

**PEOPLE’S DEMOCRATIC REPUBLIC OF ALGERIA**

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

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**DOMAIN: FOREIGN LANGUAGES**

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**TEACHERS’AND LEARNERS’ PERCEPTION OF THE  
SKILLS INTEGRATION IN THE FIRST YEAR  
SECONDARY SCHOOL COURSEBOOK  
“AT THE CROSSROADS”**

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requirement for the fulfillment of Master degree in English language:  
Linguistics**

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## **Dedication**

For all who answered the call and were never hesitate

For all who answered the call with no delay through day and night.

For all who answered and were never late,

This humble work I dedicate.

## **Acknowledgement**

I am pleased to convey my deepest gratitude to my supervisor Mrs. ZINE Amel for her invaluable feedback that has shaped and assembled this study.

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## ABSTRACT

The purpose of this study is to explore the integration of the four skills in the coursebook “At the Crossroads” published by Algerian Education Ministry (AEM). Differing from the previous studies on the same coursebook, this study tries to find out whether there is integrated skill bias in the coursebook, although it is prepared with the claim that it is integrating the four skills and aiming to develop all of the four skills equally. In order to fulfill this aim, a student questionnaire and a teacher questionnaire, which aim to define the students and the teachers’ opinion on the effectiveness of the coursebook in terms of four skills, have been developed and submitted to First Year Secondary Education Students in Houari Boumediene High School in Berhoum and English Teachers in M’sila Secondary Schools. The findings of this research indicate the dissatisfaction of both students and teacher with the coursebook in terms of the efficacy of it in bettering students’ four skills. In addition, the results reveal that “At the Crossroads” is a *reading* dominant or *reading* biased coursebook in terms of skills integration.

**Keywords:** At the Crossroads, integration, four skills,

## المخلص:

هدف هذه الدراسة هو تقصي وجود تكامل المهارات الأربعة في الكتاب المدرسي للغة الإنجليزية At the Crossroads للسنة الأولى من التعليم الثانوي الصادر عن وزارة التربية الوطنية . خلافا للدراسات السابقة على الكتاب ذاته، تحاول الدراسة الحالية إيجاد ما إذا كان هنالك تكامل للمهارات في الكتاب حيث انه صمم مسبقا على ذلك المبدئ ويهدف دائما لتطوير تلك المهارات بالتساوي. ولهذا الغرض تم استخدام استبيانين وزعا على أساتذة اللغة الإنجليزية للتعليم الثانوي بالمسيلة وطلبة السنة الأولى ثانوي بمدرسة هواري بومدين الثانوية ببرهوم. يهدف الاستبيانان للتعرف على رأي كل من الطلبة والأساتذة حول فعالية الكتاب المدرسي فيما يخص المهارات الأربع. النتائج المحصل عليها أظهرت عدم رضى كل من الأساتذة والطلبة فيما يخص فعالية الكتاب المدرسية في تطوير المهارات الأربع لدى الطلبة. كما أظهرت النتائج أن الكتاب المدرسي يعطي أهمية كبيرة لمهارة القراءة على حساب المهارات الأخرى.

الكلمات المفتاحية: at the crossroads, ، التكامل ، المهارات

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## **ABBREVIATIONS**

1. **AEM:** ALGERIAN EDUCATION MINISTRY.
2. **CBA :** COMPETENCY BASED APPROACH
3. **CBE:** COMPETENCY BASED EDUCATION
4. **CBI:** CONTENT-BASED INSTRUCTION
5. **CBLT:** COMPETENCY BASED LANGUAGE TEACHING
6. **CLT :** COMMUNICATIVE LANGUAGE TEACHING
7. **CV:** THE COEFFICIENT OF VARIATION
8. **EFL:** ENGLISH AS A FOREIGN LANGUAGE
9. **ELT :** ENGLISH LANGUAGE TEACHING
10. **ESL :** ENGLISH AS A SECOND LANGUAGE
11. **GTM :** GRAMMAR TRANSLATION METHOD
12. **RSD :** RELATIVE STANDARD DEVIATION
13. **SPSS:** STATISTICAL PACKAGE for SOCIAL SCIENCES /STATISTICAL  
PRODUCT and SERVICE SOLUTIONS.

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## **General Introduction**

### **Background of the Study**

There is no denial that learning English has become an absolute necessity in today's globalized world. As the world's sole 'hyper central language' (Cook, 2008) as cited in (Meidani, E. & Pishghadam, R, 2013, p.84), English has penetrated into all societies and it becomes the tool for communication in all life fields. To reach this status, many things have contributed to help English to be worldwide language. One of the main materials that has its impact on this widespread of English is the coursebook. It has become essential element to learn English by a maximum number of people amongst a community. Coursebook plays a significant role in EFL teaching and learning by providing useful ready-made material to both teachers and students more than any material can do. "Probably nothing influences the content and the nature of teaching and learning more than the books. So, it is of great importance that the best and the most appropriate materials should be adopted. Selecting teaching materials is often not an easy task." (Cunningsworth, 1995, p.V).

After many methods and approaches that had been adopted by the Algerian Educational System, since the assimilation of English into the Educational system, the CBA (the Competency-Based Approach) was the last one to take place in the English teaching and learning process. The main principle of CBA is "the outcomes or outputs of learning in the development of language programs" (Richards & Rodgers, 2001, p.141). The CBA is designed not around the notion of subject knowledge but around the notion

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of *competency*. The focus moves from what students know about language to what they can do with it. (Richards & Rodgers 2001, p.144). In the process, the Algerian Ministry of Education have introduced new coursebooks to secondary level teachers and learners. “At the Crossroads” for first year and “Getting Through” for second year and “New Prospects” for third year.

Some literature has been concerned with “At the Crossroads” in Algeria. For example, Keskes (2012) has put the coursebook under study in his research about the Competency Based Approach entitled “Competency-based Approach: Chimera or Reality? The Case of the English Manual “At the Crossroads”. In his study, Keskes (2012) considered the CBA a discipline that the Algerians were forced to adopt, “Under the thrust of the Ministry of National Education, this teaching method has brutally intruded into the Algerian educational landscape”. (p.59). Keskes’ article (2012) aimed to achieve a two-fold objective as he stated. The first was, “diagnose some of the strengths and limits of the manual(the coursebook) and appreciate teacher’s opinions on the conditions of its implementation”(p.60) and the second was, “apprehend the effective adequacy between the shown off curriculum designers’ pretensions in terms of learning needs translated into the manual content and the perceptions teachers make about them.” (p.60). The results of the professor’s research were unfortunately disappointing after he had submitted a questionnaire to a sample of English teachers in Setif Secondary Schools, “The analyses of the results of the questionnaires reveal teacher’s *disarray* due mainly to the absence of visibility, clarity and inconvenience as to how to implement the new programme”( Keskes,2012,

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p.60). Another study was that of Belouahem (2008) entitled “The Suitability of the First Year Secondary School Coursebook ‘At The Crossroads’ to the Algerian Teaching Environment. The study aimed to examine how suitable and effective is the coursebook “At the Crossroads” according to the teachers’ and learners’ perceptions of it. The researcher tried to explore whether the coursebook has applied the objectives of Ministry of Education programme through learners and teachers’ material appreciation. The results have shown that “it (the coursebook) does not completely suit the teachers’ and the students’ expectations and is not fit for the target group of teenagers.” (Belouahem, 2008, p.4).

Another analysis of the “At the Crossroads” coursebook was the one held by Mr. BASSOU Abderrahmane. In his thesis submitted to the Department of English in Tlemcen in candidacy for the Degree of Doctorate in Applied Linguistics and TEFL during 2014 -2015 academic year. The thesis entitled “A Reflection upon the Factors Mediating Autonomous Learning: An Analysis of First Year Secondary School ELT Textbook”. The aim of the study was to analyze the coursebook to see if the (cognitive, meta-cognitive, social and affective) factors mediating learner autonomy are represented in it or not. (Bassou, 2014-15, p.v). In order to meet his aim of research, the researcher used a checklist in the form of a referential to analyze the textbook, plus two questionnaires, one for teachers and another one for learners to collect data about the informants’ teaching/learning practices, as well as their attitudes and beliefs towards learner autonomy. According to the findings he found, the actual layout of the textbook and its content do not help

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to foster autonomous learning. “It was revealed that the factors mediating autonomy, apart from the affective factor, are represented in the textbook but some of them do frequently appear, others are rarely represented and many have been neglected. It was also proved that teachers’ and learners’ classroom practices are not congruent with the main principles of the approach, and that their beliefs and attitudes towards learner autonomy have greatly affected the teaching /learning processes inside and outside the classroom.” (Bassou, 2014-15, p.v).

The already mentioned literature did not tackle the issue integration of the four skills and how the coursebook is designed in terms of content. However, all of the studies revealed deficiency in the coursebook and showed the dissatisfaction of teachers and learners. Therefore, the current study is set to and explore the coursebook design.

The CBA coursebooks aims at first, to fulfill the learners’ needs, taking into account the four skills (Reading, Writing, Listening, and Speaking) as they are the main competencies that learners want to master. Second, to provide the skills in an integrated manner during lessons so as each skill is developed in as much focus as the others.

“In our daily lives, we are constantly performing tasks that involve a natural integration of language skills simply because skills are rarely used in isolation. One’s overall competence in a foreign language involves performing effectively a combination of the skills” (McDonough and Shaw, 2003, p.204). According to Richards and Schmidt (2010), “The teaching of the language skills of reading, writing, listening and speaking in conjunction

with each other is like when a lesson involves activities that relate listening and speaking to reading and writing” (McDonough & Shaw, 2003, pp. 201-202).

### **1. Statement of the Problem**

Through observation of English level and mastery of skills for the first year secondary education learners’ and by relevance to their tests and exams results, they have shown weaknesses in some skills especially the productive skills (speaking and writing). Moreover, most of the students find it hard to express themselves in English. Consequently, the students did not benefit from the book as well as they should, the CBA coursebook “At the Crossroads” might have a problem in meeting the needs of the students and there must be an absence of the four skills integration, which might be due to a problem in the teaching style or the activities at classroom.

### **2. Aims of the Study**

The study investigates the situation of skills integration in the CBA coursebook “At the Crossroads”. It aims at finding if the coursebook that the Algerian Ministry of Education adopted, has helped students to communicate well in English. If it is built on the integrated-skill approach that motivates learners to practice. “The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication”. Oxford (2001). Moreover, this approach stresses that English is not just an object of academic interest nor

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merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Accordingly, the aim of this study is to find out if the coursebook of the first year secondary education “At the Crossroads” is built on the integrated-skills approach and if there might be any skill that has gained more attention than the other skills i.e. if there is an imbalance in the skills distribution.

### **3. Research Questions:**

In order to investigate this, the study raises the following research questions:

- What is the situation of skills integration in the first year secondary school coursebook “At the Crossroads”?
- Is the coursebook built on an integrated-skill approach or a segregated-skill approach?
- If there were no integration of the four skills, what might be the reasons due to this absence?

### **4. Significance of the Study**

This study is some kind of analysis and evaluation of the first year secondary education coursebook “ At the Crossroads” which has been published by the Algerian Ministry of Education in 2005/2006 academic year, with a great focus on if the four skills (Listening , Speaking , Reading and Writing) are equally integrated or not.

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The study may help coursebook designers at the Algerian Education Ministry to mind again “At the Crossroads” first year secondary school course book taking into account the results that may show a deficiency in the integration of the four skills. Of course, the results of this study may help teachers to apply the best ways to make the coursebook content as beneficial as it is expected. Add to this, the study aims at recommending the role of the coursebook in making the classroom similar as much as the real life of learners is i.e. if the coursebook does fulfill their needs outside the school atmosphere.

The significance of choosing “At the Crossroads” first year secondary school course book is that it is the first book the learners *conquer* at a new environment, which is the high school. It is also, as its title shows, at the crossings of the learners’ career after they have been studying English for four years at middle school and after the Ministry of Education new reforms of the second generation, this book might need some correctness if there were, of course, a problem of skills integration.

Furthermore, the coursebook is *supposed* to follow the CBA principles and to match the objectives that learners are expected to achieve at the end of a course or program. Richards and Rodgers (2001, p. 141) explain that the CBA is “an educational movement that advocates defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study”.

### **5. Hypotheses**

Regarding the learners level in English and concerning the mastery of the main skills applying the important competencies, the hypotheses would be that if the coursebook integrates the four skills in complementary relationship, learners would almost develop competencies in English. However, if the coursebook showed dissatisfaction in dealing with the four skills, the level of learners would be decreased.

### **6. Limitations of the Study**

As with most research projects, there were many limitations to the present study. There would be no accurate data from both teachers who might show some subjectivity, novice teachers who have used the coursebook for the first time and learners who lack experience concerning the filling of questionnaire and judging the instructional materials.

In addition, the short time devoted to the study, which may lead to the limitation of the space of study, the mass of the sample or analysis of the results. Moreover, the study is *post-use evaluation* in which the questionnaires should be submitted for students and teachers, at the end of the school year. Moreover, it coincided with the period of peoples' movement. Consequently, this might have led to difficulty in finding the participants, gathering them and collecting accurate results.

### **7. Research Methodology**

The nature of the study is both descriptive and exploratory. The descriptive research uses elements of both quantitative and qualitative. The

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term descriptive research refers to the type of research question, design, and data analysis that will be applied to the topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect. On the other hand, exploratory research used to investigate a problem, which is not clearly defined. In the current study, the descriptive research describes the teachers and learners perceptions about the coursebook while the exploratory research investigates the integration of the four skills. The used tool in collecting data was randomly distributed questionnaires, one for thirty six first year students who study at Houari Boumedién Secondary School in Berhoum. The students sample was **36** ranged between scientific stream and literature stream consisted of **9** male students and **27** female students. Another questionnaire was submitted to **60** Secondary School English Teachers in M'sila. The teachers' questionnaire was done through two ways; through online that collected 29 answers and by printed hard copies, which collected only 15 from 30. Therefore, the sample was **44** teachers. **25** males and **19** females.

After gathering data, the results were calculated using the SPSS (Statistical Package for the Social Sciences) version 20. The analyses went through three steps. First, analyses of the teachers' questionnaire to find out their opinions concerning the coursebook. Second step, analyzing the students' questionnaire to investigate how they find the book according to their needs. The third step was comparison of the results between the teachers' questionnaire and students' questionnaire.

### **8. Study Structure**

This study is distributed into three chapters. The first chapter is divided into three sections. The first section is devoted to English as a Foreign Language approaches and methods worldwide and in Algeria, the importance of the coursebook in EFL and finally the teaching of the four skills. The second chapter deals with Methodology of the research, which represents the nature of research and the tools that have been used to gathering data. The third chapter is devoted to the data analysis and pedagogical implications.

## CHAPTER ONE: REVIEW OF LITERATURE

### SECTION ONE: ELT APPROACHES IN ALGERIAN SECONDARY EDUCATION LEVEL

#### 1.1 Introduction

“It has been estimated that some sixty percent of today's world population is multilingual. Both from a contemporary and from a historical perspective, bilingualism or multilingualism is the norm rather than the exception. It is fair, then, to say that throughout history foreign language learning has always been an important practical concern”, (Richards & Rodgers, 2001, p.3).

Like all the worldwide countries and the Arabic countries in particular, Algeria has followed the path to embrace English to its educational system. The English Language Teaching in Algeria has been a challenging fact that was characterized by determination, ambition and success. In order to achieve this implementation, Algeria has applied many approaches and methods to teaching English as a foreign language following the modern second and foreign language teaching. This change in the ways of teaching English aims to find out the operative, well organized and the most fruitful methods to ELT.

“The teaching of any subject matter is usually based on an analysis of the nature of the subject itself and the application of teaching and learning principles drawn from research and theory in educational psychology. The result is generally referred to as a teaching method or approach, by which we refer to a set of core teaching and learning principles together with a body of

classroom practices that are derived from them. The same is true in language teaching, and the field of teaching methods has been a very active one in language teaching since the 1900s. New approaches and methods proliferated throughout the twentieth century.” (Richards & Rodgers, 2001, p. viii)

English Language Teaching (ELT) has witnessed the application of various methods and approaches. Starting with the most ancient classical Grammar-Translation Method (1962 - 1971), to the most recent one, the Competency-Based approach (CBA) in 2003, passing by the Structural Method (1971-1981) and the Communicative Language Teaching (CLT) in 1981. However, the focus of the study will be only on the two last approaches that AEM had adopted. The Communicative Approach and the CBA as they are related to each in terms of competencies and *know-how* about the language. The CBA focuses on teaching and developing different competencies like Communicative language teaching which sets as its goal the teaching of communicative competence. (Richards, 2006, p.2)

## **1.2 The Communicative Approach**

### **1.2.1 Historical Background**

The main goal of learning a language is to use it in situations of communication and to have a high level of fluency and accuracy in mastering it. However, these goals were not of much concern in the previous approaches to English teaching and learning in Algerian curriculums. Therefore, the Algerian Educational Authorities put into practice The Communicative Teaching Approach. The Communicative Teaching Approach was first proposed in the 1970s. It had played a major role in inspiring language-

teaching practice around the world. Many of the issues raised by a communicative teaching methodology are still appropriate today, (Richards, 2006, p.1).As a definition,( Richards,2006) states, “Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.” (p.2)

### **1.2.2 Communicative Approach in Algeria**

In Algeria, as a response to the Structural Teaching Approach, which has weakened the learners ‘communicative capacity, communication skills come to be on the scope. The Algerian teachers of English were informed to stop using the structural syllabuses and textbooks that have been used for long in order to embrace new approach. (Baiche 2008). The new approach sets as its goal the teaching of communicative competence.

Compared to grammatical competence, which refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed and that was the main focus of the previous approaches, communicative competence refers to the following aspects of language.(Richards,2006, p.3)

- Knowledge to use language for a range of different purposes and functions.
- Knowledge to vary our use of language according to the setting and the participants (e.g., formal and informal usage or written language vs spoken communication)

- Knowledge to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowledge to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

### 1.2.3 The Communicative Approach Coursebooks

In the 1980's and the 1990's, some illustrative coursebooks were brought to action, such as:

📖 'My New Book of English' for the first-year at the secondary level.

📖 'New Midlines' for the second year.

📖 'Comet' for the final third year.

These series were designed to make it easier for the learners to use their target language. As for pronunciation, it focused on fluency and accuracy which are complementary items situated under various communicative techniques so as to keep learners focus on both the pronunciation of the utterances, as well as grasp their meanings in language use. (Bougandoura ,2012, p. 55)

The Algerian Educational authorities brought CA after they noticed that there has been a lack of *communication* skills in the previous methods and approaches. According to Hymes 1972: 281–282, 277) as cited in (Zane Goebel,2007,p.162),

“Being communicatively competent meant being able to use linguistic forms appropriately; that is, to know when to speak, to whom to speak, where to speak, and in what manner to speak”. This was as a definition of the communicative competence and according to him the main *goal* of learning

a language, which was absent in teaching language through the previous history of EFL in Algeria.

Grammar has gained a great space of interest amongst previous approaches more than it would merit. It is clear that grammar competence is not all that is involved in learning a language since anyone can know the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication , “the rules of use without which the rules of grammar would be useless”. (Hymes,1972, p.278 as cited in (Baiche, 2008, p.65)

The chance, then, should be given to sbtudents to learn how to convey the desired meaning, interpret messages, exchange thoughts and negotiate meanings interpersonally in a frame of specific context.

#### **1.2.4 The CLT Approach Advantages and Disadvantages**

##### **1.2.4.1 Advantages**

Since its implementation into the field of language teaching, the Communicative Approach has brought many advantages. Unlike grammar-translation method and the structural approach, Communicative approach emphasis on “task-oriented, student-centered” language teaching practice and it provides students with comprehensive use of English language, for communication of opportunities (Richards, 2006). The main advantages that CLT brought to EFL are as follow:

- a) It highlights fluency in the target language. Meaning that, it provides students with assignments that allow them to improve their own ideas about what they are going to talk and how they are going to express. This

enables the learners to be more confident when interacting with other people and they enjoy talking more (Brown, 2001).

- b) By communicative competence, learners use the language in a communicative situation to satisfy their needs in real-life communication is a priority in CLT (Richards, 2006). In other words, it brings the real life situation of the native English in to classroom activities such as role-play and simulation (Harmer, 2007).
- c) Learner-centeredness is essential in communicative approach. In other words, much more time issued by the learner and he should exercise and communicate enough in the CLT class to achieve communicative competence (Brown, 2001).

#### 1.2.4.2 Disadvantages

However, there have been numerous criticisms on the principles of the communicative approach to teaching and learning language:

- a) The approach's main concern is meanings and rules of use rather than grammar and rules of structure. In other words, the correction of pronunciation and grammar error is neglected. The CLT focuses too much on meaning at the expense of form.
- b) The approach focuses too much on *fluency* rather than on *accuracy* in grammar and pronunciation. According to Hughes (1983), communicative language teaching leads to the production of "fluent but inaccurate" learners. There were fears of giving priority to fluency over accuracy in CLT classes.

” Instead of concentration on accuracy, the focus will be on the success of the communication. The teacher's attitude to error and mistake will

therefore be completely different. If, for example, he stops students every time they make a mistake and points this out, then he will be destroying the communication that he is supposed to be encouraging". ( Harmer, 1983 : 37 as cited in Baiche,2008,p.67)

- c) The approach is suitable for intermediate and advanced students. However, students with weak levels of skill in the target language may find it difficult to contribute in oral communicative activities.
- d) The ability of the teacher must be as good as that of a native. Even with teachers' best efforts, classroom activities have not served as real-life so as it can be difficult to practice an authentic language use. Moreover, the emphasis on learners' needs and interests demands much more effort and teacher find themselves obliged to adapt the syllabus in order it fits the learners' needs.
- e) The lack of sources and tools makes it difficult to implement such an approach. Dependable materials and native speaker teachers are essential for its success. In addition, suitable classrooms are not available that can allow for group work activities and for teaching aids and materials as most of classes were too large ones.

Some of the above drawbacks were accounted for the unsuccessful march of the Communicative Teaching Approach in Algeria. Moreover, this approach has been early presented and applied. It was introduced in the country in 1981 after it had been presented in Britain in the 1970s and in China in 1990s. Among this situation, there was not enough *preparation* of teachers to such an important initiative and thus the problems that followed this change.

Another problem with this approach was *coursebook* whether it was communicative or not, how had been the selection of its content, its organization, layout and quality. For instance, New Lines which consists of eighteen 18 teaching units that present different language functions are first of all too many to be covered in an academic year.

This is why after the use of the textbook in the classroom and the claims of practitioners for many years, a decision from the Ministry of Education has come to reduce the number of the teaching units. In the end, only twelve (12) units have been selected and retained for literary streams and nine (9) for scientific streams. Second, the textbook contents do not exhibit and encourage communication such as in ‘Unit 12’ where in the description of a process; the students find themselves mainly concerned with *reading* about a process and filling diagrams and tables that follow each text in the unit.(Baiche,2008, pp.64.65).

### **1.2.5 Communicative Language Teaching Misapplication**

One of the main principles of communicative language teaching approach is that, the teacher is supposed to provide the means of practice and training for language use for communication to happen. As mentioned earlier, during the 1980s, the communicative methodology was still new and teachers had not enough explored it. The communicative approach necessitates more emphasis on certain techniques that are harmonious with language use. Consequently, teachers find themselves obliged to establish opportunities for learners to develop their courage when they use the target language. Moreover, their activities selection should be done in a gradual manner so the

learners would early develop their communication. Then, establishing a warm relationship built on understanding with students and caring about them is a principal importance. Hence, the interaction will become possible once teachers, under their guidance, students express themselves in simple and straightforward ways and they do not intervene only when the learners hesitate. Contrary, students may lose confidence both in their teachers and in themselves, if in a way or another, they were not encouraged and supported enough or when their teachers interrupted them each time they commit a mistake. *Harmer* sketches out certain features of communication output as follows: “Instead of concentration on accuracy, the focus will be on the success of the communication. The teacher’s attitude to error and mistake will therefore be completely different. If, for example, he stops students every time they make a mistake and points this out, then he will be destroying the communication that he is supposed to be encouraging.” (Baiche, 2008, p.67) as cited in Harmer, 1983, p.37)

### **1.2.6 CLT Approach Abandoned**

Unfortunately, the grammar-orientation during the 80s had a great impact on the secondary schools teachers as it had been used for long period by generations before. The slogan that emphasized “fluency first and grammatical accuracy second” which was the main feature of CLT did not work, As a result, the communicative approach as an innovation in the teaching/learning of English was a solution of a big deal. In the end, there were two teaching situations: teachers who never detached themselves from old practices and continued their teaching of grammar, and others who had

difficulties to integrate necessary grammar in the development of learners' communication skills (Baiche, 2008)

### 1.2.7 Communicative Language Teaching Replacement

It is unfair to say that Communicative Language Teaching approach has not *brought* benefits and improvements to education in general and to the Algerian field of education. The approach has created applicable and motivating activities for language interaction in the classroom. Actually, many learners thanks to teachers who believed in CLT and the good use of suitable materials have developed some ability to express their ideas and views whenever and wherever the circumstances have permitted. As compared to the structurally oriented approaches, the CLT privileged fluency over accuracy. Teachers work harder finding communicative situations for their learners to act together using the target language and neglect to focus on grammar, translation or drilling.

However, the CLT has been criticized because of the abandonment of the cognitive side of learners, which is an essential element in the learning process that helps in raising the learner's awareness of language. Learners did not create the forms they want to in their way; rather they were just guided to use readymade expressions. However, when the learners knew that form contributes to meaning they expand and develop their generative capacity. This obvious weakness in the learner has constituted a strong reaction to the communicative approach as stated below:

“Questions about the nature of linguistic knowledge, its different features, the ways in which it is organized, stored and recalled, especially in

respect of the vocabulary are very much at the center of ongoing research in the fields of cognitive psychology, second language acquisition/learning and foreign language teaching”. ( Klein, 2002 : 8 as cited in (Baiche,2008,p.70). Another apparent problem with CLT as stated by *Swan* in his two articles “A critical look at the communicative approach (1) and (2) ” is that, “the classroom is not the outside world, and learning a language is not the same as using language. A certain amount of artificiality is inseparable from the process of isolating and focusing on language items for study ...” (Baiche, 2008, p.70). In other words, there is a big difference between learning a language and real-life use of a language.

In spite the fact that the CLT is a learner-centered approach, the *outnumbered* an crowded classes in the Algerian schools did not help that and the teacher still dominating the classroom. In fact, there has been many misapplications of CLT, Some teachers have even *eclectic* and believe in using a kind of mixture methods, yet this type of teaching methodologies cannot be considered as a solution, “There is no agreement as to what the different methods precisely stand for nor how they could be satisfactorily combined.” (Stern 1983: 482). In other words, it is not simply to “take the best from a hotch-potch of methodologies and dump the rest” (Tuck,2003: 1). Because of this misuse of the communicative approach, student-student interaction – for instance, to express their feelings, emotions and views, etc. is ignored.

### **1.3 The Competency-Based Approach**

Actually, the teaching of English is becoming a global interest. In Algeria, the recognition of this importance, which English, nowadays plays in the world, is extremely observed as the Algerian Educational Ministry has put more emphasis on English in its programs.

In 2001, The Ministry of Education started a crucial educational Reform and many changes has happened in EFL teaching. Although French is the first foreign language in the Algerian Educational System before English, this latter has gain a great consideration within the educational Reform. Actually, a new methodology and new approach was introduced that is CBA to All subjects and to teaching and learning English which is the competency Based Language Teaching (CBLT).

#### **1.3.1 Brief History**

The Competency Based Education (CBE) is an educational movement, which was firstly emerged in the US in the 1970s. The main focus of the syllabuses and programs of teaching is on the output rather than on the input of learning. In other words, the CBE tackles the learner's achievements after each course or program. (Richards and Rodgers,2001,p.141) clarify that the CBE "advocates defining educational goals in terms of precise measureable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study". Therefore, Learners are required to develop their abilities to use what they have acquired in real life situations; these abilities (or outputs of learning) are competencies.

The Competency-Based Language Teaching (CBLT) is the adoption of the CBE characteristics and principles into the field of language teaching. As cited (Richards & Rodgers, 2001, p.143), this approach to language learning and teaching depends on, “functional and interactional perspective on the nature of language”. That is, the social context, which the language is used in, plus, the learners ‘communicative needs, must be taken into consideration. In addition, the CBLT highlights the notion of *competencies*. In CBA, learners study English within varied and relevant situations and contexts .i.e. situations that are similar to real-life ones. Hence, learners develop language use and problem-solving abilities either inside school and classrooms or outside school. Consequently, learners would appreciate learning English as it becomes part of their life. (Mirza, 2016-17, p.29).

CBA involves describing the following competencies; the ability to use English, a group of skills and knowledge, and the capacities to use English in different contexts that are defined by the skills and knowledge learnt. The emphasis here changes from what learners know about language to what they can do with it. In this respect, Russell Docking (1994) states, as cited in Richards & Rodgers, 2001, p. 144), that:

“CBLT by comparison is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting.”

### 1.3.2 What is a “Competency”?

The debate on education and learning has transitioned over the previous two decades. Today, it is obvious that there is the use of market, investment and product new age-commercial language. As a part of this move, the interest on the competence and competency has been flourished. It is and has always been difficult to establish a clear definition these two terms comprehensively. The competence is being physically and intellectually qualified and adequate, or the tendency to do something well measured against a criterion, particularly the ability acquired through prior experience and previous training.

In the business dictionary (<http://www.businessdictionary.com>), it is defined as “A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation.

*Competence* indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competence can occur in any period of a person's life or at any stage of his or her career.”

Richards & Rodgers(2001) cited Docking (1994. p. 145) who defines competency as “An element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and/or a work setting. This includes specific knowledge, thinking processes, attitudes, and perceptual and physical skills.” (Mirza, 2016-17, p.31).

A competency's definition might be, then, the ability to act using some skills and knowledge in different states which are the same or different from those being learned. An individual's competency in a certain area develops over time. As competency is firmly related to a life-like situation, students are prepared to use English successfully through their application of what they have learned at school. Concerning the curriculum, language is viewed as a set of interacting competencies; they are the abilities to use language as a speaker, listener, reader and writer. Learners' competencies are linked to both their in-school and out of school needs. Learners will be competent to speak, to listen to read, to write and more importantly, to re-use what they have known in new situations.

Nunan (2007) suggested that the integration of the skills (*listening, speaking, reading and writing*) is essential when they are taught, so as they would fit their usage in real-life context. The era of information distribution in fragments to learners has gone and comes a new way that aims at helping learners to be more active and make them responsible for their own learning. In order to take this active role, learners need opportunities to be autonomous and find answers to questions and problems in their daily life.

In this approach to learning, learners are set against as many *complex* as they may face outside school. They rely on their cognitive and affective resources without the abandonment of their social and cultural influence while they interact with the world around them. Overall, the competency based curriculum focus is on what learners can actively *do* in and with the

language rather than on a detached list of items, they are expected to recall.  
(Mirza, 2016-17, p.31)

### 1.3.3 Competency Based Approach in Algeria

The Ministry of National Education in the national program of EFL in the First Year Secondary School teachers' guide (2004) defined CBA in relation with the definition of the competency,

In French, “La compétence est un savoir agir qui intègre un ensemble de savoirs (connaissances), savoir-faire (capacités) et savoir-être (attitudes) mobilisables pour résoudre une catégorie de situations problème. Elle implique en plus de la mobilisation de ces ressources, leur organisation et leur coordination pour faire face à des situations appartenant à une même famille“

Academics and syllabus designers have always been acting to boost the idea of “*know-how*”.so the new adopted approach and its program is tend to permit the Algerian learner to improve interactive capacities with a world that he will build gradually. In order to make learning meaningful, AME works on to establish a competency-logic-centered program that fits in a set of instructions, which are based on worldwide research to find out links between learning and context of use.

### 1.3.4 Competency Based Approach Features

The competency-based approach becomes very common and successful due to its features that allow it, firstly, to be useful in different domains as teaching, assessment and training and secondly make it unique among the other approaches. Some of those features are as follow:

Starting with the claim of M. Louznadji, (2006) ,CBLT is an approach based on the process “*know-how - to act*”.

1. The goal of teaching is “a competent performing learner”, that is the ability to use the acquired knowledge in the real life situation.
2. The learner must be aware of the learning process, more autonomy, and required to look for the information from different sources not only the one given by the teacher.
3. The teacher’s role is somehow different than her/his role in the other approaches.
4. A “problem-solving” approach looks for the required solutions through the content of the learning process.
5. The importance of the Project-based session in developing learners“ CC. It focuses on the outcomes.

**Bowden (2009, pp. 3-4)** concluded the main principles as:

1. “A focus on outcomes”: the content, the syllabus, the material, and the assessment are designed according to the expected outcomes related to employment.
2. “Greater workplace relevance”: by identifying the competencies, the course will be designed according to those competencies that are appropriate to the workplace requirement.
3. “Outcomes as observable „competencies“”: competencies are outcomes precisely and clearly defined which produce communication in real life situations. (Bekkari-Saadat,2014 /2015, p. 9)

Cheli Saliha.2010. p15 has quoted the CBA characteristics from (EltAlgeria Articles: what is CBA?) and they are as follow:

- CBA is an action-oriented approach that aims to allow the learner to become an outside-classroom effective skilled (competent )user
- CBA is a problem-solving approach in that it seats learners in front of obstacles, problems, make learners think, so as they learn by doing.
- CBA is social-constructivist in that it privileges social interaction with other people. In other words, learning is a creative use of a newly constructive knowledge through social interaction not just a no practical knowledge.(know-how)

Finally, CBA is a cognitive approach that its design is extremely based on Bloom's taxonomy . Bloom has claimed that all the educational objectives can be classified as cognitive (to do with information) and affective (to do with attitudes, values and emotions) or psychomotor (to do with bodily movements ...). Bloom said that cognitive objectives form a hierarchy so as the learner starts from lower objectives achievement to reach higher ones. (Cheli Saliha,2010,p.15).

One of the most distinctive features of CBA is its integration of project work as part of learning strategy; it seeks concrete learning through the realization of projects .In general , it is only through carrying project work that principles of CBA would be applicable .

### **1.3.5 Why Adopting CBA?**

The previous reforms of the Algerian Education System added no change to learning process or to teachers/learners feedback and they were


temporary and incomplete. Therefore, it was necessary to look for solution. The solution was presented in a new approach to language teaching, which is Competency Based Approach.

ELT Article (2013) mentioned that the main reasons behind implementing CBLT

- It is a pedagogy personalized in developing the learners' competencies.
- It makes learning a living activity .
- It defines the school setting in accordance with the life context .
- It adapts the content to it the learner needs.
- The competencies are derived from different contexts: intellectual, methodological, personal, social and communicational.

In addition to the mentioned causes, Cheli, (2010) as cited in (Bekkari-Saadat, 2014/15, p.21), stated, "in order to integrate in the globalized world, Algeria underwent such a reform to enable young people to reach an international level in terms of required competencies" (p.30).

The coursebooks in the CBA were designed to fulfill the new objectives and are still used nowadays. There are three coursebooks for the secondary education level which were designed on the basis of the CBA. These books are the following

 'At The Crossroads' for the first year. (2005)

 'Getting Through' for the second year (2006)

 'New Prospects' for the third year. (2007)

## SECTION TWO: THE ROLE OF THE COURSEBOOK IN EFL

### 2.1 Introduction

One of the important instructional materials in teaching and learning languages is, for sure, the coursebook. “No teaching-learning situation, it seems, is complete until it has its relevant textbook”. (Hutchinson & Torres 1994, p 315). In addition to teachers and learners roles, the coursebook plays a great part amongst the instructional materials in the design of a method. Therefore, as we have seen earlier, almost all methods have adopted one book or more in order to facilitate the teaching and learning process.

Richards & Rodgers (2001) considered the instructional materials, which the coursebook is one of them, among the elements that constitute the *design* of methods. (Figure 1),”In order for an approach to lead to a method, it is necessary to develop a design for an instructional system. Design is the level of method analysis in which we consider:

(a) what the objectives of a method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) The types of learning tasks and teaching activities the method advocates; (d) The roles of learners; (e) The roles of teachers; (f) the role of instructional materials “(p.20).

In this section, we try to study in depth the role of coursebook in the development of English language Teaching and how good and bad the usage of coursebook on the learner’s progress is. As a start, we will shed light on

the significant of the instructional *materials*, which the coursebook is part of, and their role in the teaching and learning process. Then, we tackle the importance of coursebooks in EFL.

## **2.2 The Instructional Materials**

### **2.2.1 Definitions**

According to (Tomlinson, 2001, p.66), '*materials*' "include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet" (Tomlinson, 2011, p.1). In this sense, they can be educational, experiential, informational or observational in that they can reassure learners acquiring the language, provide experience of the language used, stimulate the use of language or help learners to be autonomous in discovering the language themselves. Richards (2001) has also set a definition of the instructional materials, "Instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training - they provide ideas on how to plan and teach lessons as well as formats that teachers can use" (p. 251).

### **2.2.2 The Role of Instructional Materials**

The role of the instructional materials is defined in relation with the objectives of syllabus, the teacher's role, the learner's needs and activities within the instructional system. Their role is also defined by the method and approach's objectives.

While the Syllabus defines the goals for language learning in terms of four skills (listening, speaking, reading and writing), the instructional materials, sequentially, determine the content of the subject matter, even where there is no syllabus. They also suggest the coverage intensity for syllabus items, allocating the amount of time, attention and detail required by specific syllabus items or tasks. (Richard & Rodgers, 2001, p.29)

Instructional materials also describe or signify the daily learning goals. Materials that are planned and designed on the assumption that the teacher initiates and monitors learning, must run into quite different necessities than those intended for the student self-instruction or for peer tutoring. Some materials require specially trained teachers with near-native competence in the target language. Some are designed to replace the teacher, so that learning can take place independently. Some materials dictate various interactional patterns in the classroom; others inhibit classroom interaction; still others are noncommittal about interaction between teacher and learner and learner and learner.

Concerning the methods, "some methods require the instructional use of existing materials, found materials, and regalia. Some assume teacher-proof materials that even poorly trained teachers with imperfect control of the target language can teach with." (Richards & Rodgers, 1986, p.25).

In a method or instructional system, the *role* of instructional materials will reflect decisions about the primary goal of materials. For example, it is possible to facilitate communication between learners, or to enable learners

to practice content without the teacher's help or interference. It can also decide on the form of materials (textbook, audiovisuals, and computer software). It can relate materials to other sources of input in terms of hierarchy (if they serve as major source of feedback or just minor). Moreover, it can describe teachers' competence in the language or degree of training and experience.

### **2.2.3 Instructional Materials Evaluation**

#### **2.2.3.1 Concept Definition**

Materials Evaluation refers to the done efforts that measure the worth and importance of materials. In many cases, this is performed in an impressionistic manner and comprises attempts to anticipate whether the materials will operate. This means that the learners will indeed be perfectly willing to use them without too much difficulty and enjoy the experience of doing so.

(Tomlinson,2011,p.3) states that all scholars in the chapters of his book simply have accepted the belief that *learning points* should be potentially beneficial to learners for valuable materials and that learning methods should optimize the possibility that learners will actually learn what they really want to learn.

The existing claim in the field of EFL and SLA is that we should not expect absolute answers from both second language acquisition (SLA) and FL (Foreign Language) research, as well as we should not anticipate one research-based model of language acquisition to be privileged and honoured over all the others. "It seems clear that researchers cannot at present agree upon a single view of the learning process which can safely be applied

wholesale to language teaching. (Tarone and Yule,1989) as cited in (Tomlinson ,2011,p.6)

### 2.2.3.2 Materials Evaluation in EFL

No one has the right to prescribe applications of unconfirmed theories. “No second language acquisition research can provide a definitive answer to the real problems of second language teaching at this point. ... There is no predetermined correct theory of language teaching originating from second language acquisition research” (Cook, 1996) as cited in (Tomlinson, 2001, p.6)

Still, this should not hinder us to apply our knowledge of second and foreign language learning for the sake of materials development to facilitate that process. Our language learning knowledge is an accumulation result of thousand years work in the field of teaching and of experimental and observational research during approximately a century. Consequently, the combination of the convincing subjective and empirical evidence available to us, could surely frame criteria, which could contribute successfully to the development of materials. (Tomlinson, 2001, p.6)

It seems that material designers generally rely on their intuition about learning when they tend to create materials, writing coursebooks in particular. The validity of their intuitions is demonstrated by the quality of their materials. About intuition, which could put subjective notion on the designed materials, Philip Prowse as cited in (Tomlinson, 2011, p.151) has anonymously quoted many material writers testimonies. One of those quotes,

which its author mention his and his colleagues' reliance on intuition is as follow

“In materials writing mood- engendered by peace, light, etc. – is particularly important to me and the process is also rather different from that involved in other kinds of writing. The main difference, perhaps, is that in materials writing I need to start from the germ of an idea. When I have got that, I might just let it simmer away, give it a stir from time to time, and then at a certain point have a closer look at it. I draw heavily on my own experience. I might look through what other people have done, but I basically rely on my own intuition. This suggests that I work quickly and surely. I think I do work quickly, but since I often leave gaps (for the rather tedious bits that need to be filled in later), and since I also feel the need to shape and polish, I go through endless drafts before I am more or less satisfied.” (Tomlinson, 2011, p.151)

However, intuitions could not be useful unless they depend on both relevant up-to-date classroom experience and knowledge of the findings of recent second or foreign language acquisition research. Hence, everyone could gain more strategies when setting out to develop materials for the classroom. (Tomlinson, 2011, p.7) argues that “if there happened a marriage of the compilation of teachers’ learning principles and procedures with the SLA researchers’ compilation of principles and procedures, it could produce a list of principles and procedures, which would provide a menu of potentially profitable options for materials developers. Either this combination would be of a great importance for the teacher adapting a coursebook unit or the author

setting out to develop a series of commercially published textbooks for the global market. Tomlinson has set his own basic list of principles and procedures as follows: (Tomlinson, 2011, p.7)

1. It is essential that the learners be objected to a rich, meaningful and comprehensible input of language in use.
2. It is recommended that learners engaged both effectively and cognitively in the language experience so as they maximize their exposure to language in use.
3. It is agreed upon that the more learners achieve positive affect the more they achieve communicative competence.
4. It is settled that the mental resources to acquire L1 are beneficial and useful when it comes to L2
5. It is obvious that noticing salient features of the input and discovering how they are used can benefit language learners.
6. It is highly demanded that learners need opportunities to use language to try to achieve communicative purposes.

### **2.3 The Role of Coursebook in EFL Teaching and Learning**

The EFL published materials is becoming more widespread as a kind of instructional materials. Today, EFL coursebooks are the main suppliers of guidelines about syllabus, teaching methodologies and the teaching materials. “Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom”. (Richards, 1995, p.1).

Cunningsworth (1995, p.7) states, “coursebooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs. They should not determine the aims themselves or *become* the aims. We are primarily concerned to teach the language and not the textbook”

Coursebooks can serve as :

- a source for presentation material (spoken or written)
- a source of activities for learners practice and communication interaction.
- a reference source for learners on grammar, vocabulary, pronunciation, etc
- a source of stimulation and ideas for classroom language activities.
- a syllabus ( where they reflect learning objectives which have already been determined) (Cunningsworth, 1995, p.7)

Cunningsworth considers coursebooks as servants of teachers and learners but not their *master*. It should not *exert* tyranny function as the arbiter of course content and teaching methods. However, it is not deniable that materials have considerable influence on teachers and the way they teach. Therefore, “...it is of crucial importance that careful selection is made and that the materials selected closely reflect the aims, methods and values of the teaching programme”. (Cunningsworth, 1995, p.7)

### 2.3.1 The Importance of The Coursebook

In the EFL context, materials in general and coursebook in particular are very important aspects of the curriculum. To learners and teachers , coursebooks are the main preferable materials as they are the most observable feature of a teacher’s methodology, and can contribute greatly to a course’s syllabus .O’Neill (1982) mentions *four* reasons of coursebooks use . First, a

large portion of a coursebooks should be suitable for student's needs. Second, coursebooks are a way of looking ahead or refresh for students, they remove the element of surprise in student's expectations. Third, coursebooks provide an economical well-presented material. Four,well-designed coursebooks permit teachers to improvise and adapt, as well as empower students interaction at class, "Since language is an instrument for generating what people need and want to say spontaneously, a great deal must depend on *spontaneous*, creative interaction in the classroom." (O'Neill,1982,p.111).

### **2.3.2 Opponents and Proponents of the Coursebook**

During the twentieth century, exactly the eighties, Allwright (1981) "What do we want teaching materials for?" offered arguments for the use of published textbook materials as a basis on which to frame the unpredictable interaction, which is necessary to classroom language learning. It also suggested that learners who do not work from textbooks might be being deprived of a useful medium of orientation and study outside the classroom. Finally, the author considers the gradual process of replacement by which new textbook materials evolve. O'Neil (1982, p.104).

Allwright's article opened a long life debate about the usefulness and importance of textbooks in EFL. However, it also turned attention towards the textbook and many scholars responded to his claim. One of them was O'Neil (1982) who has published his article entitled "Why use Textbooks". According to Tomlinson (2001, p.7). "The article put forward arguments against ways in which textbooks deliver materials and O'Neil responded with a defence of the coursebook. Since then there has been continual debate about

whether learners benefit from coursebooks or not”. O’Neil. (1982, p.104) claims that his article was not a response to Allwright’s article and he has given two reasons why it was not.

“This article is not designed as a direct reply to Dick Allwright's paper 'What do we want teaching materials for?', published in *ELTJournal* Vol. 36.1 (October 1981). There are two basic reasons why it is not”. O’Neil (1982, p.104).

The two reasons he has given were based on his opinion about the usefulness of both coursebooks and materials. As a *proponent* of textbook O’Neil first reason why he wrote the article with no intention to reply to Allwright since there was possibilities he perfectly agreed with many of Allwright’s assumptions who still believes in the usefulness of textbooks for some different purposes. He says, “For example, I agree that we should not attempt to predict the learning process of the learner in the way that some textbooks appear to do.” O’Neil (1982. p104). Some books as well as some materials prescribe the learning process and may tell that this is the way or never to study certain language elements. Nevertheless, he claimed that aspect is an all textbooks’ characteristic. He has also said, “I can also agree that some textbooks promote over involvement of the teacher and under-involvement of the learner” O’Neil (1982. p104). However, it is possible, he thinks, for textbooks to promotive the co-operative styles of learning in which the learner often takes die *initiative* in deciding what the best step forward is.. “I can also agree that in some cases, it may well be best to begin with a clean slate and rely only on materials designed after contact with a particular group

and close analysis of their needs” (O’Neil,1982,p.104). However, he believes that the learners’ needs play a great role in the design of textbooks, which it is not the case for Allwright. O’Neil claims that “teachers and classes are often thrown together in schools or institutions in which there is relatively little time for careful analysis of each group's needs” O’Neil (1982. p104).Therefore, in such cases it is more unpractical to choose suitable textbooks. However, he said that there have to be always some common needs among members of one group or different groups although the needs may differ in some points. “Although one group's needs diverge at various points from another's, there is often a common core of needs shared by a variety of groups in different places studying under different conditions at different times.” (O’Neil,1982, p.106).

There have emerged two tendencies. On the one hand, the opponents of the coursebook who claim that it only caters for administrators and teachers and neglects the learners’ needs (Tomlinson,2011,p.7). For them, the coursebook will be used and considered as a kind of control and imperative (Mukundan,2009 ) as cited in ( Tomlinson, 2011,p.7). That it is ‘superficial and reductionist in its coverage of points and in its provision of language experience . . . it imposes uniformity of syllabus and approach, and it removes initiative and power from teachers’ (Tomlinson, 2001, p. 67) as cited in (Tomlinson,2011,p.7) .

Swan (1992, p.33) as cited in (Hutchinson &Torres, 1994, p. 315) has given a warning as concerning the coursebooks, “The danger with ready-made textbooks is that they can seem to pardon teachers of responsibility.

Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us. Unfortunately, this is rarely the case.” Littlejohn (1992) as cited in (Hutchinson & Torres, 1994, p. 316) highlighted that textbooks produce a kind of dependency culture among teachers and learners. In his study of some widely used primary/lower secondary textbooks, he concludes, “the precise instructions which the materials give reduce the teacher's role to one of managing or overseeing a preplanned classroom event” (p84). This means that coursebook reduce the role of the teachers, do not fulfill their needs and may hinder their creativity. Therefore, this would lead to a poor classroom production ,not only in EFL, since this concern about textbooks values was described by Loewenberg Ball, and Feiman-Nemser (1988) in teacher pre-service education programmes (for all subjects) in the United States, and how textbooks are regularly criticized as they do meet the needs of the classroom well enough . “Student teachers are taught that good teachers do not follow the textbook but devise their own curriculum and materials.” (Hutchinson & Torres 1994. p 316).

On the other hand, *proponents* have countered that the coursebook is a cost-effective way of providing security, system, progress and revision for the learner, that it saves teachers time and provides them with a secure base and that it helps administrators achieve credibility and standardization. (Hutchinson & Torres 1994. p 316). After a study in Philippine into the introduction of an ESP textbooks which aimed at finding the role of

coursebooks (textbooks) from the point view of both learners and teachers. Their responses were such replies to what opponents of textbook argue.

Firstly, at classroom, textbooks as providers of input into lessons in the form of texts, activities, explanations, and so on. The lesson is an interaction between the three elements of teacher, learners, and materials and what results from this interaction are opportunities to learn. This interaction needs some freedom and less control the better. However, such a view does not support well the use of the textbook, which is generally seen as controlling lessons by providing a prepared script for the interaction. Therefore, a great consideration to the participants' needs will arrive at a very different conclusion. (Allwright & Bailey 1991, p.21) as cited in (Hutchinson & Torres 1994, p 319) suggest that the greatest need is in fact for the interaction to be effectively managed, by both teachers and learners, "to give everyone the best possible opportunities for learning the language".

Secondly, during the lesson, which is described as a social event and as a dynamic interaction, textbooks imposes a structure that should be seen not as an *undesirable* constraint, but rather as a potentially beneficial phenomenon, which teachers and learners will welcome". (Hutchinson & Torres, 1994, p.320)

Thirdly, as a great focus should be only on lesson with all its aspects, it is important to consider the involved participants who has their own busy lives. As there is, an account for preparing lessons with the amount of time and effort that can be devoted for them; there should be great consideration to other competing interests of the individual's life.

(Hutchinson & Torres, 1994, p.321) states, “the lesson is a dynamic interaction between teacher, materials, and learners. This interaction has: a) to make the event socially tolerable to the participants, b) to enable learners and teachers to know where the lesson fits into the general pattern of things, c) to save teachers and learners work, d) and to give legitimate external parties access to, and possibly influence upon, what takes place in the classroom”.

### 2.3.3 Coursebook Evaluation

What has been already mentioned in the previous section about the materials evaluation is the same for the coursebook. The evaluation takes into consideration some important factors, such as learners and teachers' expectations, methodological preferences, learners' needs and syllabus requirements in order to find out what extent the coursebook is useful or appropriate. The current research attempts to investigate the integration of the four skills (listening and speaking, reading and writing) from the point view of teachers as well as that of learners.

According to L.E. Sheldon (1988, p.237), “ELT coursebook publishing is a multi-million pound industry, yet the whole business of product assessment is haphazard and under-researched. Coursebooks are often seen by potential consumers-teachers; learners and educational purchasers- as market ephemera (temporal) requiring invidious compromises between commercial and pedagogical demands.” Means that it is a must to evaluate the coursebook in order to make it more trustful, reliable and useful so as to fit all the pedagogical participants and they all would benefit from it. “The reason that coursebooks need to be evaluated is that they might be suitable

and ideal in a particular situation and with some particular students but they might turn out to be useless in a different situation” (Richards, 2007, p. 256) as cited in (Mohammad Zohrabi, 2011, p.214).

In the same way, coursebook evaluation helps to find solutions to the participants needs, especially learners. In claim of this idea, Hutchinson & Waters (as cited in Sheldon, 1988, p.213) state, “textbook evaluation is basically a straightforward, analytical ‘matching process: matching needs to available solutions’. Moreover, evaluation is extremely needed in order to clarify ambiguity that covers the use of coursebooks as this issue is rather more emotive and controversial for teachers and many of them would agree with what Swales(1980), “Textbooks, especially coursebooks, represent a *‘problem’*, and in extreme cases are examples of educational failure.” As cited in (Sheldon, 1989, p.237). Therefore, material evaluation should be the top priority of any curriculum. Coursebooks’ evaluation would help teachers to gain a dependable coursebook that help them to teach, be a solution to prepare and approximate all the needs. “The sheer labour-intensiveness of developing classroom materials, the pressures of heavy timetables, and the highly restrictive nature of most teaching situations nevertheless force the teacher (or educational purchaser) to rein in his or her reservations, and to *choose* a book which only approximates to the needs of the local context.” ( Sheldon, 1989,p.238)

Coursebooks are considered the planner of any ELT program. It reveals its shape, structure and destination and by time, learners in terms of continuous, unit-by-unit coverage will evaluate program and the quality of

teachers. Wrong selection of the coursebook can particularly profound reason for regret. "...it is of crucial importance that careful selection is made and that the materials selected closely reflect the aims, methods and values of the teaching programme". (Cunningsworth, 1995, p.7)

### 2.3.4 Types of Evaluation

According to Cunningsworth (1995), evaluation can take place before the coursebook through three phases depending on the circumstances and the purposes for which evaluation is done for. First, **pre-use evaluation**; this type is very difficult as there is nothing to depend on in order to judge the coursebook we have. It is used mainly to look for future or potential performance of the coursebook. Second, **in-use evaluation**; it is undertaken whilst the coursebook is being in action and in some cases it is considered for replacement. The third type is **post-use evaluation**; which gives an assessment for weaknesses and strengths after a period of continuous use. This type can a parameter to decide if the same coursebook is useful for future occasions. (Cunningsworth 1995.p14)

The current research can be considered as an **post-use evaluation** in terms of the four skills. the study aims at finding out how well the "At the Crossroads" deals with integration of the four skills and if any of the four skills has gained more interest than the others did.

However, there exist some other types of evaluation and they are common when there is a need to evaluate coursebooks and materials.

#### **2.3.4.1 Formative evaluation :**

Before a coursebook is completely set to work, this type of evaluation confirms its feasibility, appropriateness, and acceptability.

#### **2.3.4.2 Implementation evaluation**

While the coursebook is being used, this type main objective is to find out whether it matches the intended goals and how well it has been implemented.

#### **2.3.4.3 Outcome/effectiveness evaluation**

This type of evaluation is concerned to examine the effects of the coursebook on the target population through the outcomes assessment to be addressed.

#### **2.3.4.4 Impact evaluation.**

This type looks beyond the results, instructions, or services to identify longer-term as well as unintended effects at the post use of the coursebook . It is like a summative evaluation.

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

#### **2.3.5 Coursebook Evaluation Methods**

There are many methods and approaches to materials evaluation, one of them is what has been already tackled in Section 1, Tomlinson's criteria. We will see some of these criteria briefly.

Materials in general and coursebooks in particular need study at every phase in order to be evaluated in terms of weaknesses and strengths. (Hutchinson & Waters, 1987, p. 97-8) set some steps for evaluation claiming their belief that it is a chain or process of “matching needs to available solutions”. The steps are “defining criteria, subjective analysis, objective analysis, and matching.”

Cunningsworth has set a quick-reference checklist of some important criteria to evaluate the coursebook. Before adopting the coursebook, it is important to seek the opinions of practicing teachers, students' views on the usefulness of the material it. However, if it is not possible to talk to people who have actually used the material and in case the examining process is done, then a detailed analysis of the material is the effective way of becoming familiar with it. (Cunningsworth 1995.p3) has set a checklist for each aspect in the coursebook.

### **Conclusion**

The role of instructional materials is as much important as the other elements of the teaching-learning process. Henceforth, the more caring they possessed the more beneficial they would be. Moreover, it is essential for the responsables and organizers of the learning process, as they consider a lot for the classroom atmosphere and the good factors that make EFL classes as good as possible, they take into consideration the coursebook design, selection and participants' needs. Absolutely, this is the main job the materials and coursebooks designers in particular.

## SECTION THREE: TEACHING SKILLS APPROACHES

### INTRODUCTION

The prime objective of learning a foreign language is inevitably to use it in communicative situations in which learners use their whole knowledge about it. (Oxford, 2001, p.1) resembles the process of teaching and learning foreign language to tapestry “One image for teaching English as a second or foreign language (ESL/EFL) is that of a tapestry. The tapestry is woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages (i.e., English and the native languages of the learners and the teacher). For the instructional loom to produce a large, strong, beautiful, colorful tapestry, all of these strands must be interwoven in positive ways.” (Oxford, 2001, p.1). However, if the instructor has failed to address effectively the learners’ learning, to motivate learners, and to provide supportive resources and values to the language teaching, which Oxford called them *strands*, then “...the instructional loom is likely to produce something small, weak, ragged, and pale--not recognizable as a tapestry at all” (Oxford,2001,p.2).

In addition, any EFL instructor must take into account the teaching of the four primary skills; listening, reading, speaking, and writing. These skills are very important to the good language practice, “...because acquiring a new language necessarily involves developing these four modalities in varying degrees and combinations (Oxford, 1990,pp. 5,6) as cited in (Vernier-Barbuzza-Del Giusti-Del Moral ,2008, p.266)

When the skills are *interwoven* in integration, this leads to peak language communication in what is been known as the Integrated-Skill Approach (Oxford, 2001, p.2). This approach is considered by many as the key to establish an authentic classroom environment as similar to real life situations as possible in order to teach English in a way close to a real communicative situation. Hence, there was a proposition to mix the skills while teaching English so as the instructor can combine a given skill with the others in order to create a communicative classroom environment that gives learners opportunities to improve their language abilities.

However, if the instructor has just focused on the language itself denying the existence of other elements and he wrongly considers teaching language for language's sake, there will no interrelation between the skills. This approach is entitled as the Segregated- Skills Approach or Language-based Approach.

In order to establish a background on how skills are integrated a brief look to the separated- skills approach would be enough to know the benefits of integrating the skills.

### ■ THE SEGREGATED-SKILLS APPROACH

Most of the Methods and Approaches to EFL have adopted the instruction of the four skills (listening, speaking, reading and writing) in a *discrete* way. “In the contemporary world of second and foreign language teaching, most professionals largely take it for granted that language instruction is naturally divided into discrete skill sets, typically reflecting

speaking, listening, reading, and writing, and usually arranged in this order.”  
(Hinkel, 2010.)

The Audio-Lingual Approach, as its name suggests, dealt with skills in segregation by favoring *Speaking* “12. Reading and writing are deferred (delayed) till speech is mastered” (Richards & Rodgers, 2001, p.67). The Audio-Lingual approach did not neglect the other skills, but, it delayed them until learners have fully mastered the speaking skill. As (Richards & Rodgers, 2001, p.51) state, “Language skills are learned more effectively if the items to be learned in the target language are presented in *spoken* form before they are seen in written form. Aural-oral training is needed to provide the foundation for the development of other language skills”. Practically, the main objective of this approach is the learning of oral skills at early stages , with gradual links to other skills as learning develops i.e .the teaching of listening comprehension, pronunciation, grammar, and vocabulary are all related to development of oral fluency. (Richards&Rodgers, 2001, p.52)

Grammar-Translation Method dealt with the skills in separation. The approach privileged reading and writing “reading and writing are the major focus; little or no systematic attention is paid to listening and speaking” (Richards & Rodgers, 2001, p.3).

The major focus of GTA is grammar mastery, translation from, and to target language and memorization of grammatical rules and facts. “Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out the target

language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language.” (Richards&Rodgers, 2001, p.3). The belief that separating skills would make them easy to be learned or, because it is difficult to tackle them altogether at same time might be the reasons to separate them as (Oxford,2001,p.2),“Perhaps teachers and administrators think it is logistically easier to present courses on writing divorced from speaking, or on listening isolated from reading. They may believe that it is instructionally impossible to concentrate on more than one skill at a time”.

The possibility to develop a given skill separately from the others would not be enough for academic communication success, career-related language use, or everyday interaction in the language. This way of teaching narrow the language learning, non-communicative range, that does not prepare students to use the language in everyday life. (Oxford,2001, p.2)

(Peregoy & Boyle as cited in Oxford, 2001) state that the one-skill-linked instruction leads to the one-skill domination upon the learning strategies such as reading strategies or learning strategies. Learning strategies examples are; guessing meaning based on context, breaking a sentence or word down into parts to understand the meaning, and practicing the language with someone else.

However, each if these strategies does not depend only on teaching one skill, many learning strategies are valid across skill areas .i.e. common strategies help learning the skills together. Improving the learning strategies

by focus on one skill only can be enough to enhance performance in all language skills (Oxford,1996).

### **3.2.1. TOTAL SKILL SEGREGATION**

In this type of skills instruction, the target language is an end itself rather than a tool to master communication. At the beginning, the lessons have a skill title (listening, speaking, reading or writing), But then, the finalities and the outcomes are just subsidiary skills like knowledge of grammar and vocabulary memorization. Consequently, learners become demotivated, their interest demolish as the language is taught in this fragmented, non-communicative way.

### **3.2.2 PARTIAL SKILLS SEGREGATION**

The EFL class may be entitled under a given skill as it is the targeted one. This segregation is only partial because it reaches the other skills instead of the targeted one appears. This circumstance shows skills as being isolated in instruction but are actually they are not completely separated. In a reading session for instance, the teacher addresses the learners' listening skill when he explains. The Writing skills is addressed when learners are asked to summarize and do some writing. However, the focus remains always on one skill over the other. (Oxford, 2001) as cited in (Sbai, 2016, p.2).

As far as the coursebook is concerned in this study, some of coursebooks might concentrate on just one skill. Nevertheless, all the other skills might be present in the tasks and activities. Although the segregated-skill approach is not the approach that may hinder the learners to acquire

English, it still puts some limits on the learners' motivation and drives them to just drill grammar rules and memorize words instead of using the language into real-life situations,

“Students are driven to identify a large number of individual words, idioms, and grammatical structures to enhance their language competence other than use the language for real communicative purposes”. (Chen ,2002) as cited in (Abdrabo, 2014).

It is somehow impossible to teach a skill independently from the others so as learners benefit from learning the four skills together.

Considering learners' communicative incompetence, and with the emergence of new communicative trend in EFL learning, there was a shift to apply the integrated-skill approach .this approach is essential in communicative language teaching, “To study a language, you may need to break the language into parts. To use it, however, the skills and components must be integrated.” (Hinkel as cited in Sbai, 2016)

### ■ THE INTEGRATED-SKILL APPROACH

“Integrated language teaching and various integrated pedagogical paradigms are usually associated with outgrowths of communicative teaching.”, (Hinkel ,2010). Using all language skills is important in real life discussion, a simple example is that one can just write to express her /his thoughts, or just speak to communicate. Hence, the integrated-skills approach was derived from the notion that in natural, day-to-day experience, “oral and written languages are not kept separate and isolated from one another” (Su,2007) as cited in (Abdrabo, 2014). EFL instructors can integrate any or

all of the language skills that are relevant into the classroom arena through considering what learners are able to with the language rather than what they know about it. According to Brown (2000: 218), the richness of integrated-skill courses give EFL students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing. (Vernier-Barbuzza-Del Giusti-Del Moral,2008, p.269)

Educators argue that listening, speaking, reading, and writing should be treated – in the language learning process – as integrated, interdependent, and inseparable elements of language, and that “No language process” should be separated from the whole teaching task. When a student reads, writes, speaks, or listens, this language encounter feeds into a common “data pool”, and that in subsequent encounters with language, this student can draw on this pool (Abdrabo,2014).

EFL instructors distinguish five models of integrated-skill approaches in use: the two most commonly used models are Content-Based Language Instruction (CBI) and Task-Based Instruction (TBI), which will be explained with more details. In addition, the Theme-Based Teaching, Experiential Learning and the Episode Hypothesis (Brown, 1994: 219) as cited in (Vernier-Barbuzza-Del Giusti-Del Moral,2008, p.269).

### **3.3.1. CONTENT-BASED INSTRUCTION**

Content-Based Instruction (CBI) refers to an approach to second language teaching that focuses on the content or information that learners will acquire. (Richards &Rodgers 2001 p.204)

“It is the teaching of *content* or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught.”, (Krahnke, 1987,p.65)

“Any educational approach that considers language learning alone and ignores the learning of subject matter is inadequate to the needs of the learners.... What is needed is an *integrative* approach which relates language learning and content learning, considers language as a medium of learning, and acknowledges the role of context in communication.” (Sbai, 2016, p.4)

The term *content* refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it. The content-based Approach changes the content from language-based to subject-based where the teaching of a language is organized around a subject matter that students need to learn rather than around Language structures, functions or tasks. (Brinton, Snow and Wesche 1989:2) as cited in (Jasim &Yousif, 2012,p.8) .Due its success and its benefits, Content-based courses are now common in many different settings and content is often used as the organizing principle in ESL/EFL courses of many different kinds.

Concerning the four skills, in content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. CBI views language use as involving several skills together (Oxford, 2001, p.4).In class, learners are often involved in activities that link the skills, *because* this is how the skills are generally involved in the real world. Hence, learners might read and take notes, listen and write a summary, or respond orally to

things they have read or written. In addition they deal with grammar not as a separate dimension of language, but, a *component* of other skills. The courses provide a good basis for an *integrated* skills approach because the topics selected provide coherence and continuity across skill areas and focus on the use of language in connected discourse rather than isolated fragments. They seek to bring together knowledge, language, and thinking skills. Grammar can also be presented through a content-based approach. The teacher or course developer has the responsibility to identify relevant grammatical and other linguistic focuses to complement the topic or theme of the activities. (Richards & Rodgers 2001 p.208)

### **3.3.1.1. MODELS OF CONTENT-BASED INSTRUCTION AT THE SECONDARY LEVEL**

According to (Richards and Rodgers, 2001) there are many models of CBI that have emerged through the application of its principles of to design courses for learners at any level of language learning. (p216). At the secondary level, there are the following models.

#### **3.3.1.1.1. Theme-based approach:**

In this common model, students complete theme-based modules that are designed to facilitate their entry into the regular subject-areas classroom. The theme-based model integrates the language skills into the study of a theme (e.g., urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as change). The theme must be very interesting to students and must allow a wide variety of

language skills to be practiced, always in the service of communicating about the theme. This is the most useful and widespread form of content-based instruction today, and it is found in many innovative ESL and EFL textbooks.

#### **3.3.1.1.2. Adjunct approach.**

In this model, language and content courses are taught separately but are carefully coordinated. However, with some focus science. Both ESL teachers and *science* teachers were involved in this aspect of the course, which focused on preparing students to make the transition to learning science through English. The adjunct course focused on the following: *a)* understanding specialized science terminologies and concepts *b)* report writing skills *c)* grammar for science *d)* note-taking skills.

#### **3.3.1.1.2 The Skill-Based approach**

This approach is characterized by a focus on a specific academic skill area (at university level).

“... is linked to concurrent study of specific subject matter in one or more academic disciplines. This may mean that students write about material, they are currently studying in an academic course or that the language or composition course itself simulates the academic process (e.g. mini-lectures, readings, and discussion on a topic lead into writing assignments). Students write in a variety of forms (e.g. short-essay tests, summaries, critiques, research reports) to demonstrate understanding of the subject matter and to extend their knowledge to new areas. Writing is integrated with reading,

listening, and discussion about the core content and about collaborative and independent research growing from the core material. (Shih, 1986, p.617–18)

### 3.3.1.2. ADVANTAGES AND DISADVANTAGES OF CBI

There are some *advantages* and *disadvantages* for the application of CBI, starting with advantages Content-Based Instruction:

- ☛ Makes language learning more interesting and motivating.
- ☛ Offers a wide educational knowledge to learners in the form of the different topics instructed.
- ☛ It helps students develop valuable study skills such as note taking, summarizing and extracting key information from texts.
- ☛ Develops collaborative skills, especially when using group work, which can have great social value.

Although it achieves great success and becomes widespread, it may have some **disadvantages**

- ☛ CBI implicit language instruction can confuse learners and may give them the impression that they are not actually learning language.
- ☛ Overuse of native language can be a problem in some parts of the lesson.
- ☛ Finding information sources and texts that lower levels can understand can be difficult.

Briefly, although CBI is a challenging approach for both teachers and students, the outcome of its implementation can be rewarding and motivating.

### 3.3.2. TASK-BASED INSTRUCTION

In task-based instruction, the tasks are the essential elements in developing learners' abilities and mastery of skills. During courses, learners take part in communicative tasks in English. The task in TBI is defined as a central unit of planning and teaching. Although definitions of task vary in TBLT. It goes as common that a task is an activity or goal that is carried out using language in resemblance of real world as (Skehan .1996, p)states "a task is taken to be an activity in which meaning is primary, there is some sort of relationship to the real world". For example tasks like finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy.

"Tasks . . . are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. So task-based instruction takes a fairly strong view of communicative language teaching". (Skehan 1996b: 20) as cited in (Richards and Rodgers .2001, p 224)

"The communicative task [is] a piece of classroom work which involves learners in *comprehending, manipulating, producing* or *interacting* in the target language while their attention is principally focused on *meaning* rather than form. The task should also have a sense of *completeness*; being able to stand alone as a communicative act in its own right." (Richards & Rodgers, 2001, p.224) In this kind of teaching, the focus shifts from 'the outcomes of instruction' .i.e. what learners need to do in order to learn. Thus, Nunan claimed, the 'what' and the 'how' of teaching are merged. (Ellis, 2006)

In task-based approach, decisions are made according to the taught tasks and learners level. Tasks are detailed and each one has specific acts to be. The specific acts are performed with performance knowledge review to reach ordered objectives. (Smith,1971,p.584) as cited in (Richards &Rodgers 2001, p 225)

### 3.3.2.1. TYPES OF TASKS

There have been many attempts to define the categories of tasks and give descriptions to task types.

“A language learning task can be regarded as a springboard for learning work. In a broad sense, it is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication. A simple and brief exercise is a task, and so are more complex and comprehensive work plans,which require spontaneous communication of meaning or the solving of problems in learning and communicating. Any language test can be included within this spectrum of tasks. All materials designed for language teaching – through their particular organization of content and the working procedures they assume or propose for the learning of content – can be seen as compendia of tasks.” (Richards &Rodgers, 2001, p.233)

According to *knowledge*, scholars and researchers classify tasks into different types. Willis (1996) as cited in (Richards &Rodgers,2001,p.234) labels six task types built on more or less traditional knowledge hierarchies as follow: a) listing b) ordering and sorting c)comparing d) problem solving e) sharing personal experiences f)creative tasks.

According to the type of *interaction* that occurs in task accomplishment, Pica, Kanagy, and Falodun (1993) classify tasks and give the following classification:

**3.3.2. 1.1. Jigsaw tasks:** These involve learners combining different pieces of information to form a whole

**3.3.2.1.2. Information-gap tasks:** One student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

**3.3.2. 1.3. Problem-solving tasks:** Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

**3.3.2. 1.4. Decision-making tasks:** Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

**3.3.2.1.5. Opinion exchange tasks:** Learners engage in discussion and exchange of ideas. They do not need to reach agreement. (Richards & Rodgers 2001, p234)

### CONCLUSION

This chapter presents in its first section, a brief overview about the assimilation of English language in the Algerian Educational System and how it becomes an essential element in the Algerian learners' bank of knowledge. English has experienced multiple methods and approaches to be finally

installed in the Algerian curriculum. These methods and approaches have brought some coursebooks in order to facilitate learners' access to this new foreign language. The different approaches and methods to ELT in Algeria were brought either as a reform or as an imitation to what existed in the world during an era. In the second section, an overview about the role of the coursebook in ELT and the principles of materials evaluation. There are many ways to evaluate the instructional material and coursebooks in particular. In this section, just few, however, important ways to evaluate and develop the instructional material were mentioned. As far as the study is concerned with integration of the four skills in the coursebook, the third section is devoted to speak about the different approaches to dealing with skills in the coursebook in particular and in EFL classrooms in general. Two approaches were mentioned: the Integrated-Skill Approach and the Segregate-skill approach.

## **CHAPTER TWO : METHODOLOGY**

### **1.1 Introduction**

This chapter is devoted to the methodology in conducting the present study. It introduces the research methods, the population, sampling, the participants, the research tools that were used in the research and the nature of research. Then, it deals with data collection: questionnaires. Finally, this chapter concludes with discussing the validity and the reliability of the present study.

### **1.2 Research Method**

The current study aims to investigate the integration of the four skills in the first year secondary school coursebook titled “At the Crossroads”. It also aims at exploring whether this coursebook really fulfills the needs of learners from the point of you of both teachers and learners. Besides, to find out if the teachers are satisfied by the content and the grammar of the coursebook. Therefore, the research is both descriptive and exploratory in nature. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the “what” of the research subject rather than the “why” of the research subject.

The descriptive research has been adopted for this study because it can utilize elements of both quantitative and qualitative research methodologies. The term descriptive research refers to the type of research question, design, and data analysis that will be applied during the study.

The descriptive research is useful in terms of being either *quantitative* or *qualitative* as it is in the current study in which contains collections of quantitative information differs from scores of tests and persons answers concerning the coursebook. It describes here their gender, their streams of studies as well as their experience like the case of teachers. “Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). In order to fulfill the aim of the study the researcher submitted two questionnaires for teachers and learners in order to find out how the coursebook is dealing with the skills and how it is designed according to them.

The results then were represented into tables, graphs, use of statistics. Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form and these visuals are good enough to enhance the understanding of readers and future researchers into or out the subject of the study.

During the analysis of the results and drawing on the findings, there were some in-depth explanations. Henceforth, the research uses description as a tool to organize data into patterns that emerge during analysis. Those patterns aid the mind in comprehending a *qualitative* study and its implications. The core of the current study is to explore inside coursebook relation between the four skills so the descriptive nature of the study aimed at finding out "what is this relation ? Are the skills integrated ? Does the coursebook integrate them ? Does it favor a skill and abandoned the others?

For this reason, “observational and survey methods are (frequently) used to collect descriptive data” (Borg & Gall, 1989). After the researcher had collected the raw data, he analyses it using SPSS. This tool uses measures of central tendency including the mean, median, and mode, deviance from the mean, variation, percentage, and correlation between variables in order to give descriptive summary. This is also a feature of survey and questionnaire research, which includes that type of measurements. (Krathwohl, 1993) states three main purposes of research to describe, explain, and validate findings. In this study, description had emerged following creative exploration. Then, descriptions of the findings in order to organize them and fit them. After that, the researcher conduct comparisons, which are the main features of the descriptive research. The comparisons were done to understand how teachers and learners respond to the different parts of the questionnaires.

Finally, descriptive studies can produce rich data that lead to important recommendations. Therefore, the current study’s data is of great importance. It lead the researcher to put some recommendations and further suggestions in order to develop the coursebook in the light of the research questions, the assumptions and the hypotheses.

The subject of the study is new in the Algerian context as it has been already stated into the literature review in section one of chapter one. The obtained data from the two questionnaires is seen for the first time, as it has never been exhibited. That is why this research is exploratory, “Exploratory research is a research conducted about a research problem that has not yet been defined or investigated. It can be relatively new.so it is a primary

research because the data collected are going to be hand to hand data collected by the researcher himself and not used or found before” Bhat . The qualitative results that have been collected from teachers and learners using open-ended questions about the skills and coursebook make this study reliable and gain some credibility.

The data in this study is consistent because the use of SPSS measurements helps them to be accurate enough. The validity of a study is seen in how well the measurements meet the objectives. In this study, validity of the data is strengthened as the researcher has used questions for the participant and they were very clear as to the intended meanings of the participant.

Finally, the advantages of the exploratory research makes it useful to convey results or to explore any type of phenomenon. Furthermore, studies like the current one becomes valid and more considerable. The main advantages of the exploratory research are that it:

1. Increased understanding (why and how things happen).
2. Tests concepts and has flexibility of data sources (the use of secondary sources.Eg : published literature, informal discussion, formal structured interviews pilot studies or case studies) ,
3. Helps researchers and can help to find out possible ways to achieve decision making goals and
4. f) Produces insights and describes problems for hypothesis testing in future research.

## 1.3 Population, Sample and Sampling Method

### 1.3.1 Population and Sample

Population and sample are two basic concepts of statistics. Population is the target group of individual persons or objects in which investigators are chiefly interested during their research problem. Although investigated population can provide results and measurements, only a part of it can be examined. In such a situation, those individuals are considered just representatives of the population i.e. they are a sample. The following definitions can concisely distinguish between population and sample. According to (Weiss, 1999, p.4)

**Population:** The collection of all individuals or items under consideration in a statistical study.

**Sample:** That part of the population from which information is obtained.

Figure 2.1: population and sample



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### 1.3.2 Sampling Method

In a statistical study, sampling method refers to how we select members from the population to be in the study. If a sample is not randomly selected,

it will probably be biased in some way and the data may not be representative of the population. The selected method for this study is the *Simple random sampling*. This method is usually representative since it does not favor certain members.

In this type of sampling, the population size is large with no restriction on the sample size that needs to be created. Therefore, from a larger population, you can get a small sample quite easily and this the case for the current study and which is explained next.

#### **1.4 Participants**

The targeted population is the Secondary Education English Teachers in M'sila. Since this population is too large, the chosen type of sampling is the simple random sampling it focused on a sample of **44** teachers who were selected randomly from different secondary schools that are located in the different regions of M'sila. The number of male teachers were **25**, while female teachers were **15**. Most of the teachers were either medium experienced or experienced, they represent approximately 80% of the sample

Concerning the students, the study took place in Berhoum, exactly in Houari Boumedién Secondary School. The target population was both scientific and literary first year students. The **36** sample was randomly chosen, varied between 9 male students and **25** female students. Since the coursebook evaluation is a post-use evaluation in which the study should be done after teachers and learners have used the coursebook, the questionnaire unfortunately was distributed during the examination series at the end of the

school year. In addition, the number of scientific stream students was 16, while the literature students were 20.

## 1.5 Research Tools

A questionnaire is defined as a research instrument that consists a set of questions or other types of prompts that aims to collect information from a respondent. These typically are a mix of close-ended questions and open-ended questions; long form questions offer the ability for the respondent to elaborate on their thoughts. (Bhat, 2019)

Questionnaire is one of the most useful tools to collect data in a short period, so in order to gather data about students and teachers perceptions on the efficacy of “At the Crossroads” concerning the four skills (Listening, Speaking? Reading, Writing) two questionnaires have been submitted. One for secondary education teachers of English in M’sila and another for first year secondary education students in Houari Boumedién Secondary School in Berhoum. The researcher followed some scholars’ checklists on materials evaluation and coursebook evaluation in particular in order to design the questionnaires.

The main focus on these questionnaire was on the four skills so a long section was devoted for them. Then, the researcher checked the reliability and validity of the questionnaires by using the Cronbach’s Alpha, which is the most commonly used to measure the internal reliability of the scale being used. The reliability coefficient range from 0 to 1, 0 represents the non-reliability of the scale, 1 represents absolute reliability of the scale and more than 0.7 is considered acceptable reliability. i.e. The higher the value of Cronbach’s Alpha, the greater

the reliability of the data derived from the sample, which can be circulated to the society studied and vice versa.

The following is the description of the two questionnaires used in this study.

### **1.5.1 Students Questionnaire:**

The questionnaire that was submitted to students was written in a simple English and translated into students' mother tongue, which is Arabic. The aim for such translation is to ensure that the items are understandable and clear for all of the participants.

The 29 questions questionnaire consisted of four sections. On the first section, students were asked to fill their Gender and the Stream they study either scientific or literature. On the second section, they were asked three questions about the coursebook. One about using the coursebook, another about the skills in the coursebook and the last about their proficiency after using "At the Crossroads".

The third section is divided into four parts; each part is for a skill. Students were asked to answer three-point Likert-scale questions. The response range was "agree, neutral, disagree". The last section is devoted for Grammar and Content in which students were supposed to answer three-point Likert-scale questions.

### **1.5.2 Teachers' Questionnaire**

The questionnaire that was submitted to Secondary Education Teachers of English in M'sila. The questionnaire was prepared as a Google

Format. It, then, was distributed online through which it has collected 29 answers. The researcher also printed it then distributed 30 of it as a hard copy through which it collected only 15 answers.

The teachers were asked to answer 40 questions questionnaire in order to collect information about their perception and observations about the coursebook. The questions varied and distributed into four sections. The first section was about their Gender and their Experience in the field of teaching. The second section consisted of 11 questions in which they answer question about the coursebook, order the skills in terms of students' needs and time devoted for them. Then giving reasons to their chosen order plus some other questions.

The third section is for the skills in which they answer Likert's three scale four questions about each skill. The last section is devoted for Grammar and Content. Teachers were asked to answer 11 different question about the effectiveness and reliability of the coursebook in terms of grammar and content.

## **1.6 Statistical Tools for Data Analysis**

The used statistical tools in this study are the frequencies, the sample mean, the coefficient of variation and the standard deviation .All statistical operations were conducted by using IBM SPSS, version 20 for windows 7. To clarify things, the following definitions can illustrates these terms:

### 1.6.1 The Mean

The mean is the simple average of the number in a data set. The sample mean Formula is:  $\bar{x} = (\sum x_i) / n$ .  $\sum$  = means “add up”.  $x_i$  = “all of the x-values”.  $n$  = means “the number of items in the sample”

### 1.6.2 The Standard Deviation

The word deviation means how far from the normal the number is. The term Standard deviation refers to the measure which is used to quantify the amount variation or how spreads out numbers are. The formula to calculate the Standard deviation is:

$$s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n-1}}$$

### 1.6.3 The Coefficient of Variation: $CV = \frac{s}{\bar{x}}$

The CV is also known as relative standard deviation (RSD), is a standardized measure of dispersion of a probability distribution or frequency distribution. It is defined as the ratio of the standard deviation to the mean.

### 1.6.4 Reliability Test

The teachers' questionnaire reliability is tested by using Cronbach Alpha in SPSS. Cronbach alpha is the most commonly used to measure the internal reliability of the scale being used. The reliability coefficient range from 0 to 1, 0 represents the non-reliability of the scale, 1 represents absolute reliability of the scale and more than 0.7 is considered acceptable reliability. i.e. The higher the value of alpha Cronbach the greater the credibility of the data derived from the sample, which can be circulated to the society studied and vice versa.

### 1.6.5 Likert Scale:

Since each questions in the questionnaire needs one answer from three, the used scale is the *Likert Triple Scale* as follows: (Table 2.1)

| Weighted Mean | Direction         |
|---------------|-------------------|
| Agree         | From 1 to 1.66    |
| Disagree      | From 1.67 to 2.33 |
| Neutral       | From 2.34 to 3    |

(Table 2.1)

## 1.7 Procedures

Questionnaires were distributed randomly to a sample of teachers of English in M'sila. They were chosen through the simple random sampling. In addition, most of them either teach first year streams or they have taught them before and most of them have opinions concerning the first year syllabus and its coursebook.

The research was determined by the questions of the questionnaire. Unfortunately, there have not been a pre-test for the two questionnaires. However, the Cronbach's Alpha has shown that both of the questionnaires were reliable (table 2.5).

## 1.8 Data Analysis and Discussion

The data collected from different the questionnaires were analyzed both qualitatively and quantitatively. Some questions were qualitative and some other were quantitative. Then, the IBM SPSS for Microsoft windows 7 was used to analyze them.

## 1.9 Conclusion

As a conclusion, the idea of integration and non- integration of the four skills into the coursebook is considered new in the field of EFL/ ESL. For this reason, the researcher chooses to undertake the descriptive research combined with the exploratory research. The descriptive research is used to explore and define the phenomenon is the integration of the skills which already existed. Yet, he used the exploratory research since he has set a hypothesis; which has not been known or done in a research before. This hypothesis was whether that phenomenon does exist in the first year secondary education coursebook of course on the lights of the existing theories of integrating and segregating skills. Data has been gathered, analyzed, described, compared and finally summarized to draw out some recommendations concerning the coursebook and the integration of the coursebook.

## **CHAPTER THREE: DATA ANALYSIS AND INTERPRETATION OF RESULTS**

### **3.1 Introduction**

This chapter is devoted to data analysis and interpretation of the findings. It begins with section one entitled data analysis. This section begins with the analysis of the teachers' questionnaire. Then, the analysis of the students' questionnaire, followed by cross-checking of the two questionnaires according to the parts of each one. Later, it ends with the interpretations.

This study was carried out to investigate the integration of the four skills in the CBA coursebook "At the Crossroads" published by AEM, and to find out if there is any of the four skills that is developed more than the other skills or not at the end of the teaching process. In order to investigate this, the researcher has the following research questions, which need to be answered as a result to this study:

- What is the situation of skills integration in the first year secondary school coursebook "At the Crossroads"?
- Is the coursebook built on an integrated-skill approach or a segregated-skill approach?
- If there were no integration of the four skills, what might be the reasons and consequences due to this absence?

In the light of these research questions, the results obtained from student questionnaire, teacher questionnaire have been analyzed, entered into the computer and their frequencies, percentages, mean scores and standard deviations have been

calculated by means of IBM Statistical Package for Social Sciences (SPSS) 20. Then, the results have been presented in tables and charts in this chapter in order to have a clear view of the findings.

### 3.2 Analyses and Comparison of the Teachers' Questionnaire and Students' Questionnaire .

Firstly, the teachers were asked to classify the skills in terms of their students' needs (**table 3.1**). The table shows that 29 of teachers ; approximately 70 % classify *Listening* as the most important and they prefer it on the other skills. *Reading* comes second with 10 teachers; approximately 23% consider it as very important. Next, *Writing* is less important than speaking and writing and more important than *Speaking*. Generally, an approximate of 80% of teachers classify the Receptive skills (Listening and Reading) as more important than the Productive skills (Writing and Speaking) (it is shown in the (**Table 3.1**) : **Question 7**

| Order the four skills according to students' needs |           |           |         |               |                    |
|--|-----------|-----------|---------|---------------|--------------------|
|  |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | Listening | 29        | 65,9    | 65,9          | 65,9               |
|  | Reading   | 10        | 22,7    | 22,7          | 88,6               |
|  | Writing   | 3         | 6,8     | 6,8           | 95,5               |
|  | Speaking  | 2         | 4,5     | 4,5           | 100,0              |
|  | Total     | 44        | 100,0   | 100,0         |                    |

Then, they were asked to classify the four skills according to the time devoted to teach them. (Table 3.2).

Teachers answered this question by classifying the skills according to the time that should be devoted for them. An approximate of 39 % of teachers were agree that *Reading* should be the favored skill. Then, 25% preferred *Writing* and the same ratio preferred *Listening*. However, *Speaking* was agreed to be the least devoted time skill. We draw a conclusion that teachers agreed that more time should be given to students when they are Receiving (Reading and Listening) and Writing as a productive skill. While only 11% of teachers see that Speaking should be devoted less time.

(Table 3.2). Question 8

| classify the four skills according to the time devoted for each |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | Listening | 11        | 25,0    | 25,0          | 25,0               |
|   | Reading   | 17        | 38,6    | 38,6          | 63,6               |
|   | Writing   | 11        | 25,0    | 25,0          | 88,6               |
|   | Speaking  | 5         | 11,4    | 11,4          | 100,0              |
|   | Total     | 44        | 100,0   | 100,0         |                    |

In the same way, teachers consider that receptive should be given long time of learning. We think that teachers are aware of their students' needs and their choice would be beneficial for them. Teachers favored the receptive skills maybe because we learn English by listening to natives, each other, scripts, dialogues, songs, records etc.

then, we try imitating speeches or answering questions in a classroom context. On the other hand, teachers consider reading as a window to collect as much as possible of vocabulary, structures, ways of writing etc. so as students would have the amount of language to speak and write.

Secondly, teachers and students were asked questions concerning the use of the coursebook when they prepare for teaching and learning English.

Most of the teachers said that they use it. The interpretation is that the coursebook might be the only document, which contains the syllabus, and teachers are restricted to follow it especially for first year. (Table 3.3). After they had studied four years of middle school English, students have to learn the secondary education English and it is available only in the “At the Crossroads”. Therefore, teachers should teach them from it.

**Table (3.3). Questions 3, 5,6,9,10,11**

| Descriptive Statistics                        |    |        |          |       |                             |
|---|----|--------|----------|-------|-----------------------------|
|   | N  | Mean   | Std. Dev | CV %  | Direction                   |
| Do you use the Coursebook while preparing?    | 44 | 1,4091 | ,54210   | 38,47 | <i>Yes, always</i>          |
| Do you think it fulfills the Students' needs? | 44 | 1,9773 | ,40282   | 20,37 | <i>Yes. But, not enough</i> |
| Do you think it deals with skills fairly?     | 44 | 2,0909 | ,91036   | 43,54 | <i>I do not know</i>        |

|   |    |        |        |       |                             |
|---|----|--------|--------|-------|-----------------------------|
| Do you take into account four skills while your preparation and teaching? | 44 | 1,3409 | ,52576 | 39,21 | <i>Yes, I do</i>            |
| Are you satisfied with the way coursebook made of?                        | 44 | 2,4091 | ,75693 | 31,42 | <i>No</i>                   |
| Is there an integrated-skill bias in “AT THE CROSSROADS” coursebook?      | 44 | 1,7500 | ,57567 | 32,90 | <i>Yes. But, not enough</i> |

However, Contrary to teachers, majority of students said they do not use coursebook. This is due to their first connection with secondary level English, the boredom of the coursebook and mainly the ineffectiveness of it because when they were asked if the coursebook tackles the four skills and if their proficiency had changed after using it, they *disagree*. (Table 3.4).

Concerning the skills in the coursebook, if it fulfills the learners’ needs and if the skills are fairly distributed saying that the coursebook fulfills the students’ needs but not enough, they do not know exactly if it tackles the skills fairly and they said that they had not been satisfied enough with the way coursebook is designed.

Teachers have access to as many as good English books either hard copies or online, that is why they can put the “At The crossroads” into comparison with them and find the good and bad in it. The CBA coursebook contain long syllabus that makes teachers, learners and even inspectors feel bored. A teacher rarely completes this syllabus programme and if it happened, he or she might have adapted or jumped many lessons. Moreover, it is difficult to distinguish if the coursebook tackles all the four

skills fairly because it seems (the findings will show) that it does not tackle each one of them well enough.

(Table 3.4). Questions 3, 4, 5

| Descriptive Statistics   |    |      |          |       |           |
|--|----|------|----------|-------|-----------|
| Questions  | N  | Mean | Std. Dev | CV %  | Direction |
| I always use the coursebook while I am studying and preparing    | 36 | 2,06 | ,893     | 43.35 | Disagree  |
| The coursebook tackles all the four skills                       | 36 | 2,00 | ,862     | 43.1  | Disagree  |
| My English proficiency has changed after using At the Crossroads | 36 | 2,36 | ,833     | 35.36 | Disagree  |

### 3.2.1 Reading

The (Table 3.5) shows the results of teachers' and learners' answers descriptive statistics for the *reading* section in the questionnaire.

| Descriptive Statistics of Reading Skill |    |        |                |       |           |
|---|----|--------|----------------|-------|-----------|
|   | N  | Mean   | Std. Deviation | CV(%) | direction |
| Teachers                                | 44 | 1,8693 | ,43964         | 23.52 | Disagree  |
| Students                                | 36 | 1,45   | ,332           | 22.9  | Agree     |

(Table 3.5)

This part in the two questionnaires has four items related to the effectiveness of “At the Crossroads” in developing the *reading* skill.

In (Table 3.5), teachers were asked questions related to the coursebook effectiveness about Reading skill. Teacher see that the coursebook does not develop the reading competency of learner, it does not support their reading skill, the language

of reading texts and bodies is not suitable for learners and they are not interesting for them. The average answer according to the table is **Disagree**. Contrary, students agreed about all the items. Their answers mean was in the direction of **Agree**. Drawing an interpretation here is difficult. If we consider the experienced participants, who are the teachers, we would say that the coursebook is *ineffective* in dealing with the reading skill. On the other hand, if we consider students we may say that there is a contradiction. Learners had answered previously that they do not use the book. However, they accept it as a reading body. Therefore, we would say that learners are so much interested in reading skills and this would reinforce the teachers' choice about giving a great importance to reading.

### 3.2.2 Writing:

The (Table 3.6) shows the results of teachers' and learners' answers descriptive statistics for the *writing* section in the questionnaire.

(Table 3.6)

| Descriptive Statistics of Writing Skill |    |        |                |       |                 |
|---|----|--------|----------------|-------|-----------------|
|   | N  | Mean   | Std. Deviation | CV(%) | direction       |
| Teachers                                | 44 | 1,8239 | ,50744         | 27.82 | <b>Disagree</b> |
| Students                                | 36 | 1,64   | ,420           | 25.61 | <b>Agree</b>    |

This part in the two questionnaires has four items related to the effectiveness of “At the Crossroads” in developing the *writing* skill.

Teachers' answers *mean*, according to table (**Table 3.6**), concerning writing skill is 1.82. This means that they generally disagree with the items in the questionnaire. Teachers' opinion is that the book is unpractical; it does not support the learners' ability to write because the type of the activities, tasks and situations are not enough to support the writing competency of learners and they do not fit them, as they are not interested them. The learners' answers final mean is 1.64 means that most of them do agree that the coursebook is effective in terms of writing skill. However, in answering the third and fourth items according they disagree that the activities and rubrics devoted for writing fit them and get their interest. Here again, it is difficult to give an interpretation. However, there is an agreement about the type, level and newness of the writing activities inside the coursebook. The development of teaching level makes teachers experienced in writing and some of them may become free writers in English or bloggers either. Therefore, they are able to decide what fits them and their learner. Moreover, the new technology has opened ways to millions if not billions of written bodies especially of famous writers. One can read Shakespeare sonnets now when it had been even difficult to find his biography. Learners are stick to their coursebook and they see that it is beneficial once they compare it with their previous middle school coursebooks.

3.2.3 Listening:

| Descriptive Statistics of Listening Skill |    |        |                |       |           |
|---|----|--------|----------------|-------|-----------|
|   | N  | Mean   | Std. Deviation | CV(%) | direction |
| Teachers                                  | 44 | 1,8920 | ,54559         | 28.83 | Disagree  |
| Students                                  | 36 | 1,88   | ,526           | 27.98 | Disagree  |

The table (3.7) shows the results of teachers’ and learners’ answers descriptive statistics for the *listening* section in the questionnaire.

Table (3.7) shows that teachers’ answers’ mean concerning the effectiveness of the coursebook in terms of the Listening skill is 1.8920 and it is in the direction of **Disagree**. Means that teachers feel negative about the status of the listening skill in “At the Crossroads”. Learners’ answers mean is 1,88 means that they disagree with the given items about the listening skill. Most of learners do not accept the At the Crossroads” as a support in their listening learning.

When teachers classify listening as an unimportant skill in terms of learners ‘needs and time, it is clear that they know the book does not offer enough help for learner listening. Besides, the system of assessment and testing in Algerian school does not deal with listening. Algeria exams especially final ones never test the listening skill and this was revealed in the answer of Frances Amrani (Educational Consultant and Teacher Trainer in MENA ) when the researcher asked her through messenger on facebook , about the integration of skills in the coursebook. She said,” I think they are, however in the case of the textbook, this has probably been determined by the Ministry

syllabus. If you look at the introduction, this indicates that there has been some discussion about the approach and specifically to the way, grammar is treated.”

For the same reason, learners find no usefulness for the coursebook. Moreover, the type and level of activities are not suitable for both learners and teachers plus those they are not up to date. A script about signing up an e-mail has become archaic if compared to the new technologies. This type of scripts is not attractive.

### 3.2.4 Speaking:

The (Table 3.8) shows the results of teachers ' answers for the *speaking* section in the questionnaire.

| Descriptive Statistics of Speaking Skill |    |        |                |              |                 |
|--|----|--------|----------------|--------------|-----------------|
|  | N  | Mean   | Std. Deviation | CV(%)        | direction       |
| Teachers                                 | 44 | 2,0568 | ,50250         | <b>24.43</b> | <b>Disagree</b> |
| Students                                 | 36 | 1,74   | ,396           | 22.76        | <b>Disagree</b> |

(Table 3.8)

As can be seen in Table (3.8) the teachers answers' mean concerning how valid the coursebook is, in terms of *speaking* skill is 2.0568. This means that teachers consider the coursebook useless and cannot be reliable for learners to support their speaking competence. Therefore, they totally **Disagree**. Concerning learners, they see that the book is helpful and supportable for them to develop the speaking ability and they think that the speaking activities are interesting. However, they do not see that the coursebook's activities to support their speaking are enough and they believe they do

not fit them. Yet, the general mean shows that the majority of learners disagree about the effectiveness of the coursebook.

When teachers classified speaking as the least important skill and the one that should be devoted a short time, they knew that it has no place in the Algerian syllabus. During exams, speaking and listening as well are not tested or assessed. Yet, they have their share in the coursebooks. In addition, this would put teachers and learners in dilemma and the AEM would receive a lot of criticism. As Frances Amrani states, “My main criticism of the Algerian delivery of English and skills is that *speaking* isn't tested. If it were not tested, why would teachers bother to teach it? Yet from the perspective of student need, it is a key skill. *Listening* is similar. The focus seems to be on reading and writing- not because of student need, but because of ease of marking, teacher confidence with these skills in comparison with verbal language and also the ease of standardization. Speaking is harder to judge across the whole country in terms of standards/level”, Amrani, 2019.

After these comparisons, the coursebook “A the Crossroads” looks like it does not meet with needs of learners as well as the teachers expectations. The skills, before it is said they are integrated or not, they seem unfairly treated, did not gain great interest and the teaching material i.e. the coursebook did not cover them in the best way they would be.

3.2.5 Grammar and Content

| Descriptive Statistics of Grammar and Content |    |        |                |       |           |
|---|----|--------|----------------|-------|-----------|
|   | N  | Mean   | Std. Deviation | CV(%) | direction |
| Teachers                                      | 44 | 1,9194 | ,39026         | 20.33 | Disagree  |
| Students                                      | 36 | 1,92   | ,438           | 22.81 | Disagree  |

In the student questionnaire, this part contains seven questions and in teacher questionnaire, this part consisted of 11 items related to the effectiveness of “At the Crossroads” in developing the Grammar and Content. The question in learners’ questionnaire were adapted to match students ‘understanding. We start with learners. They generally disagree with the coursebook dealing way of grammar and content. The mean is 1.92 means its direction is towards Disagree. However, teachers agree on some items that learners do not. For instance, teachers agree upon that the coursebook focus is on the receptive skills (Listening and Reading). Means that the coursebook integrated these two skills more than the productive skills as the teachers have answered negatively concerning this item. Moreover, they believe the coursebook skills and activities support the students’ grammar acquisition. Yet, they do not agree with the newness of the coursebook, suitability for learners, they disagree that the coursebook meets the learners’ needs, they do not see any kind of support and autonomy development and they deny to agree that this book focuses on fluency rather than accuracy and its language areas are embodied in four skills. Even though grammar is main interest of the Algerian learners, it is somehow absent according to teachers and learners. We may consider the lack of experience for learners. However, it seems inevitable to take into account the teachers point of view. Teachers agreed on the dissatisfaction of the coursebook in terms of grammar and content.

### GENERAL CONCLUSION AND RECOMMENDATIONS

This research has been done in order to investigate the integration of the four skills in the CBA coursebook of First Year Secondary Education “At the Crossroads”. i.e. to find out what approach to the four skills the coursebook has followed, is it the segregated-skill approach be it partial or total or the integrated- skill approach. Coursebook are essential elements in the EFL teaching and learning. Coursebooks can fulfill many roles as a key component in most language programs. They play sometimes the role of the syllabus, they might be considered the lonely source of information, and they may serve as the language input in the classroom. For learners, the coursebook may provide the major source of contact they have with the language apart from input provided by the teacher. In many cases, coursebooks may replace the teacher, “In the case of inexperienced teachers, textbooks may also serve as a form of teacher training. They provide ideas on how to plan and teach lessons as well as formats that teachers can use.” (Richards, 2015, p.1).

Accordingly, being selective in choosing coursebooks is essential in developing the language learning. Therefore, they should be evaluated and developed to suit the learners’ needs. One of the main aspects to evaluate coursebooks with is the integration of the four skills. This study aims at finding the skills situation in the coursebook since the basic goal of language teaching and learning is to develop learners’ communicative competence: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence as a whole language approach, whereby all language skills – listening, reading, writing, and speaking – are

## GENERAL CONCLUSION AND RECOMMENDATIONS

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treated in an interrelated approach. Consequently, the heart of effective language learning is having all language skills, whenever possible, integrated as they occur in actual language use. (Abdrabo, 2014, p.17).

As far as the students and teachers agreed upon the uselessness of the coursebook and that it does not deal with the skills in an integration, the hypothesis that was set at the beginning of the research is extremely correct. Regarding the students' weak level in developing communicative competencies that depends on the integration of the coursebook, the "At the Crossroads" does not provide them integration and there is a bias concerning the distribution of the skills. "At the Crossroads" design favors the reading skills, which means that skills are distributed in a partial-integrated approach. After research, the study aims to answer three problematic questions, which are discussed in this part

The research first question was; what is the situation of skills integration in the first year secondary school coursebook "At the Crossroads"?

This research aims at exploring the integration of the four skills in the first year secondary school coursebook "At the crossroads". In order to find this, two questionnaires were submitted to teachers of English in M'sila secondary schools and first year students in Houari Boumedién High School in Berhoum. Then, the researcher depended on a student questionnaire and a teacher questionnaire comparison.

For teachers, the four skills in the coursebooks are not integrated even they are not sure enough and the coursebook is not effective in terms of developing students'

## GENERAL CONCLUSION AND RECOMMENDATIONS

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four skills. This interpretation is clear in their negative feelings about the coursebook when they answered the questionnaire. According to them, this coursebook does not meet the learners' needs in terms of skills as well as grammar. When they were asked if the coursebook fulfilled the learners needs their answer was that it is not enough. When they asked if the coursebook dealt with the skills fairly, they said that they do not know as if the coursebook is ambiguous in its design. Then, when asked if they were satisfied with the way the coursebook is designed, their answer was no. in general, teachers feel negative towards "At the Crossroads " coursebook. However, learners show some interest about their book especially about reading skill. They agreed that the book fulfill their reading skill. Their answers to the other parts and skills items were generally negative. For instance, when asked about listening skill, their answers were disagree. This shows that the *Listening* as a receptive skill is not well tackled like the other receptive skill *Reading*. As a result, the skills integration in the coursebook is partly absent. Even the skills do not gain the deserved interest.

The second question was: is the coursebook built on an integrated-skill approach or a segregated-skill approach?

As previously mentioned, according to teachers and learners some skills like Reading gains more attention than others have. The amount of bodies devoted to reading is too much. Alternatively, we may suppose it is enough. However, the other skills should have gained the same amount. The integrated skill approach means that skills are not separate when learnt. Yet, according to learners and teachers, this book shows distinction of the four skills. Consequently, we may say that it is built on the

## GENERAL CONCLUSION AND RECOMMENDATIONS

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segregated- skill approach. This segregation is not bad, as it seems. However, it does not fit the CBA principles especially the idea of developing competencies. In the segregated- skill approach, as it has been mentioned in the literature review, the four skills are learnt separately in two types; *partial* and *total* segregation. “At the Crossroads” is to some extent a partial segregated skill book. An integrated- skills approach depends on the content. However, it is clear from the point view of the participants; the coursebook does not show interest in content as well as grammar. When both teachers and learners were asked about the content their general impression was disagree.

Finally, the third question was: if there were no integration of the four skills, what might be the reasons due to this absence?

- The absence of the skills- integration in the coursebook might be due to the wrong design of the coursebook. It is very important to follow the criteria of designing the coursebook depending on some principles. Such as considering the learners’s needs on the first place, teachers level , their the acceptance of the language in their environment and most importantly, follow the trend to be up to date without neglecting the local culture of individuals
- The other reason is the AME policy. Through history, many approaches and methods had been applied into the Algerian context sometimes with no reason but imitation and following the Brithish and American educational systems. For instance CBA, according to (Keskes, 2012), this approach was rapidly applied in Algeria and without previous preparation ,“It is rather the *hurriedness* with which such a method has been ‘imposed’

## GENERAL CONCLUSION AND RECOMMENDATIONS

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without preparation at the classroom level where the teachers are the real actors of its implementation “ (p.80). Consequently, it might be said that the coursebook is designed by persons who were aggressively forced to finish it in a prescribed period. In the Algerian English guide, the main reason to adopt CBA and it is the case for all the previously adopted approaches is the political issue. Frances Amrani stated, “ the criteria for Ministry requirements may include elements which are not based based on students needs, but things like political considerations, how the subject fits in with the other subject in high school (e.g. any ICT skill/ citizenship requirements) and possibly employer requirements “

Another reason might be the misunderstood of the CBA principles as the study of (Keskes,2012) has revealed “The survey might as well reveal the somewhat uselessness of Guidelines when the approach intruded into the Algerian foreign language learning landscape. We may even and by implication consider that the approach, after many years of its appearance, remains misunderstood by some teachers, given the data obtained and discussed”,(p.80).As a result, several suggestions and recommendations can be provided for the teachers as listed below:

- Teachers should assess learners in all skills. Exams should test the four skills together, they should focus should focus on beneficial activities rather than mechanic ones and should provide opportunities for students to speak and they should give importance to speaking skill.
- Teachers should avoid the entire focus on grammar meanwhile they should focus on developing language skills, they should inform their students about the

## GENERAL CONCLUSION AND RECOMMENDATIONS

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importance of developing four language skills and about the fact that learning a foreign language does not mean just learning its grammar and they should adapt some of the tasks and activities in the coursebook so that they could increase the amount of time spent on tasks and activities developing productive skills (speaking and writing) of the students.

Also, some suggestions and recommendations for AEM (Algerian Education Ministry)

- All the relevant parties (students and teachers who are supposed to use the coursebook), not just inspectors who have taught for long time, should be given a chance to prepare and develop not only the coursebook, but also all the teaching materials. Some inspectors do not have the enough knowledge to design a coursebook as (Keskes 2012) states, “The call we can make is that elaboration and design of new curricula should rely on both lay-teachers having capitalized many years of teaching experiences at the level of the Algerian intermediate and secondary schools and more importantly university expertise through actors specialized in material and curriculum design to enlighten the many Inspector general, decreed or ‘enthroned’ *de facto* as mastering a profession for which they are not well prepared, academically speaking” (pp.80,81).
- According to (Keskes 2012), AEM “... should rely on teachers having access to high quality curriculum materials, developed by people with expertise in content and pedagogy, as well as sufficient resources and time to design, test, and refine the materials for use in classrooms with diverse students. Teachers need to work

## GENERAL CONCLUSION AND RECOMMENDATIONS

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together with professional developers to know how the curriculum will be used with students and the milestones that will be met at different points in the implementation process. It is crucial that school officials acknowledge that implementing curriculum takes time, resources, and a commitment to reform”

- AEM should take the level, interests, needs and expectations of the learners into consideration while preparing the coursebooks because a coursebook should be appropriate in terms of students’ level, interests, needs and expectations so as to be successful.
- The AEM should adjust the time spent on the activities to balance the duration for the development of each language skill and each language component.
- The AEM should provide more practice to teachers in order to master the CBA ways of teaching.
- The AEM should increase the activities amount that students are supposed to use in their daily life, which will give students a reason to learn the foreign language.

It is found out that “At the Crossroads” does not develop all the four language skills equally because of a variety of reasons aforementioned in the discussion part. That is why; it can be claimed that this coursebook might not be integrating the four language skills as planned and as thought to be AEM books designers.

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# APPENDICES

## Student Questionnaire-in English

This questionnaire aims to find out the first year secondary school students' opinion concerning the integration of the four skills in the Secondary School first year coursebook "AT THE CROSSROADS".

1. **Gender** Male  Female
2. I use the coursebook while studying or preparing English  
a-Agree  b- Neutral  c- Disagree
3. The coursebook tackles all of the four skills  
a-Agree  b- Neutral  c- Disagree
4. My proficiency in English after using "AT THE CROSSROADS" has changed and leveled up  
a- Agree  b- Neutral  c- Disagree

### ➤ Skills :

#### 1- READING

This book is good enough to develop our reading competency

a-agree  b- neutral  c- disagree

The texts, activities, etc. are enough to support our reading skills in English.

a- agree  b- neutral  c- disagree

a. The language of the reading bodies inside the book are suitable for us

a-agree  b- neutral  c- disagree

b. The reading bodies' content does interest us

a- agree  b- neutral  c- disagree

#### 2- WRITING :

This book supports us enhance our ability to write in English.

a- agree  b- neutral  c- disagree

a. The activities and the rubrics provided, etc. are enough to support our writing skills in English.

a- agree  b- neutral  c- disagree

b. The, type and level of the writing activities both fit us.

a- agree  b- neutral  c- disagree

c. The writing tasks do interest us.

a- agree  b- neutral  c- disagree

#### 3- LISTENING:

a. This book helps us enhance our listening ability.

a- agree  b- neutral  c- disagree

b. The activities and the scripts provided, etc. are enough to support our listening.

a- agree  b- neutral  c- disagree

c. The type and level of the listening activities both fit us.

a- agree  b-neutral  c- disagree

d. The listening tasks do interest us.

a- agree

b- neutral

c- disagree

#### 4- SPEAKING:

a. This book helps us enhance our speaking competency.

a- agree

b- neutral

c- disagree

The activities provided are enough to support our speaking.

a- agree

b- neutral

c-disagree

b. The type and level of the speaking activities both fit us.

a- agree

b- neutral

c- disagree

c. The speaking tasks do interest us.

a- agree

b- neutral

c- disagree

#### ➤ CONTENT:

a. The focus in this book is on receptive skills (reading, listening)

a- agree

b- neutral

c- disagree

b. The focus in this book is on productive skills (speaking, writing)

a- agree

b- neutral

c- disagree

c. The book's topics are up to date and attract our attention.

a- agree

b- neutral

c- disagree

d. Our needs in this book have been completely fulfilled

a- agree

b- neutral

c- disagree

e. This book focuses on our active learning.

a- agree

b-neutral

c- disagree

f. This book supports us to master perfectly the four skills.

a- agree

b- neutral

c- disagree

g. This book advances our autonomy and our self-dependent.

a- agree

b- neutral

c- disagree

## Student Questionnaire-in Arabic

- يهدف هذا الاستبيان إلى معرفة رأي طلاب السنة الأولى من المرحلة الثانوية فيما يتعلق بدمج المهارات الأربع في كتاب السنة الأولى للمدرسة الثانوية: "AT THE CROSSROADS"

1. الجنس ذكر  أنثى

2. استعمل الكتاب للتحضير والدراسة

نعم  أحيانا  لا

3. الكتاب يشمل جميع المهارات

نعم  أحيانا  لا

4. بعد استعمال الكتاب تحسنت وتطورت معرفتي بالإنجليزية ؟

نعم  أحيانا  لا

### • المهارات :

#### أ. القراءة

1- هذا الكتاب جيد من أجل تطوير مهارة القراءة

أوافق  محايد  لا أوافق

2- النصوص ومجموعة التمارين ملائمة لتحسين وتطوير مهارة القراءة

أوافق  محايد  أوافق

3- اللغة المستعملة في النصوص اللغوية ملائمة للتلاميذ

أوافق  محايد  لا أوافق

4- المحتوى المقروء له أهمية بالنسبة للتلاميذ

أوافق  محايد  لا أوافق

#### ب. الكتابة

1. الكتاب يساعد على تطوير مهارة الكتابة

أوافق  محايد  لا أوافق

2. النصوص ومجموعة التمارين ملائمة لتحسين وتطوير مهارة القراءة

أوافق  محايد  لا

3. نوعية ومستوى التمارين مناسبة للتلاميذ

أوافق  محايد  لا أوافق

4. مواضيع الكتابة ملائمة ومهمة للتلاميذ

أوافق  محايد  لا أوافق

#### ت. الاستماع

1. الكتاب يساعد على تطوير مهارة الاستماع

أوافق  محايد  لا أوافق

2. التمارين ومجموعة التسجيلات الصوتية كافية لتطوير مهارة الاستماع  
أوافق  محايد  لا أوافق
3. نوعية ومستوى التمارين ملائم للتلاميذ .  
أوافق  محايد  لا أوافق
4. مواضيع تمارين الاستماع تهتم التلاميذ  
أوافق  محايد  لا أوافق

#### ث. الكلام

1. الكتاب يساعد على تطوير مهارة الكلام  
أوافق  محايد  لا أوافق
2. التمارين الموجودة في الكتابة كافية لتطوير مهارة الكلام  
أوافق  محايد  لا أوافق
3. نوعية ومستوى التمارين تلائم مستوى التلاميذ .  
أوافق  محايد  لا أوافق
4. تمارين مهارة الكلام مهمة للتلاميذ  
أوافق  محايد  لا أوافق

#### ج. المحتوى

1. الكتاب يركز على مهارات المتلقية (الاستماع والقراءة)  
أوافق  محايد  لا أوافق
2. الكتاب يركز على المهارات المنتجة (الكلام والكتابة)  
أوافق  محايد  لا أوافق
3. مواضيع الكتاب جديدة وتشغل اهتمامنا  
أوافق  محايد  لا أوافق
4. الكتاب يلبي جميع احتياجاتنا اللغوية  
أوافق  محايد  لا أوافق
5. الكتاب يركز على التعليم النشط  
أوافق  محايد  لا أوافق
6. الكتاب يساعدنا على اتقان المهارات الأربع  
أوافق  محايد  لا أوافق
7. الكتاب يساعدنا على تطوير تعلمنا الذاتي  
أوافق  محايد  لا أوافق

## TEACHER'S QUESTIONNAIRE

This questionnaire aims at fulfilling the results of my research dissertation entitled "EXPLORING THE INTEGRATION OF THE FOUR SKILLS IN FIRST YEAR SECONDARY EDUCATION COURSEBOOK " AT THE CROSSROADS",by investigating the secondary school teachers' opinions concerning the subject. Your contribution is highly appreciated and your extra opinions is most welcome.

1. **Gender**

- Male  
 Female

2. **How long have you been teaching English?**

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3. **While preparing, do you use the coursebook?**

- Yes, always  
 sometimes  
 No, never

4. **While teaching,are you a coursebook-dependent teacher**

- Yes, I am  
 No, I am not

5. **Do you think it fulfills the students'needs?**

- yes  
 yes. But,not enough  
 No

6. **Concerning the skills, do you think that it deals with skills fairly?**

- yes  
 I do not know  
 No

7. **In your opinion and in terms of students' needs, order the four skills from the most important to the least** \_\_\_\_\_

8. **Why ?** \_\_\_\_\_

9. **From your point of view, classify the four skills according to the time devoted for each.( write numbers into the boxes)** \_\_\_\_\_

10. **Why ?** \_\_\_\_\_

11. Do you take into account the four skills while your preparation and teaching? .

- Yes, I do  
 No,I don't  
 sometimes

12. After using “AT THE CROSSROADS”. Are you satisfied with the way it is made with?

- Yes  
 No  
 I can not tell

13. In your opinion, is there integrated skill bias in the AT THE CROSSROADS coursebook?

- Yes  
 No  
 Yes. But not enough

## SKILLS

14. This book is good enough to develop students READING competency

- Agree  
 Disagree  
 Neutral

15. The texts, activities, etc. are enough to support students’ reading skills in English.

- Agree  
 Disagree  
 Neutral

16. 3-The language of the reading bodies inside the book are suitable for students

- Agree  
 Disagree  
 Neutral

17. The reading bodies’ content does interest students.

- Agree  
 Disagree  
 Neutral

## II- WRITING

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18. This book supports students enhance their ability to write in English..

- Agree  
 Disagree  
 Neutral

19. **The activities and the rubrics provided , etc. are enough to support students' writing skills in English.**

- Agree  
 Disagree  
 Neutral

20. **The type and level of the writing activities both are suitable for the students.**

- Agree  
 Disagree  
 Neutral

21. **The writing tasks and rubrics do interest the students.**

- Agree  
 Disagree  
 Neutral

### **III-LISTENING**

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22. **This book helps students enhance their listening ability .**

- Agree  
 Disagree  
 Neutral

23. **The activities and the scripts provided , etc. are enough to support students'listening.**

- Agree  
 Disagree  
 Neutral

24. **The type and level of the listening activities both fit the students.**

- Agree  
 Disagree  
 Neutral

25. **The listening tasks do interest the students.**

- Agree  
 Disagree  
 Neutral

## IV- SPEAKING

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26. **This book helps students enhance their speaking competency ..**

- Agree  
 Disagree  
 Neutral

27. **The activities provided are enough to support students' speaking..**

- Agree  
 Disagree  
 Neutral

28. **The type and level of the speaking activities both fit the students.**

- Agree  
 Disagree  
 Neutral

29. **The speaking tasks do interest the students.**

- Agree  
 Disagree  
 Neutral

## V- CONTENT, GRAMMAR

30. **The focus in this book is on receptive skills (reading, listening)**

- Agree  
 Disagree  
 Neutral

31. **The focus in this book is on productive skills (speaking, writing) .**

- Agree  
 Disagree  
 Neutral

32. **The book's topics are up to date and attract students' attention.**

- Agree  
 Disagree  
 Neutral

33. **This book focuses on students' active learning.**

- Agree  
 Disagree  
 Neutral

34. **The students' needs in this book have been completely fulfilled.**

- Agree
- Disagree
- Neutral

35. **This book supports students to master perfectly the four skills..**

- Agree
- Disagree
- Neutral

36. **This book advances students' autonomy and self-dependent for learning..**

- Agree
- Disagree
- Neutral

37. **Skills and activities in this book support the students' Grammar acquisition**

- Agree
- Disagree
- Neutral

38. **This book focuses on fluency rather than accuracy.**

- Agree
- Disagree
- Neutral

39. **Language areas are embodied in four skills (Listening, Reading, Speaking, and Writing).**

- Agree
- Disagree
- Neutral

40. **The grammar activities and rubrics fit the learners.**

- Agree
- Disagree
- Neutral