you like the topics that suggested in the coursebook?

Response	Yes	Partly	No
Participants	7	16	7
Percentage	23.33%	53.33%	23.33%

Table 25: pupils' attitudes toward the topics of the coursebook

The result shows that the majority of the pupils 53.66% like somehow the topics that are suggested in the coursebook. However, an equal outcome appears between whether they totally like the topics or they totally dislike them 23.33%.

Question2: which topics do you like? Please put a tick (✓) across the topics that you like.

Topics	Participants	Percentage
Hello!	18	60%
Family and friends	22	73.33%
Sport	29	96.66%
In and Out	/	/
Food	20	66.66%
Inventions and Discoveries	/	/
Environment	/	/

Table 26: Pupils' attitudes toward the different topics within the coursebook

As we can see the most preferable topic to the pupils is the sport 96.66%, they also like topics such as Family and Friend, Food and Hello. However, topics like In and Out, Inventions and Discoveries and Environment are not chosen because they have not been presented yet.

Why you do not like the other topics? Pupils do not like the other topics since they do not have a considerable number of vocabulary or lexis about the language; they only have a small number of terms for example: hi, hello, numbers. These words seem simple and familiar to them. The topics look so boring to the pupils and they do not seem so interesting to them also such as food.

Question 3: Do you have difficulties in understanding the topics?

Response	Yes	Partly	No
Participants	8	12	10

Percentage	26.66%	40%	33.33%
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Table 27: pupils’ responses about the complexity of the topics

Even though the pupils like the topics within the coursebook , they have a little difficulty in understanding them. This means that there are some pupils who do not have any problem with the complexity of the topics at all and others have a little confusion.

What are the topics that you have difficulties in understanding? Pupils have difficulties in understanding these topics: environment, inventions and discoveries and in and out , food and hello.

Question4: what are the topics that you want to learn in class? (If there are other topics which are not included in the course book) pupils want to learn some topics like: songs, stories, history texts, funny games, reading texts.

Activities:

Question1: Do you like the activities that are included in the coursebook?

response	yes	Partly	no
participants	8	18	4
percentage	26.66%	60%	13.33%

Table 28: students’ responses on the activities presented in the coursebook

The analysis shows that the majority of the pupils do not like the activities within the coursebook. This percentage of 60% indicates that they do have some problems with them. Unlike this one, other pupils do not like the activities at all and this percentage is weak about 13.33% and there must be a reason. However, about 26.66% do like the activities with no problems.

Question2: which activities are attractive to you?

The activities	participants	Percentage
Role play	11	36.66%
Pair work	19	63.33%
Games	25	83.33%
Group work	17	56.66%
Listening exercises	6	20%
Reading comprehension exercises	12	40%
Grammar exercises	9	30%
Written expression	13	43.33%
Speaking exercises	4	13.33%
Individual work	12	40%

Table 29: pupils' attitudes toward the different kinds of the activities

The most attractive activities to the pupils that have the supremacy are: games, pair work, group work and written expression. The other topics; in contrast, are not preferable so much: speaking exercises, grammar exercises and so on.

Question3: do you enjoy them?

Response	Yes	Partly	No
Participants	9	12	9
Percentage	30%	40%	30%

Table 30: pupils 'perspectives toward practicing the activities

The table above indicates that the majority of the pupils have a neutral opinions and this demonstrates in the percentage of 40%. An equal outcome 30% has achieved between the agreements on whether they enjoy practicing the activities and the disagreement 30% on whether they totally do not enjoy them.

If no, please justify. Pupils do not enjoy the activities because they do not understand the language, the questions and what they should do, the activities do not interest the pupils and sometimes the pupils are not interested in the activities.

Question4: do you have difficulties in understanding and solving them?

Responses	Yes	Partly	No
Participants	13	11	6
Percentage	43.33%	36.66%	20%

Table 31: pupils’ responses on the difficulties facing them

What are the difficulties that face you? Pupils do not understand the language because they do not have background about the topics or the questions of the activities they are exposed to.

Question5: does the project work oblige you to do something that you do not really like?

Responses	Always	Sometimes	Never
Participants	8	11	11
Percentage	26.66%	36.66%	36.66%

Table 32: pupils’ attitudes toward the project work

The results indicate that the pupils are sometimes obliged to do the project work and in fact they do not want to do so. About 36.66% of the pupils’ response was the contrast.

Illustrations:

Question1: do you like the pictures and drawings within the coursebook?

Responses	Yes	Partly	No
Participants	25	2	3
Percentage	83.33%	6.66%	10%

Table 33: Table: pupils' attitudes toward illustrations

The most preferable way of learning by the majority of the pupils is by leaning by pictures and illustrations, about 83.33% of the pupils like the illustrations of the coursebook.

Language:

Question1: do you find the vocabulary used to express the language difficult to understand?

Responses	Yes	Partly	No
Participants	11	15	4
Percentage	36.66%	50%	13.33%

Table 34: the complexity of vocabulary

Most of the pupils 50% find that the vocabulary used to express the language are somehow difficult to understand; however, only few pupils 13.33% stated that there is not problem in understanding the vocabulary.

Skills:

Question1: does the coursebook help you develop your skills?

Responses	Yes	Partly	No
Participants	10	15	5
Percentage	33.33%	50%	16.66%

Table 35: development of pupils' skills

Half the percentage of pupils 50% agreed that the coursebook does not help them develop their skills, and 33.33% of them believed that it is helpful in increasing their skills level.

If your answer was no or partly, what are the skills that have not been developed very well?

The skill	Participants	Percentage
Reading skills	20	66.66%
Listening skills	11	36.66%
Writing skills	15	50%
Speaking skills	14	46.66%

Table 36: language skills

Methods, objectives and needs

Question1: does the method used in presenting the courses help you learn the language?

Responses	Yes	Partly	No
Participants	9	12	9
Percentage	30%	40%	30%

Table 37: pupils' attitudes about the method used

The result in the table above indicates that the majority of the pupils 40% stated that the method used in presenting the courses does not completely help them learn the language, but an equal finding between whether pupils were totally agree or disagree on the method was determined by 30%.

Question2: Does your teacher present different activities that make you active in the classroom?

Responses	Always	Sometimes	Never
Participants	11	16	3
Percentage	36.66%	53.33%	10%

Table 38: pupils' attitudes toward the presented activities

The majority of pupils agree that the teacher does sometimes present activities which do not totally make the pupils active in the classroom, whereas about 36.66% of them assert the opposite.

Question3: does the coursebook help you use the language inside and outside the classroom?

Responses	Yes	Partly	No
Participants	7	14	9
Percentage	23.33%	46.66%	30%

Table 39: pupils' attitudes toward using the language

The table above indicates that the coursebook does not completely help pupils in using the language inside and outside 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.

Question4: do you think that the content of the coursebook is compatible with your level?

Responses	Entirely	Partly	Not at all
Participants	10	13	7

Percentage	33.33%	43.33%	23.33%
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Table 40: The Suitability of the Content of the Coursebook to Pupils' Levels

Whatever your answer please explain, pupils state that the content of the coursebook may not fit their needs , they assert that the content is not clear , no clear instructions or rules, the vocabulary is somehow difficult to grasp, there are some activities which seem not understood and the level of the language is somehow high.

Question5: do you think that the coursebook meets your objectives i.e. does it fulfill your needs?

Responses	yes	Partly	No
Participants	11	11	8
Percentage	36.66%	36.66%	26.66%

Table 41: The Suitability of the Coursebook to Pupils' Objectives and Needs

Whatever your answer, please explain how. Pupils who agree that the coursebook fit their levels and objectives state that it is so helpful and they can rely more on it in learning the language, besides they have no problem concerning the complexity of vocabulary or topics; however, those who do not agree on the suitability of the coursebook to their objectives state the contrast, they said that the content was somehow difficult and unclear and their level was not equivalent to the content, they did not expect topics like the presented ones, also they do not know how to deal with the activities.

The majority of pupils, an equal percentage 36.66% between totally agree and somehow agree, stated that some of the content of the coursebook fit the learning objectives. Nevertheless, a few number of them 26.66% agree that it may not fit their objectives and

needs because of the complexity and the unexpected content i.e. the types of the topics, the activities, and the vocabulary and this problem will affect the teacher goals as well.

Conclusion

The questionnaire aims at analysing pupils' general views on the coursebook *Spotlight on English One*. There is a very clear statement that the coursebook does not totally fit pupils' levels, needs, and objectives. According to the pupils, there are some points which they like in the coursebook and there are others which they dislike. For instance, pupils like the topics even though they did propose some which do not exist in the coursebook contents. In addition, some of them deplored certain topics because of their complexity. They also like activities such as games, group work besides to the illustrations. Generally, the coursebook has some advantages and disadvantages which require some readjustments with respect to the local realities in order to increase the coursebook' usefulness and effectiveness.

3.4 Teachers' Perspectives on the Evaluation of the Course Book *Spotlight on English One* (Teachers' questionnaire)

Introduction

The questionnaire is used to evaluate the coursebook *Spotlight on English One* from teachers' perspectives. Also, it seeks to investigate the main strengths and shortcomings and detects the extent of the suitability to the pupils' levels. It was submitted to three teachers in different middle schools.

3.4.1 Description of the questionnaire:

The questionnaire is made of three (3) sections. Section one deals with general information, section two concerns the coursebook and section three focuses on teachers'

recommendations. Teachers were kindly asked to answer the questionnaire by ticking on the corresponding choice and making full statements when necessary. The total number of the questions included in the questionnaire was twenty five (25).

Section one: general information contains three questions. It mainly attempts to identify the teaching experience of the teachers and two questions concern pupils. Section two named the coursebook and it covers twenty one (21) questions. They are designed under determined sub-titles. The first title is “teachability”, this part includes two questions. The second one is “flexibility”: and this includes also two questions. The third topic is interested in “teaching method” and it contains only one question. The fourth part is “language, topics and contents” and it covers four questions. After that, there is “language skills” part and it involves six questions. The next topic is “social and cultural context”, it involves only one question. Then, we have “accompanying materials” which covers also one question. The next topic is “objectives and needs” and it involves four questions. Finally, the third section is “teachers’ recommendations” and it covers only one question.

3.4.2 The Analysis and the Discussion of the Questionnaire:

Section One: General Information:

1/ Teaching experience: how long have you been teaching English?

Responses	Less than 5 years	Between 5 and 10	More than 10 years
Participants	0	1	2
Percentage	00.00%	33.33%	66.66%

Table 42: Teachers’ Teaching Experience

From the table above, we can notice that the teachers are experts enough to practice the evaluation process of the schoolbook and this experience is determined from five years to more than ten years.

2/ How many classes of first year are there in your school? Since the questionnaire was submitted to different teachers in different middle schools, the answers were also different and not stable concerning the exact number of the first year classes. Consequently, the responses were: three classes, four classes and seven classes.

The result founded shown that there is a large classes of first year middle school in some schools e.g. seven classes and this indicates the large number of the students of first year.

3/ How many pupils are there in each class?

Responses	Less than 25 pupils	Between 25 and 40	More than 40 years
Participants	0	3	0
Percentage	00.00%	100%	00.00%

Table 43: The Total Number of the Pupils in each Class

The table shows that there is an exact number of the pupils within one class and this total number is set between 25 and 40 pupils in each one class. Generally, it seems that the class is somehow crowded one which makes it one of the classroom management problems for several teachers.

Section Two: The Coursebook

Teachability:

1/ Is your overall impression of the content and the layout of the course book is favorable?

Responses	Yes	Partly	No
Participants	0	3	0
Percentage	00.00%	100%	00.00%

Table 44: Teachers' Overall Impression of the Content and the Layout of the Coursebook

If your answer was “No” or “Partly”, please justify your answer. Teachers were not totally impressive about the overall content and the layout of the coursebook because they agreed that some parts of the content are not suitable to pupils or as teachers call beginners.

As we can notice from the outcome, teachers partly disagree with the overall layout and content of the coursebook. It is considered one of the negative features of the coursebook.

2/ Does using the course book require little or no time consuming preparation?

Responses	Yes	Partly	No
Participants	1	2	0
Percentage	33.33%	66.66%	00.00%

Table 45: Teachers' Responses on the Spending Time in Using the Coursebook

Whatever your answer, please explain how. Teachers stated that they find the preparation of the lessons from the coursebook results in an incomprehensible input to the pupils especially when it comes to using the coursebook. Regarding this negative reaction from the pupils, they said that they rely 50% on the coursebook and the other 50% is devoted for their own preparation of the lessons.

According to what has been said, teachers do not totally use the coursebook in the classroom, they stated that the preparation consumes their time since the pupils do not

completely respond to their lessons. For this reason, they rely on both the coursebook and their own preparation.

Flexibility:

1/ Is the syllabus assigned on the right time and length?

Responses	Yes	Partly	No
Participants	0	2	1
Percentage	00.00%	66.66%	33.33%

Table 46: Teachers' Responses on the Nature of the Syllabus

According to the results, teachers stated that the syllabus is not on the right time and length because it was so long and involved many lessons to be taught with a so short period of time, they said that pupils of first year have only three sessions of English subject per week and this time is not enough to finish the devoted syllabus.

2/Are the courses well graded, in such a manner that they provide a well structured and a systematic coverage of the language?

Responses	Yes	Partly	No
Participants	0	2	1
Percentage	00.00%	66.66%	33.33%

Table 47: Teachers' Responses on the Nature of the Courses

Whatever your answer, please explain. Teachers totally disagree with the way the courses were structured. They said that it makes it difficult for the pupils to know or learn the content or the general idea of the course presented in particular, they do not have background knowledge about the subject matter and this will consume more time to explain them effectively.

Regarding teachers responses, one can notice that the language used in the courses seems so hard to be understood by beginners and if you can see the courses arranged to be learned, you will notice that there is no real relation between them.

Teaching Method:

1/ Is the recommended approach, competency based approach, suitable for your students and your classroom environment?

Responses	Yes	No
Participants	0	3
Percentage	00.00%	100%

Table 48: Teachers' Perspectives on the CBA

If no, what are the different problems you have faced in implementing this approach in your classroom and how it is not suitable to your pupils? Teachers did totally refuse applying the CBA in foreign language classrooms and that is owing to the large number of pupils in a one class; in addition to the lack of teaching materials (copies, computers, projectors and so on) ,also they stated that the CBA needs more and high cultural background which the pupils do not have.

As we can observe, teachers totally disagree with using the recommended approach CBA in foreign language classes. They rely on some arguments that there are no helping materials that facilitate using this approach, besides to the low level of the educational system in Algeria.

Language, Topics and Contents:

1/ Is the language used difficult to understand by the pupils?

Responses	Yes	Partly	No
Participants	0	3	0
Percentage	00.00%	100%	00.00%

Table 49: Language Complexity Level

Teachers agree on the language used in the coursebook is somehow difficult to be understood by beginners. Normally it should be simple as possible as it can so that the pupils learn the language easily and rapidly without constrains.

2/ Are the activities' contents used in the coursebook well-planned and executed?

Responses	Yes	Partly	No
Participants	0	3	0
Percentage	00.00%	100%	00.00%

Table 50: The Organization of the Activities

Teachers confirm that the activities used in the coursebook are not well- planned and executed, in this case pupils' participation will be decreased little by little as soon as any complexity or confusion will face them during the practice time.

3/ What are the topics that look interesting to your pupils and those which are not?

Teachers stated that at the beginning the pupils seem to be so interested in everything concerning the new subject matter for them for instance: language structure i.e. grammar, dialogues, speaking, but this engagement did not continue because at a specific period of time they got bored.

Regarding teachers response, for the first time every single topic made the pupils interested and engaged since they met a new subject, they would be so curious about everything presented; however, this reaction had an end when the pupils get bored easily.

4/ Are there communicative activities targeted to enable the students to use the language independently?

Responses	Yes	Partly	No
Participants	0	3	0
Percentage	00.00%	100%	00.00%

Table 51: The Objective of the Communicative Activities

According to the above result, all the teachers had a single answer toward the role of the communicative activities in using the language when they considered that those activities do not have a significant role to make the pupils use the language independently perhaps they are not reliable so much.

Language Skills:

1/ Are there listening materials for the section of listening scripts?

Responses	Yes	Partly	No
Participants	0	0	3
Percentage	00.00%	00.00%	100%

Table 52: Listening Skills

If yes, are they well recorded, as authentic as possible, and accompanied by background information, questions, and activities?

Responses	Yes	Partly	No
Participants	0	0	0
Percentage	00.00%	00.00%	00.00%

Table 53: Listening Materials

From the above tables, listening scripts are taught without any listening materials. The objectives of the lessons of listening part will be somehow unachieved because its validity was reduced.

2/ Are the reading texts varied and interesting in which the pupils engage cognitively and effectively?

Responses	Yes	Partly	No
Participants	0	1	2
Percentage	00.00%	33.33%	66.66%

Table 54: The role of Reading Texts in Increasing Pupils’ Engagements.

The teachers asserted that the coursebook does not include effective reading texts that increase their pupils’ engagements cognitively. As stated in the previous chapters, the content of the coursebook is rather a task-based content. This will not offer them opportunity to practice effectively.

3/ Are there sufficient scripts and extracts for spoken English (e.g. dialogues, role plays .etc)?

Responses	Yes	Partly	No
Participants	0	2	1
Percentage	00.00%	66.66%	33.33%

Table 55: Speaking Skills

The results indicate that the scripts and extracts for spoken English are not sufficient enough to practice speaking skills. Thus, speaking proficiency will be decreased and pupils in this case will not learn how to communicate effectively.

4/ Are the writing activities suitable in terms of length, degree of accuracy and amount of guidance?

Responses	Yes	Partly	No
Participants	0	1	2
Percentage	00.00%	33.33%	66.66%

Table 56: The Nature of Writing Activities

From the above result, about 66.66% i.e. the majority of the teachers agree that the writing activities are not totally suitable in terms of length, degree of accuracy and the amount of guidance. As a result, this will not encourage pupils to practice the writing skills as much as they can.

5/ Does the coursebook achieve an acceptable balance between the relevant language skills and integrate them so that work in one skill area helps the others?

Responses	Yes	Partly	No
Participants	0	1	2
Percentage	00.00%	33.33%	66.66%

Table 57: The Balance between the Language Skills

According to the table above, the majority of teachers agreed on that the coursebook does not achieve an acceptable balance between the relevant language skills and integrate them together in one area. It means that the content of the coursebook does not rely on activities that integrate all the skills which must be work normally together. This can be considered as another disadvantage in the content of the coursebook.

6/ Does the coursebook help in developing pupils 'skills?

Responses	Yes	Partly	No
Participants	0	0	3
Percentage	00.00%	00.00%	100%

Table 58: The Role of the Coursebook in Developing Pupils' Skills

Whatever your answer, please explain. Generally speaking, teachers agree that the coursebook does not go with pupils' level: the design, the dialogues, reading extracts have to be changed even the skills presentation is not workable at all.

The three teachers said that the coursebook does not help in developing pupils' skills. So, pupils are not given an opportunity to develop their skills and this also will be considered as one of the negative features of the coursebook.

Social and Cultural Context:

1/ Does the coursebook include the cultural aspects of the English people' way of life, beliefs, and so on?

Responses	Yes	Partly	No
Participants	0	2	1
Percentage	00.00%	66.66%	33.33%

Table 59: English Cultural Aspect

What are the cultural elements included? Teachers provided examples about the cultural elements included such as: religion: Christmas. Celebrations: Halloween.

From the result obtained, one can notice that the English cultural aspect is somehow neglected, this does not mean that there are no cultural elements; however, some of them are related to religion, celebrations, and English personalities.

Accompanying Materials:

1/ Are there authentic materials so that the students think that the course book is relevant to real life?

Responses	Yes	Partly	No
Participants	1	0	2
Percentage	33.33%	00.00%	66.66%

Table 60: The Compatibility of the Authentic Materials to Pupils' Real Life

In the result, there were two teachers 66.66% who completely thought that the authentic materials are not relevant to pupils' real life. On the other hand, there was only one teacher who believed that the authentic materials are relevant to pupil's real life.

Objectives and Needs:

1/ Does the coursebook suit your pupils' levels, needs?

Responses	Yes	Partly	No
Participants	0	3	0
Percentage	00.00%	100%	00.00%

Table 61: The Suitability of the Coursebook to Pupils' Levels and Needs

Whatever your answer, please state why. Teachers agree that the coursebook does not completely fit and suit pupils or beginners levels because its content is complicated to be learned besides the lessons are so away far from pupils' interests and they are so boring and hard.

As we can notice all the teachers had one answer which was the coursebook may not totally fit or suit the pupils' levels and needs. This makes sense that not all the elements in

the coursebook suitable to the pupils' levels. So, there exist some parts which are equivalents to them.

2/ Does it meet your expectations and objectives?

Responses	Yes	Partly	No
Participants	0	2	1
Percentage	00.00%	66.66%	33.33%

Table 62: The Suitability of the Coursebook to Teachers' Expectations and Objectives

Whatever your answer, please state why. Teachers offered the reasons that there is no relation between the lessons within the coursebook, also the syllabus was out of date and they said that it was too long and complicated for beginners.

The majority of teachers agree that the coursebook does not meet their expectations and objectives. Teachers provide their arguments as that the syllabus was not on the right time and length, also the lessons need more time for preparation to be presented in an easy manner to the pupils.

3/ Does it achieve an acceptable balance between knowledge about the language and practice in using the language?

Responses	Yes	Partly	No
Participants	0	3	0
Percentage	00.00%	100%	00.00%

Table 63: The relation between the Knowledge and the Practice of the Language

The table above indicates that the schoolbook does somehow achieve an acceptable balance between knowledge about the language and practice in using the language. Once

teachers present the courses which considered as knowledge about the language by using the schoolbook, pupils on the other hand must know how to use or practice the language.

4/ Presently, how can you evaluate your pupils' levels in learning English using this coursebook?

Responses	good	average	bad
Participants	0	3	0
Percentage	00.00%	100%	00.00%

Table 64: Pupils' Levels in Learning English throughout Using the Schoolbook

Please, state your reasons. Since the coursebook does not meet the objectives and expectations of the teachers in terms of the content, this affects the levels of the pupils.

We can notice from the above result, teachers agree that the level of the pupils in learning English through using the Spotlight on English One is average this regarding to the content of the schoolbook which is somehow not suitable to the pupils as well as to their expectations and objectives.

Section Three:

1/ Please suggest some pieces of advice concerning using the coursebook Spotlight on English One.

Teachers provided us with some recommendations which are set as follows:

- The cover page should be changed with a funnier and more meaningful one
- The book should be divided into two parts, one for lessons and the second one for the activities
- The characters should be replaced by more significant ones

- Dialogues should be meaningful and easier to understand
- The book should be interesting and incorporates more pictures and illustrations since they believe it is the most preferable way of learning to the pupils
- The book should suit the pupils' level and should be easy to use

Teachers' recommendations are really meaningful and significant since they are primarily concerned with the book, so their perspectives must be taken into consideration in order to facilitate the task of learning and increase pupils' levels.

Conclusion

After analysing and interpreting the outcomes of teachers' questionnaire, the findings were somehow negative concerning the use of the coursebook Spotlight on English One. Teachers have many problems in dealing with it in the classroom in terms of the recommended approach used, competency based approach, which is not suitable to the Algerian teaching and learning environment. This is due to the large number of pupils in one class (from 25 to 40 pupils), besides to the low level of culture and knowledge about the language, also the lack of the required materials when it comes to utilize this approach: computers, copies, and so on. Another problem is that the content of the coursebook does neither fit pupils' levels in terms of: the design of the courses, the activities, the complexity of the language, the presentation of the skills , culture and topics, nor teachers' expectations and objectives namely: the design of the syllabus and the recommended time, the accompanying materials and pupils' levels. For these reasons, teachers work hard to facilitate the learning task through the adaptation of the schoolbook contents to the pupils' level and the selection of external appropriate activities.

3.5 The Evaluation of the Coursebook Spotlight on English One: Teachers' Interview

The interview was structured type. It aims at providing an evaluation of the coursebook Spotlight on English One in terms of: grammar, vocabulary, pronunciation, language skills, cultural and social aspects, activities, layout and design and illustrations.

3.5.1 General overview of the coursebook Spotlight on English One:

The coursebook Spotlight on English One is the official schoolbook designed by the ministry of education for the pupils aged 11 to 12 in the first year middle school. It is designed along with the principle of the competency based approach which relies basically on project works, problem solving situations, and task-based- teaching or practices. Its first publication was on 2003, it contains seven files and the number of the pages is 189, the head of the project is Mrs. MERAZGA Lakria, the authors are: Mr. ACHOUR Khelifa, Mr. AMEZIANE Hamid, Mr. BOUHADIBA Farouk, Mrs. GUEDOUJ Ouahiba, Mrs. MEKAOUI Ouzna, Mr. RICHE Bouteldja and Mr. TAMRABET Lounis.

3.5.2 General layout and design:

The syllabus of the Spotlight on English One is communicatively oriented and thematic organized. The content of the book is started with an introduction written in Arabic which intended to address the pupils and makes them know the general aim of the book then it offers general information of the coursebook contents. It is followed by an introductory file or pre-file titled “You know English” which includes some different and general terms and vocabularies presented with pictures, the English alphabet, school things and finally school commands, familiar verbs used in the classroom: look, listen, read, sing and so on. This pre-file is followed by seven (7) Files:

- File one: Hello!
- File two: Family and Friends

- File three: Sport
- File four: In and Out
- File five: Food
- File six: Inventions and Discoveries
- File seven: Environment

The content of the coursebook Spotlight on English One is based mainly on tasks

3.5.3 File structure description:

Each file from the list above is formed by three main sequences. Each sequence is based on three sections: Listen and Speak, Practice and produce.

Listen and speak: in this first section, pupils are asked to listen to some extracts (isolated words, expressions and short dialogues) then they repeat what they have heard and perform in the task in form of role plays and conversations. It is aimed at developing oral interaction and training the pupils to speak correctly and meaningfully.

Practice: in this phase, pupils are supposed to be able to listen, read, speak and write short passages and provide answers to some written or oral activities after the exposure to some grammatical rules, vocabularies in the previous section.

Produce: in this step, pupils are expected to produce written or spoken pieces for instance: writing a dialogue and making conversation with a partner by depending on their own information on what they have learned in the previous sections. The three sequences then are followed with:

Listening scripts: they are the transcripts and materials for the listening activities.

Learn about the culture: it consists of different and large pieces of the written production about English countries in which the pupils make the difference between the English culture and the Algerian one. It covers various topics such as: flags, currencies, celebrations and so on.

Reminder: it contains a synopsis of the major points that have been dealt with in the file.

Check: it covers a collection of different activities about the courses that have been mentioned so far in the file.

Your project: it assigns certain project to be performed and it is set by instructions to be followed.

3.5.4 The aims and objectives:

Spotlight on English One coursebook is aimed at making the pupils learn English language as a foreign language by exposing them to learn the basic ABC's on how the English language actually works. It has limited objectives such as English alphabet, naming school items, colours, food, sport, animals, clothes, weather, greeting, learn the foreign cultures and introducing oneself. At the end of the year, each pupil should be able to speak simple English.

3.5.5 Language content:

3.5.5.1 Evaluation of the coursebook in terms of grammar:

Activity c. page 52

C. Look at the photos. Ask and answer.

e.g. – What's his job?

_ He's a footballer.



In this task, pupils are asked to identify different jobs by using “the WH question “and the pictures. It is done in pairs (ask and answer). The content of this activity seems obvious at the beginning, for example the use of the present simple with the auxiliary “to be” in constructing the question. This activity was very attractive to the pupils because of the photos of famous people who are familiar to them. This task is somehow equivalent to pupils’ level since they have already dealt with the present simple and the “WH” question in the previous lessons. Even the answers of the pupils were almost correct according to the pupil’s background. At the end of the practice, pupils will learn that whenever they want to ask about the job, they should use the interrogative form (WH question + the auxiliary to be).

3.5.5.2 Evaluation of the coursebook in terms of vocabulary:

Activity e. page 72

Read about a sportsman’s training day and guess what sport he practices.

At 9:00 o'clock, I take my skip rope and I go to the gym. At 9:30, I stop skipping and I put on my gloves. I go to the punching ball room. At 10:30, I go to the running track. I run about 30 minutes. At 11:00, I play a short match against my coach. Who am I?

The most of vocabularies mentioned in this activity are not familiar to the pupils. Therefore, pupils at once are not able to understand the lexis of sport then they cannot answer the question, but in this case teacher is obliged to explain them with different techniques especially pictures to facilitate the task and make the pupils capable of guessing the missing word.

3.5.5.3 Evaluation of the coursebook in terms of pronunciation:

Activity d. page 21

Pronunciation and spelling

- Listen and repeat: I, hi, in, taxi

Sounds		Stress
I	in	A stronaut
Hi	Li	E lephant
Nice	taxi	P assport
Five	six	R adio
Write		T axi
listen		

- **Identify:** time, it, nice, Italy, write, five, domino, uniform...
- **Compare:** this, time, five, six, listen, write...
- **Practise stress and intonation :**



Hello, Wang!



Hi! Sally



Hello, my name's Sami. What's your name?



Hi, I'm Olga! Glad to meet you.

To deal with pronunciation with the first year MS pupils is very hard. The pupils are not ready yet to get this task. Teachers totally disagree with teaching pronunciation: stress, intonation and phonetics in details. This task is very difficult for both the pupils to understand its content and the teacher to present it as a lesson. Since the pupils are beginners, they are not obliged to learn this aspect in details they should learn only the basis of the language: grammar, vocabulary and how to pronounce the word correctly without dealing with details.

3.5.6 Skills:

3.5.6.1 Evaluation of the coursebook in terms of speaking skills:

Activity c. page 71

Say what you do at 7:30/ 12:30/ 4:30/ 8:00.

Speaking skills is dominant in this activity. This task has specific level of complexity i.e. not all the pupils are able to produce such answers. Only the excellent pupils can construct the sentences by their own; however, the novice ones cannot. Therefore, it deals

with the teacher to present some examples about the task then s/he can ask the pupils to repeat, after that they can express other examples.

3.5.6.2 Evaluation of the coursebook in terms of writing skills:

Activity b. 50 b. write in full the currencies.

e.g. 20 = Twenty Euros.

This activity is not effective at all, it has nothing to do with writing and with the lesson itself (out of the content), it is better to involve this task with the part of (learn about the culture). As we can see this activity is not interesting at all. Generally, pupils have many difficulties in writing, they should be asked to write about something of their interests followed by some ideas as helping tools to encourage them to write more and therefore their writing proficiency will be improved.

Activity c. page 50

c. Now write about yourself

- Age
- Height
- Weight
- Hair
- Eyes

This activity; however, looks so interesting and useful to the pupils instead of the previous one. It is equivalent to pupils' level and through this task they can express their ideas and then they will be encouraged to write and improve their writing proficiency.

3.5.6.3 Evaluation of the coursebook in terms of reading skills:

Activity e. page 65

e. read Sue's letter to Mona, then say true or false.

- Sue plays football.
- Sue supports baseball.
- Sue and her friends watch the match on TV.

Dear Mona,

How are you? Here I am again at the college of physical education. I have a short pause before our team plays an important match against the 'tigers'.

Do you play baseball in your country? Here, girls are fans of this sport, but they don't play it. They go to the stadium to support their teams.

I hope to hear from you soon.

Sue

P.S. Thanks for your postcard. It's really beautiful.

Reading skills is the most preferable task to the pupils. The coursebook in general does not involve different reading extracts such as: stories, texts. Unfortunately, reading tasks are neglected. This task is accepted at specific level, pupils are asked to skim and scan the information from the given text in order to achieve its objective which is answering with true or false. The teacher should explain the difficult vocabularies that the pupils may face during reading the text, even though the content of the text is not interesting.

3.5.4.4 Evaluation of the coursebook in terms listening skills:**Activity a. page 63**

- a. Listen and say what the score is.

The listening script:

TV speaker: There are five minutes left before the end of the match and the score is 3 to 1 for MANCHESTER UNITED....

Jack: Great! It's a good day for us! We are the champions!

Peter: Well done! Manchester leads by three to one.

This activity has been ignored by many teachers. The content of this task has no worth or benefits. Even its objectives (find the score) is not interesting at all. None of the teachers present this activity in the classroom. Even the topic of the listening script has no importance, the vocabulary are not supported. Teachers stated that it would be better if it is presented with more meaningful one for example: replacing its content with mentioning a famous personality in sport: providing his name, which type of sport s/he practices, his or her achievements and victories and so on, then the questions should be stated in the context e.g. who is this person? What is his favourite sport?

3.5.7 Cultural and social aspect:**3.5.7.1 Evaluation of the coursebook in terms of the cultural aspect:****Activity e. page 56**

e. what they have.

E.g. In Algeria, for Aid El Fitr, children wear new clothes and receive money.



It is important to present the culture of the foreign language being learned. Learning the foreign or a second language must be accompanied with learning its culture. Within this coursebook, the cultural aspect is not presented heavily, it has a little interest and it is included in the part of learn about the culture. The different topics that are included are, in general, monuments and places: Big Ben, The British Royal Family, countries, currencies, flags and celebrations etc. in this activity a mixture of the different foreign cultures are set. The example involves the celebration in Algeria; pupils must think about the two left examples and answer according to their background of the foreign culture (British and American cultures). Teachers highly support this part because it makes the pupils curious to know more about English culture to increase their awareness and knowledge about it.

3.5.8 Activities:

3.5.8.1 Evaluation of the coursebook in terms of activities:

Activity a. page 22

a. Look at the picture and imagine what they say

<p>Hello, my name's Aminate. What's your name?</p>	<p>..... to You, Aminata. 'm James.</p>
<p>Hi, I Sami. ?</p>	<p>....., my Wang. Nice to Sami.</p>
<p>..., i' Olga. name ?</p>	<p>.....,..... Michel.</p>

As it is observed in the whole content and in the previous sections of the evaluating process, the content of the coursebook is a task based content. Everything is presented in a form of tasks. The content of this activity is good, it is varied and involved many elements such as: how to produce yourself, how to use and conjugate the auxiliary “to be” how to ask about personal information, and how to use questions. This task was well designed to make the pupils able to exchange ideas by asking and answering at the initial stage.

3.5.9 Layout and design:

3.5.9.1 Evaluation of the coursebook in terms of layout and design:

Teachers state that the coursebook in general has a bad design. They think that it should be more attractive to the pupils since they like more pictures and colours. Therefore, this negative point correspond their pupils’ needs because they need a book that motivate them to learn English language. In addition, the coursebook lacks the logical order of the courses; teachers believe that there is no logical order or link between the topics presented.

3.5.10 Illustrations:

3.5.10.1 Evaluation of the coursebook in terms of illustrations, pictures and graphs:

Illustrations have a great importance to second language teaching in particular for beginner pupils. Pictures are one of the helping techniques that facilitate the learning task. Teachers use a lot of pictures and illustrations to bridge the gap between the idea and the pupils’ minds. So, these tools are the most preferable ones to the pupils. Teachers point out that the coursebook should be provided with more creative and clear illustrations; nevertheless, the coursebook is full with images, they need extra improvements because they play a major role in teaching and learning.

3.5.11 The suitability of the competency-based approach to the Algerian teaching-learning environment:

There were several distinctive viewpoints concerning the principles and the application of the competency based approach in the Algerian classes. Some teachers state that the competency based approach is not suitable to the Algerian teaching and learning environment because of many problems. Teachers point out that this approach requires the existence of many types of equipment and materials for example: audio-visual materials, CDs, copies, Etc. Also, there should be more allocated time devoted to English subject and the pupils' number in each class should be decreased. On the other hand, other teachers see the application of the CBA is successful in the Algerian classrooms. It is so beneficial to the pupils because they can develop their competencies and discover by their own the main points of the lessons, also it makes them active all the time in the classroom, learner-centered classroom and finally the ultimate aim behind learning English will be shifted from learning the subject matter in general to learning the foreign language to be able to communicate in real life contexts i.e. inside and outside the classroom.

Conclusion

In summation, these results indicate that the coursebook is not totally effective in terms of pronunciation, topics, language skills, layout and design and teaching method. Undoubtedly, we cannot deny the effectiveness of the other elements that are presented in the coursebook such as: grammar, illustrations, vocabulary and the cultural aspect. Therefore, we end up with the fact that no coursebook is perfect because one coursebook cannot meet all the needs and the objectives of all the pupils.

General recommendations

Based on the results obtained from this study, the following points are recommended:

1. Time allocation for English subject should be increased
2. Pupils number should be decreased to 20 or 25 in each class
3. Materials for instance: computers, copies, data show and other technical ones should be accompanied with the coursebook to facilitate teaching and learning and make the application of the CBA effective
4. The cover of the coursebook should be replaced with a funnier one since it is addressed to beginners
5. Topic content with contemporary topics would direct pupils' way of life and culture, contemporary topics
6. Topics should fit the aim of communication i.e. they should be selected in a way that enables pupils to talk about jobs, hobbies, health, feelings, families, childhood and many other ones. This will make them interested and encourage them to practice the language
7. There should be varied reading texts- especially stories and funny jokes- which they should be appropriate to their levels, this will enable pupils to learn more lexical items and grammar. Also, teachers should prepare questions that are related to text to make pupils think critically and increase their knowledge about the language
8. Language skills classroom activities should be more interesting
9. Pupils should be given an opportunity to listen to English used in everyday situations for example: at the restaurant, at the supermarket. The objectives are to train them to gradually listen and understand the speech of native speakers. This

will be achieved by audio equipments: tapes, songs, films, videos, interviews, even CDs of phonetics and so on

10. The coursebook should address pupils' preferred activities according to their preferred style. It should vary in terms of the type of activities for instance: some activities should be based on individual learning, others should focus on pair work and group work as well
11. Activities should be more precise and equivalent to pupils' levels and organized in a way that make pupils understand what they are required to do without any confusion. Consequently, pupils would be very creative in expressing their thoughts, feedbacks, opinions.
12. Design and illustrations are the most preferred strategies for the majority of pupils; generally pupils acquire the language by using pictures, diagrams, figures, etc. In this respect, the coursebook should be full of pictures, particularly when directed to beginners. The illustrations bring about variety of information and knowledge about many topics: English culture, supplies and equipments, actions, jobs and family
13. Adding communicative exercises that enrich pupils' vocabulary and enhance their speaking performance such as, puzzles, games, crosswords. This will create a positive atmosphere which is full of entertainment, pupils in this case will have fun and they will be active
14. Teachers should certainly take some initials to the contents of the coursebook; however, they should modify those unsatisfactory parts regularly
15. Adding an appropriate and beneficial glossary at the end of the coursebook for assisting the pupils

16. It is better to have two books of English subject, one for the presentation of courses and rules, and the other one will be devoted to activities and exercises

General conclusion

In this present study, the researcher has attempted to evaluate from teachers' perspectives the coursebook "Spotlight on English One" of the first year middle school level. The procedure followed has aimed to identify its strengths and weaknesses and to investigate its suitability and effectiveness in the process of language teaching and learning. In addition, we have tried to assess its relevance to the Algerian teaching and learning situation.

Generally, the coursebook is conceived to fit the requirements and the needs of pupils besides to meet teachers' expectations and objectives. Certain merits are undeniable concerning the contents of the coursebook; however, teachers should be aware of the manner to mediate it with the pupils by using the processes of adaptation and supplementation for the unsatisfactory parts.

On the basis of data collection and analysis through the examination of the contents of the coursebook in this research, the results obtained are almost negative and do not completely support the efficient use of the coursebook in the case of the Algerian teaching and learning environment. Despite the fact that there are some obvious merits in terms of illustrations and some grammar activities. Teachers state that it is difficult and challengeable to deal with the Spotlight on English One contents. The main reasons are its inadequacy to the pupils' levels and also it causes a certain confusion. Consequently, the evaluation confirmed our research hypothesis that the coursebook neither meets teachers' expectations and objectives nor fits the pupils' levels and needs. Lastly, we wish that this work has positively contributed to the understanding of the coursebook and the betterment of teachers' methods and techniques for a more fruitful utilization.

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Appendix (1)

MADANI RAHMOUN SCHOOL

FULL NAME:

TIMING : 1H30mn

CLASS : 1AM

THE FIRST TERM ENGLISH EXAM

Steve: hi, my name is Steve. I am 13. I am American. How about you?

Indira: I am indira. I am 14. I am from India. I am Indian.

Steve: nice to meet you, indira.

Indira: glad to meet you, Steve.

Comprehension:

A/ true ✓/false

		true	false
01	Steve is thirty		
02	Indira is American		
03	Indira is fourteen		
04	Steve is from America		

B/choose the correct word: (4pts)

1/ (My/ I) father is Algerian.

2/ Sally is from (England / English).

3/ You are not (French/ France).

4/ Ahmed is my brother. (She/ He) is 13.

C/ complete the table: (2pts)

Country	Nationality
China
.....	Turkish
Japan
.....	Russian

Grammar:

A/ complete with (she/ who/ he) (3pts)

1/is this?is my uncle Jack.

2/ This is Sally.is English.

B/ order the words: (3 pts)

1/ Spanish- you- ?- are.

.....

2/ Wang- my- is- name.

.....

3/ You- ?- from- are- where.

.....

Essay: (4 pts)

Complete the dialogue:

Mark: good morning

Ann: good morning. My name is Ann Smith

Mark:

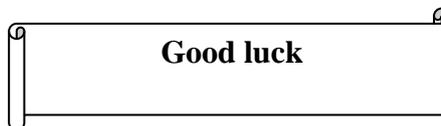
Ann: I am from Wales. I am Welsh.

Mark:

Ann: he is my friend John.

Mark: John,

John: no, I am not, I am French.



Appendix (2)

Duration: 1h30

Name :

Level : 1st year

Second term exam

Text :

Islam Dhouibi is a pupil at sayad 1' Allaa middle school. He is 14 years old. He lives in Tolga. He is a tall boy with brown eyes and fair hair. He has one brother and one sister. His father is an electrician and his mother is a nurse. He likes basketball. He practices it Monday afternoon.

Part one: reading comprehension :(07 pts.)

1. Read the text and fill in the form :(03 pts.)

Name:

Age:

Islam's job:

Father's job:

Mother's job:

Favourite sport

2. Read the text and answer the following questions: (02 pts).

- Has Islam got two brothers?
- What is the job of Islam?

3. Match words from column A to column B (02 pts).

A	B
Basket ball	A day
Nurse	A sport
Monday	A family member
Father	A job

Mastery of language :(07 pts)

1. Reorder the following words to get a correct sentences: (03 pts)

- a. Like/ you/ boxing/ do/? /
- b. Job/ your/ is/ what/? /

2. Add one word to each list: (02 pts)

- a. Football – boxing -
- b. Teacher – plumber -

Choose the right word in each case: (02 pts)

Appendix (3)

The checklist

This checklist will be used in real classroom setting by a passive observer. It aims at investigating the learners 'feedback throughout using the Spotlight on English One and to discover whether its content is interesting to the pupils and if it is compatible to their levels. At the end, we will see if the competency based approach is suitable and successful to the Algerian teaching and learning environment or not.

Pupils' participations:

- All the learners are participating
- Some of the pupils are participating
- None of the pupils are participating

The suitability of the complexity level of the activities to the pupils' levels:

- The pupils have background knowledge about the activities, the questions are clearly stated and the vocabulary and the language are simply understood.
- The pupils may have background knowledge about the topics of the activities but they do not understand the questions and the language.
- The pupils do not have background knowledge about the topic of the activities and they do not understand the questions and the language is so taught to be understood.

The pupils 'answers qualities:

- Most of the pupils 'answers are correct.
- Some of the pupils' answers are correct.
- Most of the pupils 'answers are wrong.

Pupils' interests:

- The activities look interesting to the pupils.
- The pupils are not interested in the activities.

The activities are not interesting to the pupils.

The course book:

The course book is heavily and always used during the session.

The course book is sometimes used during the session.

The course book is not used at all during the session.

Pupils and teacher' roles:

The teacher plays an active role more than the pupils, i.e. teacher -centered classroom.

The pupils play an active role more than the teacher, i.e. learner-centered classroom.

Both the teacher and the pupils play an active role in the classroom.

The role of the teacher:

The teacher acts as a facilitator of the content.

The teacher acts as a guide to the pupils.

The teacher acts as a resource.

Learning styles:

How do the pupils like to learn?

The pupils like to learn by working individually

The pupils like to learn by pair work.

The pupils like to learn by group work.

Language skills:

Speaking:

Pupils are more likely motivated to speak.

Pupils are somehow motivated to speak.

Pupils are not motivated to speak at all.

Speaking proficiency: (spoken production):

Pupils 'speaking skills level is good.

Pupils 'speaking skills level is average.

Pupils 'speaking skills level is bad.

Reading:

Pupils are more likely motivated to read.

Pupils are somehow motivated to read.

Pupils are not motivated to read.

Reading proficiency: (reading texts):

Pupils' reading skills level is good.

Pupils' reading skills level is average.

Pupils' reading skills level is bad.

Writing:

Pupils are more likely motivated to write.

Pupils are somehow motivated to write.

Pupils are not motivated to write.

Writing proficiency: (production of writing activities):

Pupils 'writing skills level is good.

Pupils 'writing skills level is average.

Pupils 'writing skills level is bad.

Listening:

Pupils are more likely motivated to listening scripts.

Pupils are somehow motivated to listen.

Pupils are not motivated to listen.

Listening proficiency: (listening comprehension):

Pupils' listening skills level is good.

Pupils' listening skills level is average.

Pupils' listening skills level is bad.

Pupils are interested in: speaking extracts.

Written expression.

Reading texts.

Listening scripts.

All of the above elements.

Pupils' autonomy:

Pupils depend more on themselves in learning the foreign language (autonomous pupils).

Pupils depend more on the teacher in learning the foreign language.

Pupils depend more on the course book in learning the foreign language.

Appendix (4)

PUPILS' QUESTIONNAIRE

Dear pupil,

This questionnaire is a crucial part of the present research study. It aims at investigating the suitability of the course book Spotlight on English One that you are using in learning English. Moreover, it seeks to discover the main strengths and shortcomings of the course book including every single property. Therefore, your answers will be very helpful to this research.

You are kindly requested to answer the following questionnaire. Please tick (✓) the appropriate box or make full statements when necessary.

Thank you so much

Sabrina Houchet

SECTION ONE: GENERAL INFORMATION

1/Age:

2/Class:

3/ Do you like the English subject?

Yes

Partly

No

If your answer was “no” or “partly”, please justify

.....
.....
.....

SECTION TWO: THE COURSE BOOK

The topics:

1/Do you like the topics that are suggested in the course book?

Yes

Partly

No

2/Which topics do you like? Put a tick (✓) across the topics that you like

Hello

Family and friends

Sport

In and Out

Food

Inventions and discoveries

Environment

Why you do not like the other topics?

.....
.....

.....
.....
3/Do you have difficulties in understanding the topics?

Yes Partly No

What are the topics that you have difficulties in understanding?
.....
.....
.....

4/What are the topics that you want to learn in class? (If there are other topics which are not included in the course book)?
.....
.....
.....

Activities:

1/Do you like the activities that are included in the course book?

Yes Partly No

2/Which activities are attractive to you?

- | | | |
|--|--|---|
| <input type="checkbox"/> Role play | <input type="checkbox"/> Games | <input type="checkbox"/> Dialogue writing |
| <input type="checkbox"/> Pair work | <input type="checkbox"/> Reading comprehension | <input type="checkbox"/> Grammar exercises |
| <input type="checkbox"/> Group work | <input type="checkbox"/> individual work | <input type="checkbox"/> speaking exercises |
| <input type="checkbox"/> Listening exercises | | |

3/Do you enjoy them?

Yes Partly No

If your answer was “no” or “partly”, please justify?
.....
.....
.....

4/Do you have difficulties in understanding and solving them?

Yes Partly No

What are the difficulties that face you?
.....
.....

5/Does the project work oblige you to do something that you do not really like?

Always

sometimes

never

Illustrations:

1/Do you like the pictures and the drawings within the course book?

Yes

Partly

No

Language:

1/Do you find the vocabulary used to express the language difficult to understand?

Yes

Partly

No

Skills:

1/Does the course book help you develop your skills?

Yes

partly

No

If No or partly, what are the skills that have not been developed very well?

Reading skills

Listening skills

Writing skills

Speaking skills

Method, objectives and needs:

1/Does the method used in presenting the courses help you learn the language?

Yes

Partly

No

2/Does your teacher present different activities that make you active in the classroom?

Always

sometimes

never

3/Does the coursebook help you use the language inside and outside the classroom?

Yes

Partly

No

4/Do you think that the content of the course book is compatible with your level?

Yes

Partly

No

Whatever your answer explain how?

.....
.....
.....
.....

5/Do you think that the coursebook meets your needs of learning the language?

Yes

partly

no

Whatever your answer, please explain?

.....
.....
.....
.....
.....
.....



Appendix (5)

استبيان التلاميذ

هذا الاستبيان هو جزء مهم في هذه الدراسة. و هي تهدف إلى التحقيق في مدى ملائمة الكتاب المدرسي للغة الانجليزية "Spot light on English One" الذي تستعمله لتعلم اللغة. زيادة على ذلك, هذا الاستبيان يهدف إلى البحث عن ايجابيات و سلبيات هذا الكتاب. إذا أجوبتك ستساعدني جدا في هذا البحث.

بلطف, أنت مطالب بالإجابة عن هذه الأسئلة. أرجوك ضع علامة (✓) أمام الخانة المناسبة و أجب عن الأسئلة الأخرى باستعمال جمل.

صبرينة هوشات

شكرا جزيلا

الجزء الأول: معلومات عامة.

1/ العمر:

2/ القسم:

3/ هل تحب مادة الانجليزية:

لا

جزييا

نعم

برر إجابتك إذا كانت "لا" أو "جزييا".....
.....
.....

الجزء الثاني: الكتاب المدرسي.

المواضيع:

1/ هل تحب المواضيع المقترحة في الكتاب المدرسي؟

لا

جزييا

نعم

2/ ما هي المواضيع التي تعجبك؟ ضع علامة (✓) مقابل المواضيع التي تعجبك؟

الرياضة	<input type="checkbox"/>	العائلة و الأصدقاء	<input type="checkbox"/>	مرحبا	<input type="checkbox"/>
الاختراعات و الاكتشافات	<input type="checkbox"/>	الطعام	<input type="checkbox"/>	داخل و خارج	<input type="checkbox"/>
				البيئة	<input type="checkbox"/>

لماذا لم تعجبك المواضيع الأخرى؟
.....
.....

3/ هل لديك صعوبات في فهم المواضيع؟

لا جزئيا نعم

ما هي المواضيع التي لديك صعوبات في فهمها؟

.....

1/4 ما هي المواضيع التي تريد تعلمها في القسم؟ (هل هناك مواضيع كنت تريد تعلمها لكن لا تتواجد في الكتاب؟)

.....

.....

الأنشطة:

1/ هل تحب الأنشطة الموجودة في الكتاب المدرسي؟

لا جزئيا نعم

2/ ما هي الأنشطة التي تعجبك؟

عمل فردي	<input type="checkbox"/>	عمل ثنائي	<input type="checkbox"/>	ألعاب	<input type="checkbox"/>	آداء الأدوار	<input type="checkbox"/>
		تمارين الكتابة	<input type="checkbox"/>	تمارين النحو	<input type="checkbox"/>	عمل جماعي	<input type="checkbox"/>
		تمارين النطق و الكلام	<input type="checkbox"/>	تمارين القراءة و فهم النصوص	<input type="checkbox"/>	تمارين السمع	<input type="checkbox"/>

3/ هل تستمتع بممارستهم؟

لا جزئيا نعم

برر إجابتك إذا كانت "لا" أو "جزئيا".....

.....

4/ هل لديك صعوبات في فهمهم و حلهم؟

لا جزئيا نعم

ما هي الصعوبات التي تواجهها؟

.....

5/ هل عمل المشاريع يجبرك على فعل شيء أنت لا تحبه؟

لا جزئيا نعم

الرسومات:

/هل تحب الرسومات و الصور الموجودة في الكتاب المدرسي؟

نعم جزئيا لا

اللغة:

1/هل تجد صعوبة في فهم المفردات و الكلمات المستعملة للتعبير عن اللغة؟

نعم جزئيا لا

المهارات:

1/هل يساعدك الكتاب المدرسي في تطوير و تنمية مهاراتك؟

نعم جزئيا لا

إذا كانت إجابتك "لا" أو "جزئيا", ما هي المهارات التي لم يتم تنميتها و تطويرها جيدا؟

مهارات القراءة مهارات السمع
مهارات الكتابة مهارات النطق و الكلام

المنهجية, الأهداف و الاحتياجات.

1/ هل المنهجية المستعملة في تقديم الدروس تساعدك في تعلم اللغة؟

نعم جزئيا لا

2/ هل يقدم لك أستاذك تمارين متنوعة و التي تجعلك نشيطا القسم؟

نعم جزئيا لا

3/ هل الكتاب المدرسي يساعدك في استعمال اللغة داخل و خارج القسم؟

نعم جزئيا لا

4/ هل تظن أن محتوى الكتاب يتوافق مع مستواك التعليمي؟

نعم جزئيا لا

مهما كانت إجابتك, أرجوك إشرح كيف.
.....
.....
.....

هل تظن أن إحتياجاتك لتعلم اللغة موجودة في هذا الكتاب المدرسي؟

نعم جزئيا لا

مهما كانت إجابتك, أرجوك إشرح كيف.
.....
.....
.....

شكرا جزئيا

Appendix (6)

TEACHERS' PERSPECTIVES ON THE EVALUATION OF THE COURSEBOOK SPOTLIGHT ON ENGLISH ONE

Dear teacher,

This questionnaire is a crucial part of this research study. It aims at investigating the suitability of the course book spotlight on English one that you are using or have already used. Moreover, it seeks to discover the main strengths and shortcomings of the course book including every single property because the evaluation process will rely so much on your answers and viewpoints. Your collaboration will be much useful in both answering the research questions and confirming or rejecting the hypotheses.

The instructions:

You are kindly requested to answer the following questionnaire. Please tick (✓) the appropriate box or make full statements when necessary.

Thank you so much for your corporation.

Sabrina Houchet

SECTION ONE: GENERAL INFORMATION

1 /teaching experience: how long have you been teaching English?

Less than 5 years

Between 5 and 10 years

More than 10 years

2/ How many classes of first year are there in your school?

.....

3/ How many pupils are there in each class?

Less than 25 pupils

Between 25 and 40 pupils

More than 40 pupils

SECTION TWO: THE COURSEBOOK

Teachability:

1/ Is your overall impression of the content and the layout of the course book favorable?

Yes Partly No

If your answer was “no” or “partly”, please justify your answer

.....
.....
.....
.....

2/ Does using the course book require little or no time consuming preparation?

Yes partly no

Whatever your answer, please explain how

.....
.....
.....

Flexibility:

1/ Is the syllabus assigned on the right time and length?

Yes Partly No

2/ Are the courses well graded, in such a manner that they provide a well structured and systematic coverage of the language?

Yes Partly No

Whatever your answer, please explain

.....
.....

.....
.....

Teaching methods:

1/ Is the recommended approach, competency based approach, suitable for your students and your classroom environment?

Yes

No

If no, what are the different problems you have faced in implementing this approach in your classroom and how it is not suitable for your pupils?

.....
.....
.....

Language, topics and contents:

1/Is the language used difficult to understand by the pupils?

Yes

Partly

No

2/ Are the activities, content used in the course book well-planned and executed?

Yes

Partly

No

3/ what are the topics that look interesting to your pupils and those which are not?

.....
.....
.....

4/ Are there communicative activities targeted to enable the students to use the language independently?

Yes

Partly

No

Language skills:

1/ Are there listening materials for the section of listening scripts?

Yes Partly No

If yes, are they well recorded, as authentic as possible, and accompanied by background information, questions, and activities?

Yes Partly No

2/ Are the reading texts varied and interesting in which the pupils can engage cognitively and effectively?

Yes Partly No

3/ Are there sufficient scripts and extracts for spoken English (e.g. dialogues, role plays.etc)?

Yes Partly No

4/ Are the writing activities suitable in terms of length, degree of accuracy and amount of guidance?

Yes Partly No

5/ Does the course book achieve an acceptable balance between the relevant language skills and integrates them so that work in one skill area helps the others?

Yes Partly No

6/ Does the course book help in developing pupils' skills?

Yes Partly No

Whatever your answer, please explain

.....
.....
.....

Social and cultural aspect:

1/ Does the course book include the cultural aspects of the English people's way of life, beliefs, and so on

Yes

Partly

No

What are the cultural elements included?

.....
.....
.....
.....

Accompanying materials:

1/Are there authentic materials so that the students think that the book is relevant to real life?

Yes

Partly

No

Objectives and needs:

1/ Does the course book suit your pupils 'levels, needs?

Yes

partly

No

Whatever your answer, please state why

.....
.....
.....

2/ Does it meet your expectations and objectives?

Yes

Partly

No

whatever your answer , please explain why

.....
.....

TEACHERS' PERSPECTIVES ON THE EVALUATION OF THE COURSEBOOK SPOTLIGHT ON ENGLISH ONE

Dear teacher,

This structured interview is a crucial part of this research study. It aims at investigating the suitability of the course book spotlight on English one that you are using or have already used. Moreover, it seeks to discover the main strengths and shortcomings of the course book including every single property because the evaluation process will rely so much on your answers and viewpoints. Your collaboration will be much useful in both answering the research questions and confirming or rejecting the hypotheses.

Instructions:

Please teacher, you will be given one example from the course book in any section, and you are kindly requested to evaluate the extracts according to your perspectives.

Section one: aims and objectives.

Aims and objectives:

1/ could you determine the main aims and objectives of the course book?

Section two: language content:

A/ grammar:

3/ would you evaluate the course book in terms of grammar teaching? **(c. page 52)**

B/ vocabulary:

3/ would you evaluate the course book in terms of vocabulary teaching? **(e. page 72)**

C/ pronunciation:

2/ could you evaluate the course book in terms of pronunciation? **(d. page 21)**

D/ Skills:

I/ Speaking:

2/ would you evaluate the course book in terms of speaking? **(c. page 71)**

II/ Writing:

2/ would you evaluate the course book in terms of writing? **(b. page 50)**

III/ Reading:

2/ would you evaluate the course book in terms of reading? **(e. page 65)**

IV/ Listening:

2/ would you evaluate the course book in terms of listening? (a. page 63)

E/Cultural and social aspect:

3/ would you evaluate the course book in terms of the cultural aspect? (e. page 56)

F/ Activities:

2/ would you evaluate the course book in terms of activities? (practice a. page 22)

G/ Layout and design:

1/ would you evaluate the course book in terms of layout and design? (pages 21.22.23)

H/Illustrations:

1/ would you evaluate the course book in terms of illustrations, pictures, graphs and so on?
(page 51)

The suitability of the competency based approach:

Do you think that the competency based approach is suitable and successful to the Algerian teaching- learning environment?

Thank you so much for your collaboration

Résumé

Cette étude examine et évalue la qualité du livre d'école d'anglais « spotlight on english one » de la première année moyenne celui qui a été présenté par le ministère de l'éducation en 2003. Elle est essentiellement examinée la pertinence et l'efficacité du livre à l'enseignement et l'éducation algérien. Le processus d'évaluation vise à obtenir des idées sur des attitudes de les enseignants et les élèves envers l'utilisation du programme scolaire et d'explorer si elle satisfait les objectifs de les enseignants et le niveau des élèves avec leur besoins. L'évaluation se concentre principalement sur les forces et les faiblesses du programme scolaire en examinant son contenu en termes de plusieurs critères et paramètres. L'étendue de l'application de l'approche par compétences est également considérée. Le processus d'évaluation est effectuée en soumettant deux questionnaires aux enseignants et aux élèves afin de recueillir les données nécessaires sur le contenu du livre. Un test de rendement est utilisé pour étudier la pertinence du programme scolaire aux niveaux des élèves. Une liste de contrôle de l'observation en classe est utilisée pour observer la réaction des élèves par l'utilisation de ce livre et enfin une interview avec les enseignants est suivie pour fournir le processus d'évaluation du contenu en terme de grammaire, prononciation, vocabulaire, illustrations, aspect culturel et les activités. Les résultats obtenus ne sont pas en faveur du programme scolaire, il y avait plusieurs points négatifs que positifs.