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Title

**Investigating Teachers' Attitude towards the new generation textbook of
first year at Algerian middle schools.**

Case study: Timacine and Blidet amour middle schools

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Dedication

To my parents and grand parents

To my husband

To my helpful brothers

To my kids

To all my family

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My deepest gratitude goes to my parents for their moral encouragements and to my brothers for their support.

To my supervisor for his guidance and patience

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My deepest gratitude goes to my husband and his family who supported me all the time.

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Abstract

This study aims at investigating English language teachers' attitudes towards the second-generation textbook of the first year at the Algerian middle school. Textbook evaluation is vital in ELT because it entails to teachers and stakeholders the benefits and drawbacks of newly designed textbook. In view of this, the researcher would like at the beginning to go deeply to the roots of textbook evaluation through history. Starting with the definition of textbook and its benefits and constraints. There were important researches concerning textbook evaluation. They adopted a "levelled" approach in evaluation, "Overview", "Impressionistic", and "depth" evaluation. Different researchers have tackled this theme of evaluation such as Murcia (1979), Grant (1987) and Mukudan (2007) who believe that the checklist is the best tool for textbook evaluation. This present study opted for both quantitative and qualitative methods using a questionnaire with EFL teachers and an interview with an inspector, who were chosen randomly from the researcher's district only. The interpretation of the questionnaire and the interview results reveals that the new textbook will increase the Algerian teaching outcome. Even if we cannot generalize our findings on all Algerian middle schools, this research may pave the way for further studies to improve the teaching/learning process in Algeria.

Key Words:

Second generation textbook: It is the new textbook for first year classes at Algerian middle schools. It uses a competency- based approach that is based on making a link between school and real life of the learner.

Teaching outcome: The learner gains linguistic and communicative competence.

List of Abbreviations

AES : Algerian Educational System.

CBA : Competency Based Approach.

CBLT :Competency Based Language Teaching

CC :Communicative Competence.

CLT : Communicative Language Teaching

EFL : Teaching English as a Foreign Language.

Ms1 : The First Year at the Algerian Middle School.

MS2 : The Second Year at the Algerian Middle School.

Ms3 : The Third Year at the Algerian Middle school.

MS4 : The Forth Year at the Algerian Middle school.

TG : Teacher's Guide.

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2- Statement of the Problem

The Algerian educational system has been subject to many reforms mainly at middle school level. Starting from the old method Audiolingual method toward the communicative one. Since the Algerian middle school opted the competency based approach. Since the textbook is considered as the main material to represent the content of the curriculum. The middle school textbook has changed many times due to the different reforms enhanced by the Algerian educational policy. The Algerian middle school consists of four grades which are Ms1, Ms2, Ms3, and Ms4. The middle school teachers of English of Ms1 used to work with the previous textbook "Spotlight on English" MRAZGA (2014). The present study is devoted to investigating the teachers attitude toward the new generation of Ms1 textbook which is entitled "My book of English" TAMRABET (2016).

3-Purpos of the Research: the overall aim of the present research is to investigate the relation between two variables

*The independent variable the teaching outcomes

* The dependent variable the middle school teachers of English attitudes toward the new generation textbook.

5-the research question: the main question to be answered by this study is as the following

*To what extent do the middle school teachers of English attitudes toward the new generation textbook affect the teaching outcome?

6-Research Hypotheses: In this study, it is hypothesized that

- The new textbook will help the teacher to create different techniques in classroom.
- The teaching outcome will increase with the use of the new textbook.
- It is hypothesized that the second generation textbook will facilitate teaching and learning process.
- The new textbook will facilitate the teaching learning process.

7-Reaserch Methodology:

- **7.1-population:** This research has been conducted on 20 teachers of English at Temacine and Blidet- Amour district. Three of them are males and 17females .In addition to the inspector of the district Mr Elbahi Abedabbassat.

5.2-Research Instrument: To collect data for this study, two tools were used a questionnaire supported with a structured interview.

6-Research method: in order to draw a link between the teachers' perception toward the new textbook and the teaching outcome. quantitative and descriptive method were opted.

7-Structure of the thesis: This thesis consists of three chapters, starting with general introduction. Chapter one deals with review of literature and the description of the new textbook the second chapter includes the methodology. That is, the questionnaire; the interview; the analysis of the results. The third part is the conclusion in which we answer the research question and the implications of the study.

General Introduction

1. Background to the Study

Textbook has become very important mainly in ESL/EFL researches because of their significant role in second and foreign language teaching and learning. "Textbooks represent the visible heart of any ELT program" Sheldon (1988). The aim of curriculum textbook writers is to get a communicative competence. According to Richards and Rodgers (2001) instructional materials "a way of influencing the quality of classroom interaction and language use materials thus has primary role of promoting communicative language use". In Algeria starting from 2001; the educational authorities have launched a general educational reform. There has been a change in the approach to language teaching and the teaching materials and designing new supporting documents.

As far as we know no research was conducted up to now to investigate the extent to which the middle school teachers of English attitude toward the second generation textbook "My Book Of English of Ms1" affects the teaching outcome. We have chosen to conduct the research on middle school textbook because we think that teaching English for communicative purposes should be the aim of language teaching program right the very first moment and in Algeria learners starts learning English in the first year of the middle school. It is worthwhile to conduct a study on the topic in order to find out whether the teachers' perception toward the new textbook improves the teaching outcome. It is important to investigate the extent to which the teachers believe that the second generation textbook is a good agent to improve the teaching outcome. The current study, we hope will bring some light into the matter.

Chapter One

Literature Review

Introduction

This chapter presents the theoretical part of the study that tackles the development of the Algerian educational system in general and the status of TFL in the Algerian educational system mainly English language teaching, the finalities of ELT at the Algerian middle school. Then, the chapter reviews previous approaches to language teaching before competency-based approach (CBA), the definition of CBA and its characteristics and principles. Besides, the chapter examines definition of textbook and its importance; textbook evaluation through history, the description of second generation textbook of the first year at the Algerian middle school.

1. The Development of the Algerian Educational System

The following is a chronological discussion of the history of education in Algeria, the main development movements that the AES has undergone

1.1. From 1962 to 1970

According to a recent government report (Institute National de Formation des Agents de l'Éducation et d'Amélioration de Leur Niveau, 2004) this period a report was prepared as a fort in 15/09/1962 which has been published later in 1964 but without any important results in the development of learning level. The learning process characterized with the "Arabisation" of materials and the establishment of three stages of learning:

- Primary school: this phase consisted of 6 years, and it ended with an exam; that lead the pupils to secondary school. It was characterized by a 30-hour week.
- Middle school: it was the first stage of secondary education or general learning. After four years, pupils pass to the secondary school. This school was divided into three levels.
- Secondary school: it lasted for three years; then pupils pass to university after succeeding in the baccalaureate exam.

1.2. From 1970 to 1980

Abdel-Hameed (2011) stated that in 1970 the Ministry of National Education was separated into two “departments” for the purpose of working on the improvement of the teaching process. The first one for primary and secondary education; and the second was devoted to higher education and scientific research. The first reform project happened in 1974, but it was applied later in April 1976. Moreover, this period witnessed many decisions that concern the frame of the learning’s phases. The three levels of middle school were gathered in one school; and French language was taught in the third year at the fundamental school.

1.3. From 1980 to 1990

Abdel-Hameed (2011) mentioned that the main this period were starting the globalization of the fundamental school that is composed of two levels: the first six years and the second four years. But it was minimized later in the same period many essays in order to integrate the two stages of the fundamental school by compound the content the secondary school witnessed generalizing of teaching the module of history to all the specialties, in addition to including the module of Islamic education. Other changes were canceled after few years.

At the end of this phase the two ministry departments were integrated into one that is called “Ministry of National Education”. Until then all textbooks were brought from other countries. But starting from this period textbooks for the first year to the ninth scholar year become printed in Algeria.

1.4. From 1990 to 1999

During this period English was taught as a foreign language (EFL) in the second level of fundamental school and delay teaching French to the fourth year in the primary school. Furthermore, other decisions aimed at making total integration between the two levels of the fundamental school in administrative, pedagogical, organizational and financial levels, which made this school composed of two integral unites.

1.5. From 2000 till 2017

After thirteen years of education reforms, the results were not the intended ones and most of those reforms were either impermanent or superficial changes. According to Harqaas (2010) the

essential effort planned in May 2000, where the president decided to establish a National Commission for Reforming the Educational System that was composed of 157 persons. After nine months, they presented a report of suggested global reform to the president (March 2001). A year later, the reforms were presented, on 30 April 2002, to the Council of Ministries, which adopted them. The reforms were implemented in the scholar year 2003/2004 (Abdel-Hameed, 2011). The main recommendations of the report were:

- Changing the frame to: primary school of five years, middle school of four years, and then secondary school of three years.
- Advance learning the module of English to the first year in middle schools.
- Advance learning French to the third year in primary schools.
- In 2009, the weekend become on Friday and Saturday (it was just on Friday).
- Using universal (Latin) symbols, instead of Arabic ones, in teaching scientific modules.
- Preparing a strategy to reduce illiteracy among the old.
- A stepwise generalization of the pre-school education.

As mentioned earlier, the reform covered the frame and the content, but the umbrella term of all the reforms is the initiated approach. According to Harqaas (2010) the AES adopted three approaches in the teaching process from 1962 until now: the Content-Based Approach, the Objectives-Based Approach and the Communicative Approach; then the Competency-Based Approach.

2. The Status of Teaching Foreign Languages in Algerian the Educational System

Since the independence in 1962 the Algerian educational system has witnessed many changes. From the Grammar Translation Method inherited from the French colonization syllabi. The Audio-Lingual Method was adopted. Then, from its behaviourist approach relying on stimulus-response there was a shift to the communicative approach in the 1980s 'teaching with objectives'. However, little was done to adapt this teaching method to the Algerian context. The main objective of EFL teaching/learning in the Algerian educational system is to produce linguistic and communicative competence learners and to integrate them in the world of globalization; because of the great awareness to the necessity of learning languages, especially the English language that became the language of communication in all over the world, Lounis (2016). The Algerian ministry of education recognize the great importance of teaching English and this is noticed through different educational systems. In 2001.

The Algerian ministry of education set a great educational reform that resulted in an important change in teaching English. Despite this great attention given by the ministry of education to teaching English in Algeria, English is still considered as the second foreign language after French. In Algerian

schooling system English is introduced first at the middle school Ms1. (at the age of 11). It lasts seven years, four of which at the middle school and three at the secondary one. The above stated reform resulted in new designing of new textbooks, supporting documents and shifting to a new approach: the competency-based approach.

3. Finalities of ELT at the Algerian Middle School

The aim of teaching English at the Algerian middle school is "to integrate our society in the world of modernity and participation in the linguistic community of English language users for all types of exchange" Fodoul malika. The learners should be prepared to the changes and challenges that are occurring at the national and international levels. (the law of orientation 04.08 January 23rd, 2008). Lounis (2016). Thus, it is vital to be able to use English to describe one's family, friends, country and culture, to others by writing and personal interactions (p33). Due to these finalities, the following list of objectives are derived.

3.1. General objective of ELT at the Algerian middle school

- To get a linguistic competence.
- Methodological competencies which aim at developing the learner's learning strategies that target their autonomy.
- Cultural objectives by exposing the learner to English culture and civilization.
- Socio-professional objectives: they give the learner opportunities for language use as a preparation for a professional milieu.

4. Approaches to Language Teaching

Language teaching was subject to many changes over years in order to Establish a suitable approach. Celce-Murcia (2001) stated that there are two kinds of approaches that appeared prior to the twentieth century. One is concerned with the language usage (i.e., to learn its grammatical rules), and the second dealt with language use (i.e., to speak and understand it). Accordingly, many approaches have succeeded and failed throughout history of language teaching and each one came to handle the shortcomings of the previous one. The following sections shed light on the pre-and the post-communicative approach eras.

4.1. Pre-Communicative Approach Era

According to Richards and Rodgers (2001) the development in language teaching is due to the previous changes that happened during the early part of the twentieth century. through history there were different approaches to language teaching developed successively: Grammar-Translation, Direct, Reading, Audiolingualism, Oral-situational, Cognitive, Affective-Humanistic, Comprehension-based, and Communicative Approach. However, the approaches prior to the communicative one were based on the form rather than meaning or function. CLT is based on the work of sociolinguists mainly that of Hymes (1972). Arguing against Chomsky (1957), Hymes proposed that knowing a language involves more than knowing a set of grammatical, lexical and phonological rules. "In order to use the language effectively, Hymes posited, the communicative competence the ability to use the language they are learning appropriately in given social encounter", Hoa Hiep (2005).

4.2. Post-Communicative Approach Era

By the advent of the communicative approach there was a transfer of the goal of language teaching from the focus on the mastery of language linguistic structures to the emphasis on the functions and the communicative competence (Richards & Rodgers, (2001). Communicative language teaching began in Britain in the 1960s as a replacement for the earlier highly-structured method of situational language teaching. The major aim of CLT is to increase the learners' CC Larsen-Freeman (2000).

In early years, the communicative approach was the most popular methodology. Since its emergence in 1960, CLT was adopted by the Algerian ministry of education. The development of this approach lead to the rise of new methodologies such as CBA in order to gain an effective communicative competence.

5. Definition of the C.B.A

CBA is an approach based on linking learning carried out at school to varied and relevant context-of- use in order to make the learning useful and durable. It aims at providing the learners with linguistic, communicative and problem-solving capacities that they face in and out of school. (2016). Another definition is given by the ministry of national education in the national program of English as second language in the first year at the middle school (2003). It is defined in relation with the definition of the competency which is:

"..... a know how to act a process which interacts and mobilizes a set of capacities, skills; and amount of knowledge that will be used effectively in various problem-situations or in circumstances that have never occurred before." (p.4).

According to Richards (2002) the Competency Based Approach is the current Methodology that can be described as an extension of communicative language teaching. Richards and Schmidt (2002) stated that Competency Based Approach as "an approach to teaching that focuses on teaching the skills and behaviours needed to perform competences; competency refer to students ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life" (p94).

The Competency Based Approach based on set of outcomes that are derived from an analysis of tasks learners are required to perform in real life situations. The application of the principles of this approach to language teaching is called Competency Based Language Teaching. (CBLT).

" Through this approach the learner will learn how to learn Bendla (2013) (p.160). The main goal is to produce citizens who can rely on themselves and develop critical thinking. Bendla (2013). The three competencies privileged for teaching English at middle school are as follows. A. Khalifa (2003).

- To interact orally in English.
- To interpret oral or written documents.
- To produce written or oral messages.

6. CBA Principles

This approach is centred on the learner and based on his creative participation in the learning process. The learners' gradual autonomy is one of the main objectives of the CBA. As it is said that language is a feature that establishes relationship between people, it is then, learnt in a social context. And as language is an individual process, the CBA curriculum seeks to provide opportunities through activities, through tasks. Bowden (2009, pp. 3-4) concluded the main principles as:

- "A focus on outcomes": the content, the syllabus, the material, and the assessment are designed according to the expected outcomes related to employment.
- "Greater workplace relevance": by identifying the competencies, the course will be designed according to those competencies that are appropriate to the workplace requirement.
- "Outcomes as observable 'competencies'": competencies are outcomes precisely and clearly defined, which produce communication in real life situations.

7. Characteristics of CBLT

Competency-Based is an approach that is used in different domains as teaching, assessment, and training. On the other hand, what makes it common and mostly successful especially in teaching area is its principles that distinct it from the other approaches. Some of those characteristics are presented as: starting with the claim of Louznadji (2006):

7.1. CBLT is an approach based on the process “know-how-to act”.

- a) The goal of teaching is “a competent performing learner”, that is the ability to use the acquired knowledge in the real life situation.
- b) 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.
- c) Teacher’s role is somehow different than her/his role in the other approaches.
- d) It is a “problem-solving” approach that looks for the required solutions through the content of the learning process.
- e) The importance of the Project-based is in developing learners’ CC.
- f) It focuses on the outcomes.

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1. “A focus on outcomes”: the content, the syllabus, the material, and the assessment are designed according to the expected outcomes related to employment.
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“Outcomes as observable ‘competencies’”: competencies are outcomes precisely and clearly defined, which produce communication in real life situations.

8. C BA in Algeria

There was a great desire from the Algerian authority to shift from the previous methodologies to CBA that aims at developing the learners’ communicative abilities. This strong desire resulted in adopting new textbook design along with the principles of CBA. Yaccine (2012). Since the main purpose of this study is to investigate the teachers’ attitudes toward the new textbook under the CBA, this study is, then, not devoted to evaluating CBA but to study thoroughly the teachers’ perceptions toward the new-generation textbook of Ms1 and its relationship with the teaching outcome in the Algerian middle school.

9. The textbook

Throughout history the textbook is considered as the most vital instrument for EFL teaching /learning. It is "an almost universal element of English language teaching and learning situation, it seems it

incomplete until it has its relevant textbook" Hutchinson and Torres (1994 :315). "A textbook can be referred to as published book specially designed to help learners to improve their linguistic and communicative abilities " Sheldon 1987). In Algeria English is taught as second and foreign language. EFL textbook facilitates learning for learners and supports teachers in their work during the period of change (1989 and 2003). Each time the Algerian education authority felt the need for change to new methodologies it leads to designing new textbooks. The most recent of these changes, General Education Reforms in 2003, it consisted in adopting the new approach C.B.A. Yaccine (2012). In Algeria, little researches tackled EFL textbook evaluation during the period (1989 and 2003). This resulted in the significant change in 2016 toward the second-generation textbook for Ms1 entitled "My Book of English" instead the old textbook for MS1 "Spotlight on English".

Although the use of a textbook is vital in ELT many researches were made on whether the use of the textbook can help or hinder the teaching and learning process. Interview of this I would like to give a literature review on the role of using textbook. The way textbook chapters are designed and structured can provide a blueprint of how a lesson shall be conducted Hutchinson & Torres (1994). textbook can serve as a tool to motivate and stimulate language learning. Alwright (1981), Lee (1997), Skierso (1991). Moreover, textbooks are useful in providing support and security for new inexperienced teachers or teachers have relatively low confidence to deliver ELT lesson in a communicative way Edge & Wharton (1998), Mares (2003). Moreover, there was a great debate concerning the benefits and the restrictions of a textbook as Harmer (1995) proposed.

Benefits: the best textbook provides a good syllabus, motivating texts, tapes and other materials as CDROMs, a good language control. It provides also a reference for students' revision. It is essential for the teacher's confidence. Harmer (1995).

Restrictions: Since its style is imposed on both teachers and learners, they become demotivated by its sameness. Some teachers rely so much on it that they neglect textbook adaptation.

10. The Importance of Textbook Evaluation:

In many countries the textbook is considered as the main educational instrument and the responsible for the success or the failure of the curriculum. Swales (1989) stated that textbooks represent a problem and in extreme case are examples of failure. Hutchinson (1987) stated that material evaluation should be by asking a question why the materials are the way they. "material evaluation plays such an important role in language teaching that its potential for influencing the way the teachers operate is considerable. Material evaluation can and should be a two-way process which enables teachers not just to

select a textbook but also to develop their awareness of the teaching /learning situation " Hutchinson (1987) (pp.37-38).

11. Textbook Evaluation

It is considered as an "educational judgement" Hutchinson and Waters (1987) (p:96).

The review of literature on textbook evaluation offers several surveys and checklists made by different authors. The evaluation of the cultural knowledge representation in the textbook by Skiero's (1991). Cortazzi and Jin's model to evaluate the place of culture in foreign language teaching materials. In Algeria, the issue was tackled by some studies. Malika (2010) using them and it tries to measure the following:

- The appeal of the materials to learners
- The credibility of materials to learners and teachers; administrators, Brain Tomlinson (2003).

There were important researches about textbooks' evaluation by making judgment about the effect of the textbook on the people using them. As an example of this kind of evaluation. Gunning Worth (1995) have suggested that it would be best for textbook evaluation to adopt a "levelled" approach in evaluation in which first overview impressionistic evaluation should be first conducted, followed by an in-depth evaluation. The work of Gunnings worth (1998) has helped to provide a good brief method by quick look through the textbook from the beginning until the end an in-depth evaluation which is more detailed evaluation of specific items. Different researches as Grant (1987), and Nunkudan (2007) also expressed different opinions about textbook evaluation. As a result of the advance in Critical Discourse Analysis and Semiotics, authors tended to criticize textbooks in terms of their cultural and social biases. Textbook evaluation is a form of professional improvement. Gunning Worth (1995), McGrath (2002) and Tomlinson (2003) propose to distinguish between textbook analysis and evaluation. Evaluation focuses on the users of the textbook making judgment on its efficiency. It can be conducted through a questionnaires and interviews addressed to the users of the material teachers and learners.

Analysis is based on the material and its aims. It based on criteria about what the material contains, what it aims to achieve and what it asks the learners to achieve evaluation. Checklist is used as the best channel to make evaluation. Souryanna. (2012).

11.3 Types of evaluation of a material: There are three stages at which a textbook can be evaluated. Pre-use evaluation, whilst –use and after use evaluation.

11.3.1. Pre-use evaluation: is mainly" impressionistic Gunning Worth (1995) and predictive concerned with the future of newly designed textbooks.

11.3.2. Whilst -use evaluation: It is called" IN- use evaluation" Gunning Worth (1995) or Retrospective evaluation. Mukundan (2007). It is a long-term process it takes place as long as the textbook is in use. It is used

12 . The description of the 2nd generation textbook of Ms1" My Book of English":

The author's name	Tamrabet Lounis (Head of the project .Inspector of national education), Hammoudi Abdelhak (a university teacher) ,Boukri Nabila (Middle school teacher trainer),Smara Abdelhakim (Middle school teacher trainer).
Title of the book	My book of English for Ms1
.Publishing House	ENAG EDITIONS
Type of the material	a material designed for teaching English for Ms1 at the Algerian middle school
table of content and book map :	<p>Sequence1 : Me and my friends</p> <p>Sequence2 : Me and my family</p> <p>Sequence3 : Me and my daily activities</p> <p>Sequence 4 : Me and my school</p> <p>Sequence5 : Me, my country and the world.</p>

12.1-

Presentation of the 2nd generation textbook:

11.3.3. After–use evaluation: is used after the use of the material to look for improvements.

As it is mentioned above to evaluate a material or a textbook, it should be described first.

Conclusion

This chapter reviewed the literature of textbook evaluation and it summarized different approaches to language teaching. It discussed CBLT and its implementation in Algerian middle schools .

Chapter Two

Methodology and Results

Introduction

This chapter deals with the methodology in conducting the present study. It includes the research method; the population data collection procedures, research variables, participants, and data analysis.

1. Research Design

The present study aims at finding a correlation between two variables which are the teaching outcome the dependent variable and the middle school teachers' attitude toward the second generation textbook.

A survey was chosen for its suitability to the type of research question investigated in this research. According to Creswell (2014), survey research presents a quantitative assessment of the trends, attitudes, or point of views of a population through the analysis of results of a sample taken from that population. . Hence, the descriptive correlational and analytical methods were adopted. In addition, the questionnaire and the interview were selected as research tools.

2. Population

2.1 Teachers:

The population of this study are 20 EFL teachers at Blidet Amour and Timacine district .two middle schools in Blidet Amour , one is in Goug and five are in Timacine. Teachers were selected randomly .they were devided into 17 females and 3 males but only 11 females and 2 males in addition to 2 females from touggourt middle schools out of my case study as pilot.

2.2 Inspector

To support the questionnaire the researcher used a structured interview with MrAbedbassat Albahi who is the inspector of English for touggourt district and Timacine –Blidet Amour district. He has a long experience in supervision .the aim of the interview is to go deeply in the questionnaire results. The interview questions are about the inspector opinion toward the second generation textbook.The interview was recorded in English. (It is attached with the dessertation).

3. Data Collection

The survey development cycle begins with the development of the survey questions which are the tool for data collection. Then, the draft survey is administered to a sample of participants that have similar characteristics with the population targeted in this study, in order to evaluate the completeness of questions design. Based on the analysis of participants' responses, the survey is then revised and validated. It is worthy to note that the sample that participated in the survey design will not be part of the population that is concerned with this research in order to avoid the biasness of results.

The survey was administered on papers to the participants. Although paper-based surveys have drawbacks in terms of data processing, response rate, and timeframe for data collection, it is still preferred to the web-based surveys in this research as participants might not have access to internet to take the survey. Appendix 1 of this research presents the survey questions.

4. Validity and Reliability

This section introduces the validity and the reliability of the results of the present study. Matsuda and Silva (2005) argued that “It is important to remember that an instrument is valid if it measures what it purports to measure” (p. 192). On the other hand On the other hand, the dependable measurement is referred to the reliability of the research (Marczyk et al, 2005).In order to explore the research question we aim to ensure and test the reliability and validity of the findings the questionnaire was dliivered the research participants supported by a structured interview with the district inspector who accepted to mention his name in order to analyze his

answers and the responses of EFL teachers. The questionnaire consists of three sections (see the Appendix)

The first one deals with the background information of the middle school teachers as age, gender, qualification and teaching experience. The second section is about the teachers' attitude toward the old textbook of Ms1 "Spotlight on English". That is their attitude about its appearance; content; topics, social and cultural information, activities and tasks; tests, language skills. The third section is concerning the middle school teachers' attitude toward the second generation textbook of Ms1 "My book of English". Because I found that a survey is the appropriate instrument to measure teachers' attitudes and perceptions toward the new textbook. In the first section background information was collected from respondents including age, gender, years of teaching experience, qualifications and training. In section two, it investigates the teachers' strength of agreement and disagreement with 25 statements addressing the teachers' attitude toward the old textbook. In addition two open-ended questions asked the participants their perception about the methodology, social and cultural content of the old textbook. Section three, the same structure as the first section to measure the teachers' perceptions toward the new textbook. The questionnaire questions were checked by the supervisor and two competent EFL teachers at BlidetAmour district. The participants, teachers and inspectors, were voluntary. Consequently, the outcome measures are valid and reliable.

5. Results and Discussion

Introduction

The present chapter presents the results obtained from the questionnaire and interprets them for answering the research questions that were proposed in the General Introduction. Then, the interview will be analyzed in relation to the questionnaire results.

1. Questionnaire Results

This section presents the results of the questionnaire. As stated in Chapter two, the first part of this questionnaire i.e. background information is used for the participants' profile. The other three parts are discussed below.

1.1 Section one : Descriptive Statistics/Demographics

As it is mentioned earlier, among the respondents, there were 11 female and 2 males with an average age of 43 years, we notice that the mean of male 43 is higher than that of female. (see table1)

Table 1 Demographics of Age and Gender among Participants

	N	Mean	SD
Male	2	43	21,21
Female	11	34,36	6,07

Moreover, the participants male and female highest degree is relatively balanced (see table 2) Except two, all the participants graduated from a university and all hold a BA degree. (see table 3)

Table 3 Distribution of Participants based on the type of attended higher education Institution

	N	University	ENS
Male	2	1	1
Female	11	10	1

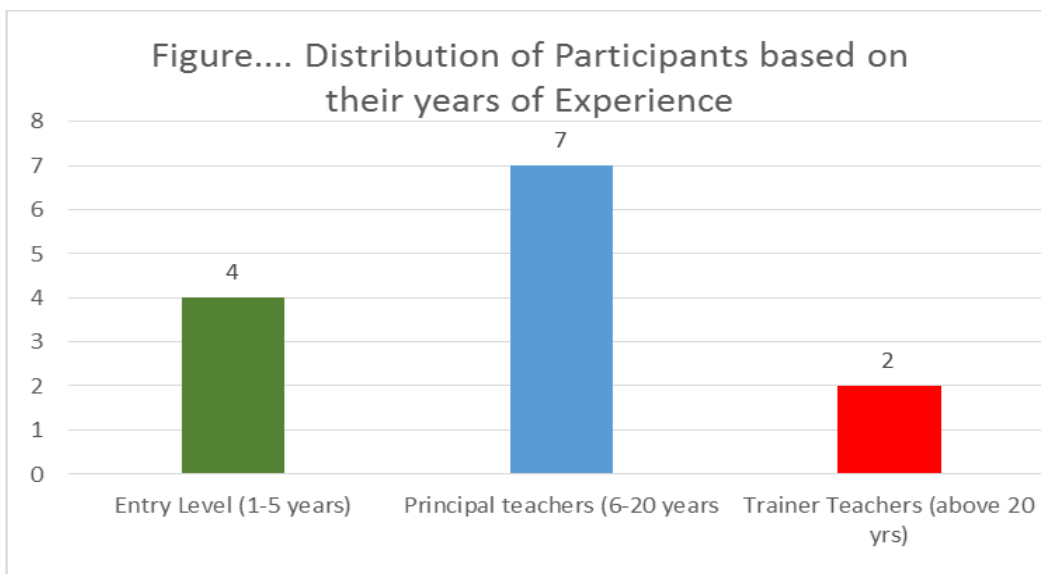


Figure1 Distribution of Participants based on their years of experience.F

Table 4 Distribution of Participants based on their years of Experience (ANOVA FACTOR, test Test)

	N	Mean	SD
Entry Level (1-5 years)	4	2,25	1,89
Principal teachers (6-20 years)	7	12,75	2,44
Trainer Teachers (above 20 years)	2	25	4,24

The mean of the participants' work experience for entry level is 2,25 years and 12,75 for principal teachers. whereas, the mean of trainers teachers experience is 25 years. Since the new generation English textbook has been introduced only this year (2016-2017). The above results imply that the teachers have had the opportunity to work the old book and now are working with the new book.

Section two : Teachers attitude toward the new textbook

Table 5 General Appearance Subsection (independent) Book cover			
	13	4,15	3,44
Font size	13	3,38	3,86
Table of content	13	4,00	2,97
Lesson title	13	2,85	2,88
Glossary	13	4	5,81
Bibliography	13	3,31	3,78

SD (1)	D (2)	Neutral (3)	A (4)	SA (5)
0	1	0	8	4
1	2	0	9	1

0	2	0	7	4
3	3	0	7	0
0	0	0	13	0
1	3	0	9	0

Participants agree on the book cover that it is appealing and attractive and informative and agree that the font size and type in the new book are appropriate for students. They agree also that the new book has complete and detailed table of content ;appropriate glossary and complete bibliography .Somewhat disagree that every lesson is given an appropriate title.

Table 6 Design and Illustration Subsection (independent)

SD (1)	D (2)	Neutral (3)	A (4)	SA (5)
1	1	0	6	3
0	1	0	7	3

Statements	N	Mean	SD
Variance	11	3,82	2,39
Consistency of headings	11	4,09	2,95

Table 6 Design and Illustration Subsection (independent)

The participants agree with the variance of the illustrations and the consistency in the use of heading, icons and labels.

Table 7 Topics and content Subsection (independent)

SD (1)	D (2)	Neutral (3)	A (4)	SA (5)
0	2	0	7	2
1	0	0	7	3

Participants agree that the book topics are varied and express the learners views .

SD (1)	D (2)	Neutral (3)	A (4)	SA (5)
0	2	0	7	0
0	3	0	7	0
0	3	0	7	0
1	2	0	6	1

Table 8 Objectives Subsection (independent)

Statements	N	Mean	SD
Fulfillment of General Objectives.	9	3,56	3,03
Needs and wants of learners	10	3,4	3,08
concise and measurable	10	3,4	3,08
suitness of student level	10	3,4	2,35

All the agree that the new book fulfills the general objectives of teaching English in Algeria and they are at the learners needs and wants .As wellas, they are clear ,concise and measurable. They agree on the suitness of the new book objectives to the learners level.

Table 9 Language content Subsection (independent)

SD(1)	D (2)	Neutral	A (4)	SA (5)
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		(3)		
0	7	0	4	0
2	4	0	7	0

Statements	N	Mean	SD
Book coverage	11	2,55	3,19
vocabulary presentation	13	2,92	2,97

This Survey uses a 5-point Likert-scale, 1 for (strongly disagree), 2 for (disagree), 3 (neutral), 4 for (agree), 5 for (strongly agree)

The analysis of the language content subsection. The mean of the participants who disagree with the new book coverage of the main grammar is 2,55 and some participants disagree on the new book presentation of the vocabulary.

Table 9 Language Skills Subsection (independent)

SD (1)	D (2)	Neutral (3)	A (4)	SA (5)
0	2	0	10	1
1	4	0	6	1
2	2	0	7	1
2	4	0	4	1
1	1	0	8	1
0	6	0	4	1

Statements	N	Mean	SD
skills coverage	13	3,77	4,22
authenticity of listening materials	12	3,17	2,51
Sufficient materials	12	3,25	2,70
adequate material for spoken English	11	2,82	1,79
reading material	11	3,64	3,27
Writing materials	11	3,00	2,68

Table10 Language Skills Subsection

The respondents agree that the new book covers the four language skills and that the reading and listening materials are authentic and followed by questions and activities, the book includes adequate materials for teaching pronunciation. But the mean of participants who disagree that there are sufficient materials for spoken English.

Table 11 Practice and Testing Subsection (independent)

SD (1)	D (2)	Neutral (3)	A (4)	SA (5)
0	7	0	3	1
0	4	0	8	0
0	4	0	8	0

Statements	N	Mean	SD
Textbook activities vs. examination	11	2,82	2,95
activities difficulty	12	3,33	3,58
communicative activities	12	3,33	3,58

In this subsection participants respond to every statement using 5 points *scale ranging from

"strongly disagree"=1 to "strongly agree"=5 the data were analyzed the mean was 2,82 for the first statement which indicates that participants disagree that the textbook activities has been prepared according to the public examination format. They agree that the new book activities are graded from easy to difficult and they are communicative and problem solving situations.

Table 12 Learners method Subsection (independent)

SD (1)	D (2)	Neutral (3)	A (4)	SA (5)
0	6	0	4	0

Statements	N	Mean	SD
Centered method	10	2,8	2,83

centered method used in the new textbook is the most suitable one for teaching English (see table12)

Table 12 Percentage of trained teachers on new textbook (ANOVA Factor)

Trained	4	30,8%
Not trained	1	7,7%
Non answered	8	61,5%

Only 38% have answered this question. Almost 31% were trained to work with the new textbook 7.7% were not trained to do so. Training divides into two kinds, the districts monthly meeting that is between the teachers of one district only and workshops with the inspector and all other districts' middle school teachers of English.

3. The interview results

Item01: Does the new book's content improve the learners' level more than the previous one?

At the beginning the inspector tries to introduce his speech with explaining what do we mean by CBA in our schools is to prepare active citizen and the new textbook's content depends on the core values which are something new and more focus on the learner performance in different situations in the society to develop the learner's communication. The main sections in this new book are ME, MY WORLD and the WORLD. The learning objectives are graded the new textbook.

Item02: Did the old book suit the social and the cultural needs of the learners?

The inspector sees that the old textbook dealt with the social and cultural needs of the learner but there was no focus on it. Comparing with the new book which focuses on cultural needs and tries to involve the learner to practice it at school.

Item03: How do you evaluate the teachers' work with the new textbook during your regular visits to district's middle schools?

The inspector believes that training is beneficial and of great importance during his visits he tries to give advice to help teachers. The inspector pointed out that his role in general consists of guiding teachers, presenting the syllabus and explaining the principles of CBLT. However, in case he observes errors in applying this approach in class, he interferes and provides the concrete solution by representing the lesson in a simple way. While in seminars, he tries to provide teachers with "useable and practical" materials. The latter demonstrates that he **insists** on the practice more than the theory because CBLT is "know how to do".

Item04: Has the ministry of education supported your work as inspectors by organizing workshops, conferences and devising supporting documents?

"Yes" answered the inspector we have done workshops in Bejaia and Mostaghanem about CBA and the new textbook in addition to our individual work.

Item05: Have you organized workshops for the teachers of the district to discuss the content of the new textbook?

The inspector says yes of course we have done many workshops and meetings with teachers since the beginning of the year.

4-The interpretation of the questionnaire results

The answer of the participants to question in section one shows that the majority of the teachers have a BA degree and they have studied didactics at the university. So, they have great background knowledge concerning CBA. Two teachers have trained and studied at ENS. But their answers in section two about their teaching method question 12. we get 2.8% disagree on the learner-centred method the researcher notices that the majority of the teachers have the theoretical knowledge but they do not know how to apply it however, in question 13 the answers imply that 31% of the teachers were trained to work with the new book and 7.7% were not trained. In section two concerning the new book, the teachers disagree on its content, relevance of its tasks to the tests samples however they agree on its integration of the four skills and the appealing of its cover. From this results the researcher can deduce

that the teachers feel that the new textbook is better than the old one but they feel that they cannot work with the new one because they were accustomed to work with the old one. The analysis of the question13 shows that there is training about the new textbook but the teachers refuses to change their way of preparing their lessons. So, they use the old one.

5. The interpretation of the interview results

The inspector gives a short definition of CBA in his answering to item01 then, the content of the new book is graded and well-structured to get the learners competence and to produce a citizen who can perform in different real life situations. The new things which presented in the new textbook are values that did not exist before in the old textbook. The cultural and social needs are more emphasized in the new textbook than the old one in his answering to item02. The inspector's answers to item03 and item04 reveals that he was trained by his attending workshops organized by the ministry of education. During the inspector's regular visits to middle school teachers ;he gives them advice and guides them. Both teachers and the inspector are supported with teachers guide and supporting documents which did not exist before with the old book

6. Conclusion

This chapter introduces the results of both the questionnaire and the interview. Then, a detailed interpretation of these results are provided and related to the previous studies.

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ملخص الأطروحة

تهدف الدراسة التي بين ايدينا الى تحليل موقف أساتذة اللغة الا إنجليزية نحو كتاب المدرسي للغة ا لإنجليزية لسنة اولى متوسط في الجزائر والذي يسمى كتاب الجيل الثاني وكما هو معروف تقييم الكتاب المدرسي مهم لتدريس اللغة الانجليزية لأنه يكشف للإستاد والمسؤولين عن فوائد نقائص الكتاب المدرسي ولهذا بحثنا بعمق في تاريخ البحوث التي تطرقت الى تقييم الكتاب المدرسي وقد استخدمت طريقتين للبحث في هذا الموضوع استبيان و حوار مع ال مفتش اللغة الانجليزية لمقاطعة تماسين وبلدة عمر. وقد تم توزيع الاستبيان عل أساتذة اللغة الإنجليزية لخلية تما سين وبلدة عمر والدين اختيروا بطريقة عشوائية اي من مختلف الاعمار والمستويات وبعد تحليل نتائج الاستبيان وتدعيمها بحوار مع المفتش توصلنا الى ان الفرضيات المطروحة في البداية صحيحة وهي ان الكتاب المدرسي الانجليزية للسنة الاولى متوسط الجيل الثاني سيكون جد فعال لتدريس اللغة الانجليزية وسيحسن المردود التربوي لمادة اللغة الانجليزية في مرحلة التعليم المتوسط في الجزائر نتيجة البحث مهمة جدا لكن لا نستطيع تعميمها على كل أساتذة الانجليزية بالجزائر لذلك هذا البحث سيفتح افاق لبحوث اخرى والموضوع في المستقبل.

الكلمات المفتاحية:

الجيل الثاني: هو طريقة للتدريس بالمقاربة بالكفاءات و يهدف الى ربط المدرسة بالحياة اليومية للتلميذ