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A Reflection upon the Factors Mediating Autonomous Learning: An Analysis of First Year Secondary School ELT Textbook

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DECLARATION

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A.BASSOU

Dedications

To my wife and children.

ACKNOWLEDGEMENTS

Abstract

The Algerian educational reform has brought a new view to teaching the English language. With the introduction of the Competency-based Approach (CBA) in 2003, traditional ways of teaching do now belong to the past, and new learning ways are being installed. The teacher is no more at the center of learning, instead all learning processes revolve around the learner. The objective set down by the Ministry of Education, reaching learner autonomy, is not easy to achieve if school textbooks are not designed accordingly. Thus, through this study the Secondary year one (SE1) ELT textbook is analyzed so as to see if the (cognitive, meta-cognitive, social and affective) factors mediating learner autonomy are represented in it or not. A checklist in the form of a referential was used to analyze the textbook, in addition to 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. 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. It is to be concluded that the actual layout of the text-book and its content do not help to foster autonomous learning. Therefore, new adjustments have to be made and additional activities taking into account those missing factors are to be introduced.

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List of Acronyms and Abbreviations

BAC: Baccalaureate

CBA: Competency-based Approach

CBE: Competency- based Education

CBLT: Competency-Based Approach to Language Teaching

CLL: Communicative Language Learning

CLT: Communicative Language Teaching

CNRSE: Commission Nationale de la Réforme du Système Educatif

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

ESPT: English for Specific Teaching Purposes

IBM: International Business Machine Corporation

ICT: Information and Communication Technologies

L2: Second Language

NGO: Non-Governmental Organization

PAPS/ESRS: Programme d'Appui à la Politique Sectorielle de l'Enseignement Supérieur et de la Recherche Scientifique

PBL: Project-based Learning

SE1: Secondary Education Year One

SE2: Secondary Education Year Two

SE3: Secondary Education Year Three

SLA: Second Language Acquisition

SPSS: Statistical Package for Social Sciences/Statistical Product and Service Solutions

TBL: Task -based Learning

WWII: World War Two

ZPD: Zone of Proximal Development

General Introduction

Learning theories have never ceased to develop and evolve through time bringing into life views about how human beings learn and broaden knowledge about themselves and the world around them. These learning theories, mainly behaviorism, cognitivism, and constructivism, have affected the way schools and scholars conceive learning, and as such syllabuses have been designed accordingly putting those theories most basic principles into practice. To state learning languages as a subject matter, a specialist in the field would narrate in detail the different methods and approaches used in this domain and may talk endlessly about the projected objectives and the principles shaping each of them. As one may notice from a first glance to the title of this research, it would be impractical, at least in this part of the dissertation, to go through all those methods and approaches that have governed language learning in schools throughout the world in general, and in Algeria in particular. Nevertheless, it would be appropriate, at this stage, to highlight and remind the reader of the two main dominant trends to language teaching / learning practices that have prevailed in schools over the past decades: formalism and activism. Both views to language learning have often shaped classroom practices, and sometimes have co-existed in language classrooms, and proponents have always tried to legitimize their choice for one trend and not the other by putting forward their conceptions to how best a language is taught/learnt. In fact, formalists' classrooms are places where the ubiquitous teacher is knowledge holder and transmitter, and learners are constrained to passive roles; very often those of quiet listeners. However, activists' classrooms are places where teachers try to make themselves progressively unnecessary leaving more room to the learners to take initiatives for discovering and learning rules that govern the language, grammatical structures, language functions and so on. Learners, here, are supposed to be given more active roles and the teacher acts just as a facilitator, a counselor and a co-learner. This activist view to language can be well noticed in approaches to language teaching such as the functional communicative approach, the competency-

based approach, project –based learning (PBL) and other ones used here and there around the world where the learner is at the center of the learning process. Yet, the expectations thrown on the shoulders of the language learner have even gone beyond his active role to more demanding ones such as: learning, discovering, constructing knowledge, reflecting on what has been learnt, monitoring his/her own progress, setting objectives, making plans to reach those objectives, collaborating, negotiating meaning …etc. All in all, the learner is supposed to develop cognitive, meta-cognitive, social and affective skills that will enable him/her take in charge his/her own learning and grow towards becoming an autonomous learner. However, to be accomplished, these new roles do not involve only the learner, but also teachers in inculcating and facilitating their implementation, syllabus and textbook designers in finding ways how to introduce them as they design English language text-books, and over all language policy makers, by supplying means to make those objectives realizable. As a matter of fact, and following this stream of thought, for the Algerian secondary school case, one of the objectives behind teaching English is very well stated in the (Secondary Education Year One Programme Accompanying Document for English, 2005:) where learning is given a common definition as 'acquiring knowledge, and most importantly knowing how to elaborate one's own cognitive structure and construct one's own theory about the world…. The competency-based approach aims at reaching learner autonomy. This is interpreted by the acquisition of linguistic, procedural, and behavioral tools that lead the learner to express his/her personal ideas in a verbal form (dialogues, paragraphs, etc.) and nonverbal forms (drawings, tables etc.).This objective set forward by the National Ministry of Education, reaching the autonomy of the learner, is not to come from vacuum, but should involve teachers and learners alike and has to be clearly shaped through the design of ELT textbooks that should normally embody the above stated factors that are regarded by scholars such as Holec, (1981); Little, (1991); Benson,(1996/2001); Vanijdee, (2003);Wenden's (1987);Chan (2001);Ho &Crookall (1995);Williams (2003);(Cotterall,1995);Dam (1995)   as being the ingredients to fostering autonomous learning. Thus, this research work is a text book analysis for the sake of seeing whether it is designed in such a way as to

respond to the expectations put forward by the Ministry of National Education. The document under study is a first year secondary school Algerian ELT textbook entitled <u>At the Crossroads</u>, and its analysis is guided by six research questions and six hypotheses. This study also involves the users of the textbook (teachers and learners) so as not to evaluate the text-book but to tell us how they are using it. Therefore, the research instruments accompanying the checklist in the form of a referential for analyzing the textbook are a questionnaire to secondary school teachers and another one to first year secondary school learners.

The research questions developed for the elaboration of this study are as follows:

- Are the cognitive factors mediating learner autonomy represented in secondary school year one (SE1) ELT Text-book <u>At the Crossroads</u>?

- Are the learners meta-cognitively engaged through different tasks and activities while working with <u>At the Crossroads</u> in class and out of it?

-How far is the socio-constructivist approach reflected within the above mentioned textbook layout?

- Have the textbook designers thought about involving the learners affectively in their learning processes?

- How often do these cognitive, meta-cognitive, social, and affective factors mediating learner autonomy appear in the layout of the different units of <u>At the Crossroads?</u>

- How far are pupils and teachers knowledgeable about the existence and the role played by the above stated factors within the textbook and what kind of attitudes and beliefs towards learner autonomy do they have?

 These research questions generated the following hypotheses:

- <u>At the Crossroads</u> is elaborated in such a way to foster autonomous learning by engaging the learners cognitively through different tasks and activities, but teachers and learners classroom practices are not congruent with the principles of the approach.

-<u>At the crossroads</u> embodies tools that might develop the learners' meta-cognitive strategies, but neither their position throughout the textbook nor the teachers' and the learners' classroom practices facilitate the right and appropriate investment they are meant for.

- The textbook proposes different kinds of learning situations where learners work individually, in pairs, in groups so as to do different classroom activities, and collaboratively so as to realize assignments such as the project work.

- The designers of <u>At the Crossroads</u> have not thought about introducing types of tools such as portfolios, diaries and journals that encourage the learners to speak about their learning experiences through which they express their feelings about what they learn in class and out of it.

-Some factors do appear frequently but others which are really important to fostering autonomy are nearly totally neglected.

-The text book is conceived in such a way to fit one of the most basic aims of the Competency –based Approach, autonomous learning, but neither the teachers nor the pupils see what the benefits of such factors present in the text-book are. In addition to that, their beliefs and attitudes towards learner autonomy makes it that they very often swing to traditional teaching/learning approaches that hinder the development of this type of learning.

Course-book analysis and evaluation is a field of research that has always interested scholars and language scientists all around the world. One of the most eminent figures in the field is Cunningsworth (1988) who wanted to know how to analyze EFL course-books and other teaching materials in a systematic and meaningful way. Such an analysis, he asserted, is a useful tool for evaluating the potential of a course-book when matched against the learning objectives of those who might use it. Course materials may also be evaluated in general terms, without referring to a specific group of learners, by using agreed upon principles of language teaching as a basis for evaluation. In many cases however, teachers will wish to evaluate more specifically, having a particular type of individual under

focus such as the autonomous learner, or a definite class in mind such as a learner centred class.

This view is, in a way, congruent with the kind of study the researcher is undertaking. The research is not about evaluating the text-book in terms of layout, frequency , coverage, or learnability, but is rather a study towards whether or not the text-book is designed in such a way to fulfill one of the objectives set down by the Algerian ministry of education; fostering autonomous learning. Thus, the study is about going through the different units of the text-book and trying to find out whether the factors (cognitive, meta-cognitive, social, and affective) that mediate autonomous learning are included in At the Crossroads or not. Thus, this study aims at uncovering the apparent and the hidden characteristics of the aforementioned textbook that hold within them the seeds that facilitate the opening of the buds of learner autonomy. The researcher will, therefore, analyze the textbook, crosscheck the findings with teachers' and learners' classroom practices, and draw conclusions on which he will suggest some recommendations to teachers, learners and textbook designers.

Thus, this thesis comprises six chapters that correspond to the number of the research questions and the number of the hypotheses designed to carry on this research.

Chapter one highlights the literature in tight relation with the theme of Learner Autonomy. It, in general, presents explanations about what autonomous learning is, how it could be achieved, and what the learning environments and teaching practices suitable to its enhancement are. The principles behind such a view to language learning are listed within the cognitivist and constructivist approaches to language learning that the researcher has included within this part of the research. A historical track to the starting of learner autonomy has also been traced.

Chapter two analyses the English language teaching situation in Algerian Secondary schools, discusses the approach adopted by the Algerian education

system, and clarifies the objectives behind learning English in the Algerian schools through such an approach. A detailed description of the ELT Text-book <u>At the Crossroads</u> is presented all along with the layout of the units that it holds within its pages. .

Chapter three is divided into two parts. Within the first one the methodology followed in handling this research is explained, and the reasons behind choosing such research instruments are clarified. It also gives an idea about the type of data collected by means of the three different research instruments used in this study. The second part is at the heart of this research since it deals with textbook analysis. It is to be mentioned that the checklist used for the analysis is a referential developed by the researcher in relation with what is generally said about the factors mediating learner autonomy.

Chapter four is as important as the previous one because it presents the teachers' and the learners' questionnaires analysis. It also provides information meant to be used in crosschecking the data gathered in the referential to put forward answers to the research questions posed at the beginning of the present work.

Chapter five deals with a general discussion about the findings drawn from the textbook analysis, the learners' questionnaire analysis and the teachers' questionnaire analysis. It also discusses the research questions and their hypotheses in reference to what the research instruments revealed.

Chapter six embodies some recommendations for language teaching practitioners, textbook writers, and of course learners. It also proposes a sample unit where the four factors mediating autonomous learning are inserted through tasks and activities. A sample project work is also proposed to both teachers and learners to follow.

CHAPTER ONE

Review of the Literature

Chapter One: Review of the Literature

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1.1 Introduction

Over the last two decades, the concept of learner autonomy in language learning has gained field among scholars and applied linguists all over the world. It is an observable reality that one of the most valuable spin-offs of communicative language learning environments, has been the shift of responsibilities from teachers to learners. It is evident that this shift does not exist in a vacuum, but is due to a curriculum change towards a more learner centred kind of learning. This reshaping of teacher and learner roles has led to a radical change of power and authority that used to dominate traditional classroom settings. The role of the learner is one of an active participant who is encouraged to become engaged in the learning process through various interactive activities facilitated by the teacher and undertaken by the learner.

This learning environment strives to produce an empowered, informed, and responsible learner by putting him at the centre of the process. Regarded as **"having the capacity for detachment, reflection, decision making, and independent action"** (Little,1994:4) autonomous learners are expected to assume responsibility and take charge of their own learning. This does not mean that learner autonomy aims at marginalising or getting rid of the teacher, but actually comes to be the product of interactive processes, which are characterized not by independence but by interdependence. Thus, the necessity of the teacher in finding ways to inculcate learner autonomy in his learners is more than essential.

Thus, Learner autonomy has become the concern of many people interested in language research and language learning. Perhaps the most cited definition about autonomy was that put forward by Holec (1981:3) **"…the ability to take in charge one's own learning"**. This type of learning has become a goal for many educational settings in many parts of the world, among them, lately, Algerian education system for the teaching of foreign languages and more specifically English. Several arguments have been used in favor of developing autonomy in language learners: for example, that autonomy is a human right (Benson,2000); that autonomous

learning is more effective than other approaches to learning (Naiman et al.,1978) ; and that learners need to take charge of their own learning so as to make the most of available sources, especially outside the classroom (Waite, 1994).This chapter is devoted to shedding some light on the literature governing this concept and its most basic principles so as to be able to bring to an end this study that analyses the textbook under question.

1.2 Historical Background

The concept of individual autonomy has been linked to European liberal-democratic and liberal-humanist thought since the 18th century (Lindley 1986), and was designated by Kant as the basis of human dignity (Hill, 1991:48). The growing interest in autonomy as an educational goal can be rendered to the changes that occurred in the twentieth century in different sciences. The new views in educational philosophy, theories of language learning, the beliefs of politicians towards the kind of society they want to have, the technological explosion and the need to adapt to it, the need for employment, the over dominant belief that learning to learn is worth knowledge itself paved the way to such an approach to learning (Pemberton et al.1996:1). For Gremo et al. (1995) the following factors are also identified: The terms 'independent learning' 'self-access centres' 'self -direction', and of course learner autonomy are being used more and more frequently in educational settings. Yet, as she explains, it is not an easy task to attempt to track these concepts back to any single source or date, since they have interrelated and complex relationships with developments in different social sciences, going back many centuries in some areas. Moreover, the capacity to think and act independently has always been highly regarded by most, if not all, of the world's societies, even if in practice it has often been the privilege of an elite.

It would not be an exaggeration, however, to say that in the 20 to 25 years following the Second World War (WWII), the idea of autonomy became the subject of intense investigation, analysis and debate and that, since that time, it has gone on to become a familiar element in educational research and practice. What, indeed,

was seen at one time as a cranky affront to educational common sense is now often considered as thoughtful and efficient alternative to traditional teaching. It is worth mentioning that the attitudes and ideas embodied in "autonomy" have greatly enriched educational practice in many institutions where the learner is at the centre of the learning process. (ibid)

Again, it would be impossible to draw up an exhaustive list of the various social contingencies and currents of thought which contributed to the emergence and spread of the concept "autonomy" during the particular period in question. Nonetheless, according to Gremo and Riley (1995:152-154) some important factors can be mentioned and they are as follows:

(1) The minority right movement waves : thanks to the boundless benefit of hindsight, it was quite inescapable that the values, motives and aims of "Women's Libbers", "Consumers" beside the fellows of religious ,linguistic and ethnic minorities should come to the stage as a primary focus in the educational and schooling system.

(2)The reaction against behaviourism : the undeniable failure of a mechanistic psychology that basically stems from the behaviours of animals and tried to apply them on humans was discarded by western societies that redirected their interest to the significance of personal experience. Such an anti-determinist stance developed into a generalised opposition to "orthodoxy" and , hence, a quest for "alternatives" in the different walks of human life was initiated and affected alternative life styles, medical sciences, politics, music literature as well as schooling. Linguists, educationalists and philosophers, among others, outside the behaviourist camp founded alternative psychologies.

(3) The growing interest in minority rights as a key factor that contributed to the emergence of "autonomy", as an educational model, had directly affected the growth of adult education in Europe. Perhaps one of the most prominent manifestations of this influence was the Council of Europe's Modern Language

Project founded in1971 and which ,for more than a decade of existence, focused on the language needs of migrant workers.

(4) The technological development has had a great contribution in the spread of autonomy. The tape recorder, the fast copier, T.V and the video-recorder, the computer, the photocopier, magazines, newspapers, fax and e-mails, all are means to foster autonomous learning. In institutional terms, these facilities have been gathered together to form the resource centres (Mediatheques, sound libraries, etc.).

(5) During the years following the WWII the need to know foreign languages constituted a priority for many countries due to some political requirements as well as the appearance of multi-national corporations and the development of social services facilitating the movement of people from one country to another. Language learning beyond official schools' and universities' walls also knew a widespread so as to cover the needs of those individuals wanting to learn the language for specific purposes. Attempts to turn around those difficulties generated the elaboration of more flexible learning programmes focusing more on a kind of learning that is more learner centred. Indeed, it is a common practice today to see an education officer, for example, of a hospital or a firm, ask for help from language institutions to establish resource centres, learning-training programmes or to organise self-directed learning systems that do not recourse to teacher-led classes. As a result, publishers have reacted to this high demand in a very quick way, not just by claiming that their materials are appropriate to be studied autonomously, but also by the wide range of self-study material provision in the form of weekly magazines and cassettes which can now be found in newsagents in different parts of the world. It is worth to note that some general features of self-directed learning, such as the approach to distinguish and to work separately on the different language skills, have been greatly adopted in such publications, because they have been found to meet the needs of commercial, practical and popular necessities.

(6)This considerable language provision to cover the actual demand, together with the idea of reinforcing the awareness of the consumer mentioned earlier, has also had an impact on the way the language learner's role is seen. Being no more a passive customer, the learner is seen as a consumer making informed choices in the market. This form of perception to language learning is certainly not cherished by everyone, but it is a sufficient indicator to what is happening to public perceptions and attitudes towards schools, educational practices and the values governing those educational institutions.

(7) The recent significant increase in the number of learners at both lower and tertiary levels has been the result of a wider access to education worldwide. This, in turn, has shaped new educational structures to better cope with larger learning settings. It is also worth noting that in many institutions, self-directed learning with institutional support in terms of counselling, resource and self-access centres has tremendously been of great help, in the sense that it has brought about innovation and change in many learning contexts contrary to traditional approaches within which,for example, all learners were strictly required to sit weekly for five hours foreign language study. By involving students and granting them the opportunity to choose when, where and what to study and by distinguishing those who have been successful in attaining satisfactory level from those with low performance and underachievement, these newly introduced approaches are likely to accomplish, at least at a small scale, part of the work conducive to sort out the existing ambiguities between qualitative and quantitative objectives in the field of education. (ibid,154)

1.3 Learner Autonomy Defined

The concept of learner autonomy has lately gained momentum and has become an in vogue word in educational contexts, and many specialists in the field have been engaged in its study (Benson, 1996; Dam, 1995;Holec ,1981;Little et al., 2002) and tried to find ways how to put into practice as well as to prove its efficiency in the domain of language teaching and learning. In fact this new learning trend is partly due to the effects left by the writings of Piaget (1952) and Vygotsky

(1978), and partly due to the shift in the attitude and the conception of the role of the individual in society. There has been a move from "**man as product of his society**" to "**man as a producer of his society**" (Holec, 1981:1). From the moment this concept was introduced in the domain of education and more precisely in langauge learning, many scholars have tried to define it; and perhaps one of the most quoted and influential definitions was Holec's (1981)(see definition in 1.3.1). Yet, scholars still find it difficult to come out with one common and precise definition that unites them all .Nevertheless, according to Lap (2005) they agree that very basic to defining learner autonomy are learners' $_{(1)}$ cognitive factors (ability or capacity), $_{(2)}$ affective factors (attitudes, willingness, readiness, self-confidence), $_{(3)}$ meta-cognitive factors (setting learning goals, choosing learning materials, planning activities to work on, monitoring and self-evaluating progress), and $_{(4)}$ social factors (collaborating with others so as to encourage interactions and scaffolds, a condition for enhancing one's independent problem-solving skills).

1.3.1 Cognitive Factors

Some definitions about the concept that relate to the cognitive factors are those put forward by (Holec,1981; Little, 1991; Benson, 2001; Vanijdee, 2003 as cited in Lap 2005) which take learners' ability or capacity into account. For Holec to say of a learner that he is autonomous is…to say that "**he is capable of taking charge of his own learning and nothing more…**

To take charge of one's learning is to have and to hold the responsibility for all the decisions concerning all aspects of this learning, i.e.:

- ➢ **determining the objectives;**
- ➢ **defining the contents and progressions;**
- ➢ **selecting methods and techniques to be used;**
- ➢ **monitoring the procedure of acquisition properly speaking (rhythm, time,**
  place, etc);
- ➢ **evaluating what has been acquired."** (Holec, 1981:3, cited in Bassou 2008)

Vanijdee (2003, cited in Lap 2005) extends the concept of learner autonomy as a capacity – a construct of attitudes and ability that allows learners to take more responsibility for their own learning. In Little's (1991) definition, autonomy is a capacity for detachment, critical reflection, decision-making and independent actions. In addition to the common points with Holec, Little's definition states the fact that the learner is aware about what he is learning. This awareness is the effect of the learners' reflection on his own learning (Lap, 2005). All in all, cognitively, learner autonomy has been defined as the ability to take charge of one's own learning with a certain degree of awareness.

1.3.2 Affective Factors

Definitions relating the affective factors are as considerable as the ones already mentioned. These definitions, as cited in Lap (2005) mainly take into account the learners' affective traits such as their willingness to learn, their readiness, their attitudes and self-confidence. For Wenden (1987), the autonomous learners show their will to take their own learning under their responsibility. They consider themselves as having a primordial role in their language learning. They are self-confident learners, who have strong beliefs in their capacity to learn, to self-direct and to manage their learning. Chan (2001) adds the quality of readiness to learn autonomously to describe autonomous learners .Ho & Crookall (1995) view learner attitude as one of the variables to define learner autonomy besides what they label as self-knowledge (i.e., what one needs to learn) and skills and knowledge about the learning process and the nature of language.

1.3.3 Meta-cognitive Factors

According to Williams (2003), modern pedagogy is moving increasingly to the view that the learner should be aware of his own thought processes, and that it is primordial for the pedagogical theorist and teacher alike to help him become more meta-cognitive, to be as aware of how he goes about learning and thinking as he is about the subject matter he is studying. Thus, the meaning of "*taking charge of"* or "*taking responsibility for one's own learning''* necessitates a clear explanation.

Learner autonomy is considered as *the* *"*ability or capacity to take control (rather than responsibility) over the management of one's learning (i.e., learning processes, resources and language use). This control over learning regards '…**learner's involvement in setting goals, defining content and working out evaluation mechanism for assessing achievement and progress.***'* (Little,1991: 91).The extent to which learners demonstrate their control over learning is shown through their ability to use a number of strategies in learning such as setting an objective, the choice of material and activities to be studied, thinking about practicing opportunities and monitoring and evaluating progress (Cotterall,1995 cited in Lap 2005:24). According to Lap (2005), Dam (1995) stresses the learners' needs and purposes, reflected in learning goals set by learners themselves. Definitions taking meta-cognitive factors highlight the learners' self-regulation skills: Planning, monitoring, and evaluating, the critical qualities to be communicatively competent language learners. According to (Moyles in Williams, 2003, xiii) true autonomous learning pedagogy requires teachers to acknowledge the children's potential for responsibility: even the youngest children can operate in ways which challenge them cognitively, through play and other activities, without continual adult intervention.

1.3.4 Social Factors

According to Dam (1995, cited in Lap 2005) the social skills are necessary to work in cooperation with others as a socially responsible person and she comments that this is a quality required of an autonomous learner. Benson (1996) maintains that greater control of learning process, learning resources and language use cannot be achieved by each individual acting alone according to their own preferences. Thus, instead of being a question of individual choice, control is rather a matter of decisions made by the whole group. This view is congruent in situations where foreign languages are learnt. Researchers in the social-cultural approach strongly support the claim that proper and in-time *scaffolds* support learners' active involvement and stimulates their learner autonomy (Little, 1991, cited in Lap 2005). Social interactions manifested in these scaffolds mediate learning. Moreover,

cooperation in assisting each other to reflect on task execution and language learning is necessary for developing meta-cognition.

To sum it up, the concept of learner autonomy has been described with four factors: *Cognitive, affective, social* and *meta-cognitive.* Thus, it is essential, in this research, to work towards a theoretical model including all four factors that will constitute a framework for a checklist design through which the textbook under study will be analyzed.

1.4 Benefits of Learner Autonomy

According to Little et al. (2003) trying to foster autonomous learning in educational contexts has two broad advantages on the learners. If the learners reflect on their learning, it will be more beneficial as each learner focuses on his own strengths and weaknesses. The second positive point to mention, is that if learners get ready for what is going to be learnt next, they will be evidently more motivated and then teachers will not seek ways on how to motivate them. In spite of the fact that learners may not always feel totally positive about all aspects of their learning, autonomous learners will develop the reflective and attitudinal resources to overcome temporary motivational setbacks.

1.5 Learner Autonomy: Wrong Beliefs

Learner autonomy in language education is interpreted in various ways in the literature on the topic, and various terms ('learner autonomy', 'learner independence', 'self-direction', 'autonomous learning', 'independent learning') have been used to refer to similar concepts. (Palfreyman et al.,2003:3)

However, the word autonomy in educational contexts is usually misinterpreted. Among other things, it directs one's attention to freedom, isolation, individuality, independence, and self-instruction. In fact, those are terms that have their own meanings and definitions, and are by no means equivalent to learner autonomy in this research.

1.5.1 Freedom

The term "autonomy "is semantically complex and a bit confusing. It holds a strong implication of freedom. Some may think that learner autonomy is to be free from the teacher's control, freedom from the content imposed by the educational institution, and some go further in expressing this freedom as the freedom to opt for not learning. Each of these freedoms is a little bit excessively expressed and must be confronted and discussed in any serious consideration of learner autonomy, but for this research the most important freedom that autonomy implies is the learner's freedom from self, by which it is meant his or her '**capacity to transcend the limitations of personal heritage**' (Berofsky, 1997).Up for the researcher, this is the most important sense in which the development of autonomy empowers the individual learner.

1.5.2 Isolation and Independence

As the term autonomy directs attention on individuality and independence, it is often believed that learners progress better and faster when they work on their own. Seen from this angle, classrooms become only a matter of convenience, a necessary evil and a heavy burden. This, however, is a mistake. We are social beings, and our dependence on each other is multifaceted. One may guess the damage that could be caused to a child's development if there were no social interaction stimulus and comfort. It, indeed, is a human condition to learn from one another. Thus, the independence that we practise through our developed capacity for autonomous behavior is always conditioned and constrained by our inescapable interdependence. In educational context or even informal contexts, we tend to depend on other individuals even as we exercise our independence. This implies a positive view of classrooms as places where teachers and learners can collaborate to construct knowledge. More precisely, classrooms are physical environments where teachers and learners have the opportunity to become a community that shares learning. When a second or a foreign language learning is the common objective, the target language becomes the main tool with which that collaborative process is shaped (Little &Dam, 1998).Thus, while learner autonomy entails working together

with others, independent learning encompasses any situation where learners are almost totally responsible for all the decisions about their learning and the implementation of those decisions. Independence here could be equivalent to full autonomy, a notion that Dickinson (1987:11) came out with and where there is no teacher or institution involved in the learning process, and the learner is also independent of purposefully prepared materials.

1.5.3 Self-instruction

Learner autonomy is sometimes taken for self instruction. This is partly due to the common-sense assumption that autonomy means independence and that independence means learning without a teacher,i.e, learning alone at home or anywhere else. This is in no way to be the case here, since learner autonomy in this study is not synonymous to self-instruction, which, according to Dickinson (1987:5), refers to learning without the direct control of a teacher.

1.6 Philosophies Related to Learner Autonomy

Many scholars and researchers in the domain of language teaching believe that autonomy is a very essential characteristic of all truly successful learners, regardless of their age, sex, or the domain in which they are learning. Secondly, since autonomous learning is deeply rooted in capacities that are basic to human nature, its development relies not on the application of a "method" but on complex interactive processes that are provided by the teacher's continuous efforts to explore and inculcate its general principles. In other words, the development of learner autonomy compels teachers to review and rethink their teaching and pedagogical beliefs continuously.(Little 2002)

The concept of autnomy in classroom which implies freedom of the control of others and which brings to mind a vision of learners working alone while the teacher hovers in the background , is in fact the fruit of interactive process that are characterized by interdependence rather than by independence. So as to have a

clearer view of this paradoxal view, we have to consider the role played by social interaction in human learning. (Little,2002)

1.6.1 Social Interactive View of Learning

A social-interactive view of classroom learning is not only limited to its social dimension, but also involves a great deal of other characteristics founded on beliefs such as how human beings are, which in turn lead to claims about the relation between individual cognition and social interaction, and the relation between thought and language. This means that a social- interactive view of social learning depends on a social-interactive view of developmental learning.

1.6.1.1 Developmental Learning

In a biological consideration, we, human beings are said to be autonomous in two interrelated senses. First, we are "self-producing" organisms. Our growth is closely linked to the laws encoded within our genes (Maturana and Valera 1987) and external factors cannot make us develop in ways that are not already predetermined in our genes. All humans learn to walk since childhood, except those who suffer from a physical impairment, but what is sure is that there is no force out of us that can make us sprout wings and fly. Less trivially, our personalities and abilities develop as we grow up, but they are the personalities and abilities we were born with, not the ones our parents and teachers wanted to install in us. Second, we are autonomous in the sense that we are self-contained. For example, we can think our own thoughts but not other peoples' ones, and the extent to which we can pass on our reflections to others or divine what they themselves are thinking is always limited. This biological autonomy is a universal characteristic, an unavoidable part of what to be human. (Little et al. 2002:p.8)

Of course, human beings do not develop in a vacuum. Growth depends on nurture-the provision of physical and emotional care- within a particular environment. For instance, the apparently instinctive behavior of mothers towards their babies seems calculated to provoke various kinds of responses and thus lays the foundations of interaction by encouraging an early sense of reciprocity. But this

is in no way a one-sided process: research has shown that from birth babies are intent on gaining the attention of their mothers and thus initiating interaction (Trevarthen 1992).The organism (the baby) is influenced by the environment (the baby's mother), but at the same time exerts its own influence on the environment. This relationship helps to explain why group work plays a central role in efficient classroom learning: successful collaboration inevitably benefits all participants because it is rooted in reciprocity.

If we are teaching language for communication, it goes without saying that the aim is to develop an ability to communicate autonomously (Littlewood, 1999:73), that is without the control and support of a teacher. It also appears that learners can not be prepared for this goal unless their classroom experiences, too, include forms of interaction in which they participate autonomously to the development of discourse. (ibid)

1.6.1.2 Learner Empowerment

Transforming the quality of the learner involves a very crucial factor which is the transfer of part of the responsibility from teacher to learners by requiring them to set learning objectives, decide on learning activities, and find suitable learning material, giving them a significant measure of control. (Little 2002, Dam 1995). Up to the humanistic approach in psychology and psychotherapy; the fact of controlling one's own actions and being responsible for their outcomes is a prerequisite for self-fulfillment.

For example, the therapist Rogers(1967, p.170) defines autonomy as a matter of choosing one's own goals and accepting responsibility for one's actions, and identifies the clients progress towards conscious self- direction as one of the chief gains achievable by psychotherapy. It is necessary to mention that Rogers does not promote self-direction as a remedy for all ills. He points out that his patients often found self-direction a frightening and difficult experience; and sometimes, of course, they made wrong choices.

It has been therapeutically proven that health is tightly related to the conscious exercise of autonomy and the resulting sense of being in control of one's life. Nearly the same thing can be said about the exercise and development of autonomous learning in classroom contexts. Generally speaking, learners often find it hard (and sometimes even frightening) to take responsibility over their learning, and from time to time they are bound to make wrong choices. But the longer they are encouraged to take that responsibility, the greater their sense of self- fulfilment is likely to be. (Little 2002:15)

Littlewood (1999: 73) comments: If we consider autonomy in educational terms as involving students' capacity to use their learning independently of teachers, then autonomy would appear to be an incontrovertible goal for learners everywhere, since it is obvious that no students, anywhere, will have their teachers to accompany them throughout life. Thus, language courses which aim to promote learner autonomy have to incorporate means of transferring responsibility for aspects of the language learning process (such as setting goals, selecting learning strategies, and evaluating progress) from the teacher to the learner.

Another theory which is congruent with the one just discussed is Bandura's (1997) self- efficacy. According to self-efficacy theory, motivation and achievement are closely linked to belief on our own effectiveness. If we try to control the events that affect our lives, sooner or later we shall run into difficulties; we shall encounter obstacles we had not expected, others may oppose our objectives, or perhaps we shall fail to achieve our goal at the first attempt. Under such circumstances, we will carry on what we have started to do only if we can maintain a belief in our efficacy. One of the main sources of that belief is our past experience of success and achievement. When such experience is especially intense, it refers to what Csikszentmihalyi (1992) calls "flow". On the basis of large-scale empirical research he comes with a conclusion that happiness and fulfillment are the result of "**a sense that one's skills are adequate to cope with the challenges at hand**." (ibid., p.71).He suggests that "flow" is an accurate measure of self- fulfillment, and that it is experienced most often by those who set their own goals. Another important

source of self- belief is, of course, the support and encouragement we receive from other people, mainly in hard times when the tide seems to be running against us. However, a strong sense of inadequacy or failure inevitably undermines self-belief and makes future success and achievement difficult, especially if we lack the support of others.

One may not wake up one fine sunny morning and finds his learners taking responsibility over their own learning, this is not a single act from the side of the teacher, but a never-ending process. As it is believed in developmental learning, human beings have a predisposition to autonomous behaviour. But the level of our autonomous behavior varies according to our developed capacities and our experience: a teenager is capable of much wider range of autonomous behavior than a seven-year-old, who in turn is capable of a much wider range of autonomous behavior than that of a toddler. The same thing is true for learner autonomy in the classroom: pupils' capacity for autonomous learning gradually expands as their proficiency in the subject develops. This fact defines the teacher's role in terms that recalls Vygotsky's "Zone of Proximal Development" (ZPD). From the very beginning, the teacher must be intent on handing over control to his/her learners, but only as much control as they are capable of exercising to their own benefit. The teacher must not fall into the trap of supposing that his/her learners should be capable of managing every aspect of their learning from the outset, or there will ever come time when he himself is not responsible for control of the learning environment. He may begin by getting the class to suggest good reasons for learning the target language and good learning activities. From there he may go to allow his learners to decide on their own homework, perhaps by choosing from an agreed list of possible tasks. Gradually, he will lead them to more control of classroom activities, until they are capable of designing their own projects and managing their own group work. But   for as long as the class is with him, he will be responsible for taking whatever initiatives are necessary to maintain it as a learning community.

1.6.1.3 Learner Reflection

It is believed that it would be impossible for anyone to accept consciously responsibility for anything without thinking about how he is going to do it. Thus, it can be understood that the principle of reflection is almost already implied by the principle of empowerment. In an autonomous language classroom, reflection starts as a collaborative activity through which learners and teacher try to explain to each other their developing understanding of the process they are engaged in. Continuous negotiation between teacher and learners is a sine qua non for the progression of learner empowerment. For this, the teacher must engage his/her learners in the setting of a learning agenda, the identification of learning targets, and the regular evaluation of progress, he/she must also insure they are fully aware of the requirements of the curriculum. In other words, through regular whole class-planning and evaluation, he/she must help his/her learners to set long-term as well as short-term goals and to develop a sense of the trajectory of their learning not only across lessons or the few weeks that it may take to complete a particular phase of learning, but also across terms and years. Negotiation at this macro-level is supported by negotiation at the micro-level, which concerns short-term learning goals and individual learning activities. (Little et al, 2002:17-18).

Just as the principle of learner empowerment, the principle of learner reflection implies a continuous process that shapes classroom practices. This means that reflection must be pursued as a routine, perhaps by regularly revolving around the five questions that Leni Dam repeatedly puts to her learners : "what are we doing?"-"Why are we doing it?"-"How are we doing it?"- "With what results?"-"What are we going to do next?"(Dam 1995)

Reflection, be it an individual or a collaborative activity, should be supported through writing for three reasons. First, it is by writing things down that we provide ourselves with something to reflect on in the first place; second, it is easier to go back to what we have written; and finally, the process of reflection itself is facilitated when written notes are used to help us work out what we think. The process and outcome of reflection –on learning goals, plans, activities, outcomes,

gains- can be recorded on individual notebooks or on posters that are shared with other classroom and even school mates (Little et al, 2002:18).

When reflection is explicitly focused on the learning process, it is likely to take account of motivation and affect (" I worked well/badly"; "our group liked/didn't like this project"; "I was happy/unhappy with today's work").But it should always try to focus on the specific quality of the experience that gave rise to positive or negative feelings-"How did I work well/badly?"; "why did our group like/not like this project?; "what made me happy/unhappy about today's work?". That is how learners become gradually aware that a growing capacity of metacognitive control nurtures intrinsic motivation (ibid:19).

In a recent report, Dam and Legenhausen (1999: 90) claim that learners' ability to reflect critically on their learning is a measure of the effectiveness of the learning environment. They use the term 'evaluation' to refer to the metacognitive activity of reviewing past and future learning experiences in order to enhance learning, and claim that:

> **In an autonomous classroom . . . [evaluation] is viewed as the pivot of a good learning/teaching cycle . . . Evaluation has a retrospective and prospective function, in which the learning experiences of the past are reflected upon and transformed into plans for future action. The potential for learner autonomy increases as an individual's learning awareness grows. Therefore activities which prompt learners to reflect on their learning aim to enhance learners' insight into their learning processes.**

This is very congruent with the role played by the progress portfolio provided in the textbook under study. It is going to enable the learners reflect on what they have learnt and make plans to what will come next according to their actual developmental level.

1.6.2 Constructivism

According to Candy (1991) constructivism proposes that knowledge can not be taught but only learnt (that is, constructed),it is something "built up by learners" (Glasersfeld and Smack 1974 cited in Thanasaulos, 2000).In the same line of

thought, language learning does not involve internalizing sets of learning, structures and forms; each individual learner brings his own knowledge to bear on the target language or task at hand. *"...**students would better learn and retain concepts they discover on their own instead of passively through rote learning and lectures.***"* (Bruner,1966:33). Bruner rooted his pedagogy in Piagetian and Vigotskian principles and extended the work of Vygotsky by employing the concept of Scaffolding. In short, it can be deduced that the constructivist approaches consider learner centred classrooms as a must for learner autonomy.

1.6.2.1 Piagetian Theory

Jean Piaget (1896-1980) is a Swiss biologist and psychologist; most of his theories have dealt with constructing a model of child development and learning. Piaget's theory relies on the idea that the developing child builds cognitive structures, in other words, mental "maps", schemes, or networked concepts for understanding and responding to physical experiences within his/her environment. Piaget further attested that a child's cognitive structure increases in sophistication with maturation, moving from a limited number of innate reflexes such as crying and sucking to highly complex mental activities. The theory identifies four developmental stages and the process by which children progress through them. These stages can be summarised as follows:

Table 1.1 Child's Four Developmental Stages (Piaget, 1976)

Stages	Name	Age	Characteristics
One	Sensorimotor Stage	Newly-born to Two years old	-constructs set of concepts about reality and how it works
Two	Preoperational Stage	Between two and seven years old	-The child cannot conceptualize abstractly -the child needs concrete physical situations.
Three	Concrete operations Stage	Between seven and eleven years old	-child starts to conceptualize -creates logical structures which give meaning to physical experiences. -Solves abstract problems like: arithmetic equations, with numbers not just with objects.
Four	Formal operations stage	Between eleven and fifteen years old	-Child's cognitive structures are like those of an adult and include conceptual reasoning

Piaget mentioned many principles for building cognitive structures. During all development stages, the child experiences his environment using whatever mental maps it has constructed so far. If the experience is a repeated one, it fits easily, or is assimilated, into the child's cognitive structure so that it maintains mental "equilibrium." If the experience is different or new, the child loses equilibrium, and alters its cognitive structure to accommodate the new conditions. This way, the child builds more and more adequate cognitive structures.

Initially, Piaget wanted to find an explanation to the acquisition of logical and scientific thinking. He noticed weaknesses in the two traditional philosophical answers of nativism (the categories of human nature are innate) and empiricism (the categories of human knowledge are directly shaped by experience). In spite of his recognition that innate factors and experience had a lot to do in the formation of

logical and scientific knowledge, he proved that neither of them (taken alone or together) was sufficient to explain the nature of knowledge acquisition. Piaget's alternative was constructivism. According to him, human beings are capable of extending biological programming to construct cognitive systems that interpret experiences with objects and other persons.

Constructivism has two related meanings in Piaget's theory. First, it refers to the refinement of existing cognitive systems over time. He named this aspect of constructivism development, a process of change different from maturation and from learning. Second, it refers to the application of already formed cognitive systems that confer meaning in present circumstances. By the end of his career, Piaget articulated a model of constructivism that connects both senses of the term. That is to say, constructivism as meaning making in a given context based on assimilation – accommodation, and constructivism as change in cognitive systems over time.

Piaget's model of constructivism provides a strong foundation for the use of peer learning in classrooms. (Crutchley,1999).

1.6.2.1.1 Basic Principles

Peer learning groups are made up of individual learners. Each one within the group makes meaning, discovers problems and solves them within his individual mind. So, teachers should pay close attention to the interactions occurring between learners within the group. Moreover, peer interactions have the potential to foster intellectual growth in ways not easily replicated by children working alone or children working with adults (King et al.,1999:36).

Learners' cognitive systems are important to consider because they influence the ability   both to work cooperatively in teams and to understand the curriculum content.Thus, *"***teachers need to have an understanding of what their learners are able of in terms of cooperating towards attainment of stated project goals, and how they might change in the course of the project***".(ibid)*

1.6.2.1.2 Classroom Implications

A Piagetian-based curriculum emphasizes a learner-centred educational philosophy. The teaching methods which are familiar with lectures, demonstrations, audio-visual presentations, and programmed instruction– do not fit in with Piaget's ideas on the acquisition of knowledge. Piaget espoused active discovery learning in school environments. Intelligence grows through the twin processes of assimilation and accommodation; therefore, experiences should be planned to allow opportunities for assimilation and accommodation. Children need to explore, to manipulate, to experiment, to question, and to search out answers for themselves - activity is essential. Instruction should be individualized as much as possible and children should have opportunities to communicate with one another, to negotiate meaning, argue and debate issues. Piaget saw teachers as facilitators of knowledge – they are there to guide and stimulate the students. Allow children to make mistakes and learn from them. Learning is much more meaningful if the child is allowed to experiment on his own rather than listening to the lecture. The teacher should present learners with materials and situations that allow them to discover new learning. The basic principle of active methods can be expressed as follows: "**to understand is to discover, or reconstruct by rediscovery and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition**"(Piaget 1972:20). In active learning, the teacher must have confidence in the learner's ability to learn on his own.

1.6.2.2 Vygotskyan Theory

Underlying Vygotsky's peer learning theory is the belief that human beings are social by nature, and thus, human cognition develops first through social interaction. That is, a child is born into a certain society and learns about its world, including social conventions and cultural knowledge, through participation in experiences constituted within that world. This belief has led Vygotsky to formulate the general law of cultural development, which states that any function in the child's cultural development appears in two zones. **"First, it appears in social zone**

between people as an inter-psychological category, and then on the psychological zone within the child as an intra-psychological category."(Vygotsky, 1981)

The inter-psychological dimension or the social zone indicates that learning first takes place between a child or a novice and a more capable peer (or peers). This dependent nature of learning is transformed to something more independent (i.e., intra-psychological) at a later phase. For instance, young children might be largely dependent on other individuals, most probably parents, in the early stages of development. As they grow, however, they gradually become less dependent on others, because they become more capable of achieving things by themselves.

Development occurs as a novice or a child and an adult or a more capable peer engage in dialogic interactions in which the more capable participants guide the learners in accomplishing specific tasks. Through their regular interactions over time, learners internalize the skills and abilities needed to be able to function independently. This shift from inter-psychological to intra-psychological zones is referred to as "regulation" (ibid). The use of language in this process is key to learning and development. In examining foreign language from a socio-cultural perspective, we are looking at language as both a product and process of social interaction.

Vygotsky considers the development of human being as a sociogenetic process through which children master cultural tools and signs while interacting with members in their surroundings. These others are often more competent and help children to /understand and use in the suitable manner, the tools and signs that are important in the cultural group they live in.

This process of interaction between the child and a more competent other is said to affect development if the interaction occurs within the child's ZPD (O'Donnell& King 1999).

Vygotsky claims that in a supportive environment, the child is able to advance to a higher level of knowledge and performance than it would be capable of independently. He explained that conversation that children hold with adults or other children were the origin of both language and thought. (Pasty & Spada, 1999)

Vygotsky (1978) defines the 'ZPD' as: "**the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers**". What children can do with the assistance and help of others is more beneficial to their mental development than while working alone.

The ZPD embodies a concept of readiness to learn that emphasizes upper levels of competence. These upper boundaries are constantly changing in the learner's increasing independent competence. That is to say, what a learner can perform today with assistance will be able to perform tomorrow independently. Thus, getting him ready for entry into a more demanding collaboration.

The ZPD defines those functions that have not yet matured but are in the process of maturation; functions that will be ready tomorrow but are actually in an embryonic state. These functions could be considered the 'buds' or 'flowers' of development rather than the 'fruits' of development(Roediger& Marsh, 2005). Vygotsky explained how a teacher or a more advanced peer might provide the explanation to enable a child to reach a higher level of achievement with support.

1.6.2.2.1 Basic Principles

As an agreed pedagogical goal, learner autonomy claims that the learner is fully involved in planning, monitoring and evaluating his or her learning. This reflective practice focuses on two things: the process and the content of learning. As far as second/foreign language learning is concerned, "content" is a variety of knowledge and skills which learners should be able to deploy naturally in performing the range of communicative tasks prescribed by the curriculum. In other

words, the development of autonomy in language learning is inseparable from the development of autonomy in language use. This implies that the target language is not only used as a means of classroom interaction but also as a channel of learning and a tool for reflection.(Donato,1994:40)

The teacher can promote the target language use that produces language learning by providing linguistic and communicative scaffolding and illustrating a group of scaffolding techniques.

The concept of scaffolding relates to Vygotsky's ZPD theory. In the literature scaffolding has been defined as follows:"…**in social interaction a knowledgeable participant can create, by means of speech, supportive conditions in which the novice can participate in, and can extend skills and to higher levels of competence.**"(ibid).

The concept of scaffolding has been introduced to foreign language learning contexts as well. For a long time, the focus was on teacher learner interaction. However, recently attention has turned to processes of scaffolding in learner-learner interactions.

"…**learner autonomy theory requires language teachers to create an interactive dynamic that allows their learners access to full range discourse roles in the target language. This is because the development of communicative proficiency depends directly on sustained involvement in genuinely communicative behaviour, beyond the minimal contribution to which frontal teaching methods traditionally confine learners**"(Little, 1991:29)

1.6.2.2.2. Classroom Implications

In the past two decades, the teaching focus has shifted away from a traditional approach stressing particular language skills such as grammatical structures, vocabulary, and pronunciation. Instead, the current trend has become more holistic, aiming at an overall communicative proficiency and learning content through language, defined as the ability to communicate in the target language

about real-world topics. To enhance communicative competence, the practice of classroom interaction itself has to be communicative. Teaching has to be purposeful, interactive, and creative. Indeed, for foreign language learning, or any learning to be successful, the teacher has to be able to tailor instruction and guide complex interactions for a variety of learners. In recent years, there has been a growing understanding and acknowledgment of the contributions made by research on second language learning, in particular those studies that examine learner-teacher and learner-learner interaction patterns and their impact on language development.

One reason of the growing popularity of peer learning in schools is a shift away from traditional view of the teaching/learning process that focuses the transmission of knowledge from teacher to learner, in favour of constructivist approaches that stress discovery learning and view knowledge acquisition as a social activity. Collaborative work between learners has become an important means of implementing constructivist educational approaches. A second reason for the actual popularity of peer learning is issued from the fundamental task that schools face in preparing learners for life after school, in the work place and in communities.

Peer-learning activities are considered an important aspect of preparation for life after school ends. Learning how to work cooperatively is a valued educational activity derived from the larger cultural context in which schools exist. A third reason for the growing interest in peer learning is the wide introduction of technology in schools, especially computer networks. Peer learning activities make it possible for learners to work on projects that necessitate the sharing of library resources as well as technological resources such as the computer and the Internet.

1.6.2.3 Convergences and Divergences in both Theories

Both Piaget and Vygotsky are constructivists who believe that children learn by combining new information together with what they already know. One other similarity is that each of them believes that the boundaries of cognitive growth are established by societal influences. On the other hand, Piaget holds that children

learn through interacting with their surroundings and that learning takes place after development. While, Vygotsky argues that learning happens before development can occur and that children learn because of history and symbolism. (Slavin, 2003)

Vygotsky also believes that children value input from their surroundings and from others, but Piaget does not place importance on the input of others. Another major aspect differentiates the two constructivists' views is that Piaget's theory has four clear stages (the sensorimotor, the preoperational, the concrete operational, the formal operational) where he claims that the greatest benefits of peer collaboration will be achieved when children have reached concrete operational stages. Whereas, Vygotsky believed that social interaction is important for children's development from birth, when adults first begin to encourage children to communicate, plan, and remember.(ibid)

In conclusion, cognitive development plays a key role in learning and thinking methods of children. Both Piaget and Vygotsky offer some incredible insights into the possible ways children learn and by using these theories it is possible to create a more conducive learning environment for each learner.

1.6.2.4 Cooperation vs Collaboration

Considering these two classroom practices, one can say that they are two distinct phenomena, nevertheless they are very connected.

Cooperation is a relationship between pupils that is rather positive and is characterized by support and helpfulness. The signs of cooperation and cooperative activity can be manifested in two dimensions: cognitive or physical. The cognitive cooperative activities are where one learner helps the other learner to learn. These helping activities include doing, showing, telling and explaining. The physical sharing activities include loaning, giving, hiring (i.e. loaning for a return) and taking turns.

In cooperative activities, the learners retain autonomy; their learning goals are not determined by or impacted upon by other learners. Observation of

cooperative learning includes the characteristic of the absence of clearly defined outcomes, activities, structures and planning. The interactions are informal, short-lived and of low intensity.

However, at the heart of collaboration lays the single goal being pursued by two or more learners. Collaboration can lead to a single product that is owned by all the participants. Collaboration is associated with group work, but not all group work is collaborative (Elliot, 2001).Observation shows that collaboration is more long-term and has a higher level of intensity than cooperation. The activities require commitment of time, responsibility and trust. They have clearly defined structures, plans and responsibilities. There is a degree of risk taking by the individuals and, probably most importantly, collaboration leads to learning. Here, the learning has the same goal driving it, but of course what is learned is unique to the individual. The idea of promoting collaborative learning is based upon the social constructivist rationale that learning and understanding is a socially constructed concept: "**The key skill of working with others includes the ability to contribute to small-group and whole-class discussion, and to work with others to meet a challenge**" (QCA, 1999: 22).

1.7 Learner Autonomy: Stages of Development

Nunan (1997, cited in Dang, 2012) proposes a- five- degree model to learner autonomy based on learners' actions. Basically these are awareness, involvement, intervention, creation and transcendence. He claims that first, the learners have to be aware of the learning goals and get ready for them by preparing learning strategies. Secondly, they set their own goals and choose the tasks to be performed so as to accomplish those goals. Later on, they modify, create their new learning goals, and elaborate their new tasks. The table below presents further details about the model he proposed. (Table 1.2)

*Table1.2:*Five-level Model of Learner Autonomy (Nunan,1997, cited in Dang,2012)

Level	Learner action	Content	Process
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/strategies
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer	Learners make choices among a range of options
3	Intervention	Learners are involved in modifying and adapting the goals and contents of the learning program.	Learners modify/adapt tasks.
4	Creation	Learners create their own goals and objectives.	Learners create their own tasks.
5	Transcendence	Learners go beyond the class-room and make links between the content of classroom learning and the world.	Learners become teachers and researchers.

1.8 Learner-Centered Syllabus

The concept of learner autonomy has been widely discussed and generally recognized as a goal to pursue in the field of education in recent decades (e.g. Benson, 1996; Benson &Voller, 1997; Crabbe, 1993; Dickinson, 1992; Dam, 1995; Little,1991).It has lately been noticed that within many educational contexts syllabus designers have tried to design syllabuses in such a way to shift the learning responsibilities from teachers to learners. Considering the priority of the learners' needs; objectives such as raising learners' awareness, allowing them to take decisions, encouraging them to choose what to learn, fostering self- evaluation, developing meta-cognitive learning strategies, were basically put forward. Such an

approach to language learning has proved to be successful and 'beneficial for all pupils'(Trebbi,1995 cited in Little et. Al,2003:168) in many contexts and with many educators and language researchers who have undertaken experimental studies with learners at different studying levels, emigrant learners and even adult learners studying a foreign language for specific purposes. Perhaps some of the most influential figures who have undertaken field research in this area are (Dam,1995; Little and Dam,1998;Little,Ridley and Ushioda, 2002; Littlewood,1999; Benson,1996).These researchers do almost all consider the learner as being in charge of his/her own learning, no teacher can guess what is best for each learner, and no teacher can predefine the learning process and its outcomes. Thus, learners have to learn how to develop awareness of their own learning. According to Kelly '**Teachers cannot distribute knowledge but only the raw material for knowledge construction[…]teachers can also provide good situations which foster social-interactive processes and provide individual learning space'**.(Cited in Little 2003:169)

1.8.1 Assumptions behind the Learner-centered Syllabus

There seems to be common agreement that the curriculum has a key role to play in the effort to implement a learner –centered approach in the classroom. When the national curriculum embodies traditional beliefs about teaching and learning and thus support a view of teaching as transmission of knowledge, change in the language classroom is all but impossible, even for the most convinced and energetic teacher. In recent years, however, and mainly by the start of this millennium, the Algerian education reform has resulted in a new national curriculum that is more tuned to the idea of learner autonomy and more likely to promote innovation in the language classroom. So, what is behind this shift in the position towards the conception of learning in general and foreign language learning in particular?

As mentioned above, one of the main beliefs that led to the learner-centered philosophy is that, given the difficulties that prevail in most learning contexts, it is impossible to teach learners all the things they are supposed to know in class. In the

same line of thought, Harmer(2001:335) argues that, even if the teacher is very good, the learners will never learn a language, unless they do efforts to study outside the school walls as well as inside them. Language is too complex and varied that there is never enough time for teachers to cover all the learning points required for the development of their learners. Teaching class time is therefore to be used in as much an effective way as possible to teach those aspects of the language that the learners themselves consider to be most urgently needed.

Consequently, as one main aim or set of aims will focus on teaching language skills, other aims will relate to the enhancing the learning skills. Such aims may include the following:

- to provide learners with efficient learning strategies
- to assist learners identify their own learning strategies
- to develop skills needed to negotiate the curriculum
- to encourage learners to set their own objectives
- to encourage learners to adopt realistic goals and time frames
- to develop learners' skills in self-evaluation.

(Nunan,1991:03)

Advocates of learner-centered syllabuses are more concentrated on assisting learners to gain the communicative and linguistic skills that they require to handle real world tasks than acquiring the totality of language.

A great deal has been written in the last few years about the theory and practice of communicative language teaching. However, a basic principle underlying all communicative approaches is that learners must learn not only to make grammatically correct, prepositional statements about the experiential world, but must also develop the ability to use language to get things done. Thus , as stated in (Nunan,1991:26) 'class time should be spent not on language drills or controlled practice leading towards communicative language use, but in activities which require learners to do in class what they will have to do outside'.

1.8.2 Critiques to the Learner-centered Syllabus

The notion of implementing an approach to language learning that focuses on how learners learn and where the learner is supposed to be involved in the implementation of the syllabus design as far as that is practically possible, by being fully aware of the course they are studying is not that easy task to achieve both by the learners and the teacher in charge of those learners. Critics have suggested that a learner-centered syllabus seems to be radical and utopian in that it will be difficult to track as the direction of the syllabus will be largely the responsibility of the learners. In addition to that, without the mainstay of a course book, a lack of aims may come about (Yalden, 1987 cited in Ellis, 2003).Other researchers raise the issue of the difficulty of applying such kind of syllabi large classes where the number in some developing countries exceeds 50 pupils (Renaud et al.,2007). Cortazzi and Jin (1996:169) raise the issue of the culture of learning that different societies are characterized with that hinders the achievement of learner autonomy. Flowerdew et al, (1995), gave an example of such obstacle to the enhancement of learner autonomy stating that the Chinese students show respect for the teacher's authority and think that the teacher should not be questioned, whereas western students value him/her as a guide and facilitator and believe that he is open to challenge.

1.8 Conclusion

This chapter presents a brief overview about the concept of learner autonomy and how it has become an in-vogue term in the field of education and most precisely in learning languages. A track to its historical emergence was traced altogether with the reasons behind trying to make of it a universal requirement. Clarifications were brought about the nuances that this term might have with other concepts such as freedom, isolation and self- instruction. Very basic to this research are the two sections where the philosophies governing this type of learning were listed, as well as the different definitions that involve the different factors mediating learner autonomy were explained and analyzed.

CHAPTER TWO

ELT Situation in Algerian Secondary Schools

Chapter Two: ELT Situation in Algerian Secondary Schools

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2.1 Introduction

Foreign language teaching has always been a priority in the Algerian education system. Since the Independence from the French colonization in 1962, the Algerian schools have included in their curricula the teaching of different foreign languages such as French, English, Spanish, Russian and German. However, nowadays, the stress is mostly centered on French and English. This everlasting interest for French is, among other reasons, due to the fact that it is the language of instruction for many scientific disciplines in universities and National High Schools. Whereas, the concern for English is due to the fact that this language has shown an eminent utility at different levels and sectors, and is having a considerable status in the eyes of policy makers, educators, and even the learners and their parents. An inventory to the Algerian middle and the secondary education ELT textbooks from the early 60's up to now, would probably draw one's attention towards the multitude and the important number of titles that have been used in the Algerian classrooms. This, in a way, may give one an idea about the role attributed to textbooks as being the back bone of the teaching/learning process of English language in the Algerian context. For Middle school education one can site tiles such as: <u>Successful English</u>, <u>Andy in Algeria</u>, <u>Majid in England</u>, <u>Spotlight on English (series)</u>, <u>On the Move</u>,<u>Spring1</u> and <u>Spring 2,</u> while for secondary education some tiles are: <u>Practice and Progress</u>, <u>Developing Skills</u>, <u>Think it Over</u>, <u>New Lines</u> ,<u>New Midlines</u>, <u>Comet</u>, <u>At the Crossroads, New Prospects</u>…etc. These titles which ranged from structural to notional, functional and competency based approaches have prevailed the scene of English education in Algeria for very long years holding with them their virtues and imperfections which were not to drift away without being raised, criticized, praised and sometimes even studied and evaluated by practitioners, teachers, inspectors and researchers here and there at different Algerian schools and universities. Teaching English to Algerian learners nowadays holds enthusiastic objectives that have led syllabus designers to focus their efforts towards meeting the needs of the learners on one hand, and that of a whole nation on the other. Thus, this chapter is devoted to shedding some light on teaching English to secondary school learners bearing in

mind the reform of the Algerian Educational system launched in 2003, and to describing the content of the syllabus and the ELT textbook for first year secondary education learners.

2.2 ELT in Algerian Schools: A Diachronic Overview

Since its introduction in Algerian Middle and Secondary School education, many approaches and methods have been adopted for the English language teaching. The grammar translation method, the audio-lingual method and the Functional communicative approach, are examples of these. Every approach had been implemented under some given social, cultural, political or economical circumstances, and each of them held planned aims and final objectives. And of course, the shift away from one approach to the other has almost always been caused by the drawbacks they manifested in meeting the needs of the learners in particular and those of the society in general.

The grammar Translation method which had characterised English teaching in Algerian schools during the 1960s, rooted its principles in the formal teaching of Latin and Greek which prevailed in Europe during the nineteenth century. Its beliefs were transcribed in the French- prescribed ELT textbooks used at that time. Hence, the explicit teaching and rote learning of grammatical rules and then their application in translation tasks were unavoidable routine exercises the learner had to endure along his teacher fronted English classes. Activities that emphasised reading and writing skills used to over-dominate listening and speaking ones. This approach aimed at making the learner master grammar so as to accurately use the language while translating literary passages into the target language; therefore, privileging accuracy over fluency. This way of language teaching engendered passive learners, and after many years of education the best pupils managed to know many words of the target language and grasped its structure which could become active if they had to live in the country where the target language was spoken (Rivers, 1981:28-31). In fact, the grammar translation method was criticised the world over and manifested limitations as social, political and educational objectives have changed and new

interests have come to challenge the teaching of languages in general and the teaching of English in particular.

The 1970s and the early 1980s noticed the adoption of the audio-lingual method to language learning. This method structured its principles on the basis of the structuralists' view to language. Believing that 'language is speech, not writing' proponents of the audio-lingual method put stress on learning to understand and speak at least some of the language before starting to read and write it (Rivers,1981). That conception of language learning, in the sequencing of skills , was going to shape the gradation of activities in the ELT textbooks such as in <u>Practice and Progress</u> where the instruction in the syllabus stated that: "**Nothing should be spoken before it has been heard.Nothing should be read before it has been spoken.Nothing should be written before it has been read**" (Alexander,1967: viii)

Thus, this approach aimed at teaching the language skills in the order of listening, speaking, reading and writing. At the first level of instruction, learning was based on dialogues containing daily used expressions. The dialogues were learnt by a process of mimicry memorization so as to develop speech habits. Unfortunately, the audio-lingual mechanical way of teaching language, gave birth to 'well-trained parrots'- able to recite whole utterances while given a certain stimulus, but uncertain of what they were saying and unable to use what they have learnt by heart in real unexpected communication situations. (Rivers,1981:43-44)

Therefore, the learners were left short of any ability of using language effectively in formal or informal situations, in spite of the fact that the audio-lingual approach put much emphasis on the oral aspects of language teaching.

Thus, the ever growing need for good communication skills in English, paved the way to the implementation of communicative language teaching(CLT). Since its introduction in the 1970s, CLT has served as a major source of influence on language teaching practices the world over. As soon as it came into practice in Algerian school, many ELT text-books had been designed to meet its requirements :

<u>My New Book of English</u> for SE1 pupils, <u>New Midlines</u> for SE2pupils and <u>COMET,</u> which itself is acronym for Communicative English Teaching, for SE3 pupils. One of the goals of CLT has been to develop fluency in language use. That was to be achieved through engaging learners in comprehensible and ongoing communication despite limitations in their communicative competence.As Richards(2006) states it '**with CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities, towards the use of pair work activities, role play and group work activities.**'

The communicative approach had been in use in Algerian Middle schools until 2002, and because of the recent educational reform which was launched in 2003, the competency-based approach has been introduced. It was first implemented in Middle schools during the academic year 2003/2004 and two years later in Secondary schools. This shift from CLT to the CBA is due to a new national conception of the learner of today and the role he has to play in his close environment and the world as a whole.The main ELT Textbooks designed under this approach are: <u>At the Crossroads</u> for SE1 pupils, <u>Getting Through</u> for SE2 pupils, and <u>New Prospects</u> for SE3 pupils. A more elaborated presentation of this approach is to be dealt with later on in this chapter.

2.3 Algerian Education Reform

The recent reform in Algerian schools was launched by th ministry of education in 2002 to involve all levels of national education more precisely:primary school education, middle school education, and secondary school education. This new educational system favours a learner-centred approach to learning as contrasted to a teacher-led way of teaching.This new conception of learning matches Roegiers view that '**….the mission of education is to instil such values as autonomy and learning to learn'**(2006:03), and expects learners to be actively involved in their learning process.

It goes without saying that governments around the world have different objectives behind their educational systems led by what is commonly known as a curriculum ideology.Nonetheless,they may share common points as Perrenoud (2000) comments, What's the point behind changing progammes if it doesn't help learners build competencies and knowledge that are, pertinent, everlasting,subject to mobilisation to everyday living and in the professional life.[1] (My translation). In the same line of thought, the former Minister of Education Abou Bakr Ben Bouzid states that **'…A global reform aiming at the edification of a coherent and efficient educational system is imposed on us today to allow the Algerian society face the mutiple challenges of the 21st century'[2]**(in Roedgiers,2006:7-8) (my translation).

Roegiers (2006) notes that two great challenges condition the reform of the Algerian school : internal challenges and external challenges. In the former, we may cite enabling the Algerian school to channel the values of tolerance and dialogue, and getting the learners ready to exercise their citizenship in a democratic society.In other words, it consists of improving the efficiency of the educational system in relation with the needs of actual Algeria.Internal factors also include the step by step restauration of the job market. As for the second category, it is characterized by modernizing the economy , developing the scientific and technological knowledge as well as the the recourse to the new information and communication technologies and learning to use them in differnet sectors of life.

The Educational reform in Algeria focuses on three main elements: teacher training, pedagogical reform and general reorganization of the educational system. A teacher training course is undoubtedly very important to implement the educational policy and to get instructors used to the new approach. Within the perspective of the current reform, it valorises the teachers' status , the enhancement of their competences and their mastery of the content to be taught. Pedagogical reform, on the other hand, takes into acount a number of measures , including for instance the introduction of new syllabuses and coursebooks for all school subjects such as:Arabic literature,French, history, philosophy and science.(Ministry of National Education,2003:5-6).

Following the recommendations set by the National Commission for the reform of the National Education System(CNRSE), the Algerian Educational system has adopted the Competency-Based Approach to teach all school subjects including foreign languages.Unlike the traditional teacher-oriented approaches, the CBA is learner-centred in that it considers learners as being responsible and active agents in their learning process.This approach shifts the roles of the teacher who is reponsible for transmitting knowledge to his learners towards the learner whose own interests and needs are brought to the fore.In addition to that, it aims to form autonomous individuals ready to cope with the changing world and to enable them to use the skills acquired at school for solving real life problems.

Regarding English, it is granted more prominence than before, in that it is introduced in the first year Middle school level.As mentioned previously, the actual reform resulted in designing new syllabuses and textbooks for all subjects including foreign languages such as English. Amongst the EFL syllabuses and textbooks, is the one designed for first year secondary school level which is at the heart of this study and which is going to be described in one of the sections below.

2.4 Competency Based Approach

In the 1970s, there comes into appearence a new wave of thought in the circle of educational systems called Competency-based Education (CBE). Up to Guskey, the proponents of this educational system put forward some educational objectives that are supposed to meet the learners' needs, these are 'accurate, measurable description of knowledge,skills, and behaviours that learners should possess by the end of their schooling time (Guskey,2005 cited in Wong,2007:180). All in all, CBE focusses on the explicitly defined outputs that the learners should hold when they leave school.

The objective behind the CBE, according to Richards(2001), is to foster in learners the basic skills they need in every day life situations. Such an approach, as Auerbach puts it, has come to be accepted as "**the state-of-the-art approach to**

adult ESL learners by national policymakers and learders in curriculum development as well" (1986: 411)

Larson and Weninger(1980) argue that there are three important constituents in CBA.First, the skills that the learners are expected to acquire must be clearly defined. Second, activities which allow learners to practise the precisely defined skills should be provided.Third, learners' ability to perform the skills must be assessed once instruction is completed. Seen from another angle, CBA includes the selection of competencies,instruction targeted to those competencies, and evaluation of learners' performance in those competencies.

Applying the principles of this learner-centred approach to learning is called Competency-Based Approach to language teaching (CBLT). As such, the competency-based approach to language teaching aims at teaching language by taking into consideration the social context in which language is used.

The Competency-Based Approach conception to language learning is at the same time cognitivist and social constructivist (Riche,2005).Learning is no more a question of knowledge transmission from the teacher to the learner.Instead, it is rather seen as the active participation of the learner in his own learning, and the creative use of the newly-built knowledge through interaction with peers in the classroom and out of it(ibid).Thus, within this new conception, the perception of the teachers' and learners' roles have radically changed.

In Algeria, CBA is the approach adopted since 2002 for the teaching of different school subjects including the English Language. The teacher, as Murdoch(1990) states, "**is no longer expected to tightly orchestrate and dominate all work in the classroom. His role is defined more in terms of a facilitator who sets up conditions and activities that will make it possible for students to operate with language**"(cited in Kral,1994:48).As for the learner, he is no more a passive receiver into which the teacher pours knowledge,he is rather an active participant who is put at the center of the learning process.

2.5 SE1 English Syllabus and Text-book Description

The ELT Text-book, <u>At the Crossroads,</u> designed for secondary education year one is meant to be congruent and aligned with the syllabus set out by the Ministry of Education. As this study deals with textbook analysis, the researcher views it relevant to present a description to both the syllabus and the textbook so as to have a clear idea about what is designed here and there.

2.5.1 The syllabus

The syllabus of English for secondary education year one was designed in 2005 by the National Syllabuses Commission that was designated by the Ministry of Education. The content in the document is written in French, thus, most of the information presented here are the researcher's translation, however, the original text is found in the notes to chapter two.

2.5.1.1 Introduction

The first strong recommendation stated in the document is quoted from a presidential speech during the installment of the National Commission for the Reform of the Education System (CNRSE), in which he instructed that English Teaching objective must be conceived so as to equip the learner with necessary tools that will help him succeed in his future life. It is about helping the learner to a harmonious integration in modernity, and joining a new linguistic community which uses English for all types of 'transaction'. The learner will develop capacities and competencies which will facilitate his integration in the society where he lives, to be self- aware in relation with the others, learn to share, to cooperate, and to be offensive without being aggressive. This participation is based on sharing and exchanging scientific, cultural, civilizational ideas and experiences that will allow him know himself and know the other through ongoing reflection on himself and on the others. By mastering the linguistic tools, every learner will be able to access to science, technology, and universal culture. Thus, he will be involved in a professional and academic world which is getting more and more demanding, and

will develop a critical mind of tolerance and openness.[3] (Ministry of National Education,2005:4)(My translation)

2.5.1.2 ELT General Objectives for SE1 Learners

The English language teaching for first year secondary school pupils aims at consolidating and developing the capacities, abilities and the knowledge previously acquired at middle school. This will be mainly done around three objectives.[4](ibid, 5)(My translation)

2.5.1.2.1 Linguistic Objectives

Consolidating and developing the basis acquired at Middle school so as to help the learner follow up his schooling cycle and his learning.
Providing the learner with the necessary tools to allow him follow his education in general.

2.5.1.2.2 Methodological Objectives

Consolidating and developing the learning and self- evaluation strategies acquired at Middle school.
Reinforcing the work and analysis methods acquired at Middle school.

2.5.1.2.3 Cultural Objectives

Stimulating the learner's curiosity and contributing to his mind openness by exposing him to diverse civilizational and cultural contexts channeled by the English language.
Promoting inter-disciplinarity through dealing with themes already studied in other academic disciplines.

This can be reached and fulfilled by:

> ➢ centering the methods on the learner and considering him as the first responsible of his own learning.

> ➢ placing the learner in an environment that respects his needs, his age and his interests.

> ➢ creating various learning situations taking into account the different learning styles.

> ➢ considering English as a real tool for communication by recommending the use of the language in a significant context.

> ➢ suggesting activities which respond to a need for authentic communication or real –life situations and avoiding tedious exercises.

> ➢ insisting on the importance of the message in comparison to the form by tolerating errors which do not affect the transmission and the reception of the message.

> ➢ developing oral and written communication by increasing and diversifying the listening and reading situations.

> ➢ promoting a pedagogy of success by creating an environment in which the learner develops positive attitudes towards English learning, and where he will not be in a failure situation.[5] (ibid,6)(My translation)

2.5.1.3 The Approach

The pressing social needs oblige us to focus on the acquisition of a functional language rather than learning a literary language. In fact, nowadays, education must respond to the real needs of the learners by providing a positive atmosphere since it is a question of teenagers who have a growing need for autonomy and encouragement. The cognitive and socio-constructivist conception underlying the teaching/learning methodology permits to realize these intentions and aims at inculcating irreversible competencies in the learner such as interaction, comprehension, interpretation and production of diverse and significant written or oral messages.

It's no more sufficient to provide knowledge to the learner, but we must help him to play an active role in his learning. By making him responsible of his own learning, and giving him the opportunity to find answers to questions issued from

his daily experiences, he will adopt responsible and upgrading autonomous behaviors. The reflections that the learner will do on his learning processes (meta-cognition) will contribute to insure the quality of his acquisitions and facilitate their reinvestment. The process of taking in hand his own learning relies on his cognitive and affective resources all along with the influence of the social and cultural interactions of his environment. This will lead to a new conception to English teaching/learning: the program will be centered on the learner and on the construction of his knowledge so as to make him acquire a functional knowledge in English corresponding to his needs inside and outside the school. This will allow him to listen, speak, read, write and reuse what he has learnt (what he knows) in new situations. This learning construction will not be done in a fragmented manner but in an integrated way and will be sustained by the confrontation of the learner to significant and complex situations.[6](ibid,7)(my translation)

Here is a table showing the main shifts which occurred from the traditional (teacher centred) to the newly implemented (learner centred) approach.

Table 2.1 Teacher Centered vs Learner Centered Classrooms Characteristics (Ministery of National Education , 2007 :84)

Teacher Centred classes	Learner centred Classes
-Knowledge transmission	-Learners construct knowledge
-Passive Learners	-Active learners
-Skills separated	-Skills integrated
-Teaching and evaluating are separate	-Teaching and assessing are intertwined
-Dependency / No risk taking / No creativity (give back what they have been taught) /No self assessment… -Focus is on product	-Independency/Risk taking/Creative/Critical thinking -Focus is rather on the process of learning
-Competitive and individualistic Learning	-Cooperative, collaborative and supportive learning

The table above illustrates the shift that schools have noticed lately.They are no more teacher led spaces,but are more learner centred and where responsibilities are being shared by both teachers to learners.

2.5.1.3.1 Evaluation in the Approach

Evaluation is an integrated process in learning. It represents an essential element in all learning procedures. Formative evaluation has as a first aim to better the quality of the decisions related to teaching/learning by taking into account the errors, by regulating and adapting the pedagogical system to the learning realities so as to reinforce and increase successes.

Centered on the learner, it has a particular and permanent dialogue with him. On one part, it allows the teacher, who bases his judgment on data collected beforehand, to take the suitable regulation decisions appropriate for each learner.

On the other part, it makes the learner aware of the tasks, the procedures and processes so as to realize them.

To be applied, it has to provide situations and analogous contexts to those used during learning. It has to be about fixed competencies (Savoir, savoir-faire, and savoir-être), process, and product. Techniques such as classroom observation, portfolios, conferences, diaries, questionnaires, and interviews are used. All this will guide the learner to correct and adjust his ways of doing. Evaluation makes it possible to see the learner's progression in the development of his competencies.[7] (ibid,10)(My translation)

Regular evaluation permits to verify the assimilation of the structures and the lexical elements learned and practiced during the previous lecture(s).It is through regular evaluation of oral and written comprehension, and oral and written production that the origin of errors can be detected. When known, remedial strategies can be conceived so as to enable the learner overcome the obstacles and carry on his progression. This evaluation will continue through cognitive and know-how activities. In written production, for example, knowledge (Lexical , structural) and its use in less and less guided exercises is evaluated, putting the learner in a choice situation and leading him progressively to an autonomous production. Teachers should also communicate the objectives and the criteria of evaluation to the learner so as to involve him in the procedures of evaluation and thus will contribute to making him responsible of his own learning and aware of his progresses and failures.[8](ibid,16)(My translation)

Summative evaluation on the other hand, is a means to inform the learner and the teacher about the degree of mastery of a set of objectives. It takes place at the end of a learning program (term, a year or a cycle) and permits to take decisions for ranking, the success or the failure of the learners.[9](ibid,10)(My translation)

2.5.1.3.2 Learner's Role in the Approach

Considered as the first agent of his own learning, the learner engages in a process of knowledge construction. By taking an active role in his education, he will be responsible for his learning and will be able to transfer his acquisitions to all his school activities and his daily life. Thus, he develops a kind of autonomy, creativity, a sense of initiative, and responsibility.[10](ibid,9) (My translation)

2.5.1.3.3 Teacher's Role in the Approach

The teacher will shift his responsibility from knowledge holder to a guide and a mediator between knowledge and the learner. He has to create an atmosphere which fosters learning and the development of the learner. He will have as a task, to guide, help, stimulate, accompany and encourage the learner all along his learning process.[11](ibid) (My translation)

2.5.1.3.4 Project within the Approach

The project workshop is one of the main characteristics that make this approach to learning different from its previous ones and is tool for learner centeredness. It is assigned to the pupils for each unit so as they do it in groups. Through this assignment, the learners are supposed to re-invest, in an integrative way, the functions and skills acquired earlier (Riche, 2005:9).

2.5.1.3.4.1 Principles of the Project

Project work has been described by a number of language educators, including, Fried-booth (1982), Pepandreou (1994), Stoller (1997). Although each of them has seen the project from a different perspective, they still agree on the following features:

Project work focuses on content learning rather than on specific language targets. Real-world subject matter and topics of interest can become central to project.

Project work is student centred, though the teacher plays a major role in offering support and guidance throughout the process. Once a class embarks on project work, learners should be involved in and responsible for all major decisions, especially those related to topic choice, working methods and nature of any end product. Learners' interest and involvement are essential if they are to be expected to work independently on activities which must be planned and carried out in collaboration with others. (Haines, 1989)

Project work is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way(Stoller, 1997). In the same line of thought, (Haines, 1989) believes that projects are more likely to succeed if learners work co-operatively with others and independently of the teacher towards a mutually agreed goal.

Project work culminates in an end product that can be shared with others, giving the project a real purpose. The value of project, however, lies not just in the final product but in the process of working towards the end point.

Project work is motivating, stimulating, empowering, and challenging. It usually results in building students confidence, self-esteem, and autonomy. As (Tessema, 2005:27) puts it **"…the end result is motivated students who are pleased that they have created something that is useful and has meaning.".**

2.5.1.3.4.2 Benefits of the Project

Using the project as a tool to language learning in school environments holds many important benefits among which the following:

-Increased motivation: learners "own the questions" and spend more time working on projects outside the school walls.
Increased autonomy - pupils become more responsible and self-directed learners.

Increased achievement– learners practise higher levels of thinking through directed application of factual knowledge in making interpretations, conclusions, and critical judgements.

-Contact with reality: projects open the doors to real world subject matters which require learners to apply and adapt what they have acquired.

Cater for all abilities within the group.

-Cooperation: projects encourage the learners of different abilities to work co-operatively on tasks of the same importance for the project achievement. Those pupils unable to hold tasks through which they are obliged to use the language, can use their talents to handle other tasks such as drawing and organizing the work.

-Using target language:Learners who perform these tasks will take part in a process which is being conducted through the medium of English language.This participation may establish a kind of self confidence in less able learners and thus improve their attitude to language learning in general.

-Language re-integration: it is common use to see foreign language classes breaking down language into its constituent part-structures, functions, vocabulary, pronunciation and skills. In such circumstances, projects provide a natural context in which these apparently separate parts can be re-integrated in students' minds. This is very important if pupils are to trust themselves in exploiting their abilities to use English in real situations in the 'outside world'. (Haines, 1989).

2.5.1.4 Pupils' Entrance Profile

      As he tackles his first year secondary education, the pupil would have already been exposed to the English Language for four years: he would have developed strategies to face problem solving situations and would have enriched his knowledge about the Anglo-Saxon countries' culture. Thus, he is able to produce a personal piece of writing of about ten lines in a close relation with the communicative piece of writing presented in the instruction.[12](ibid)(My translation)

2.5.1.5 Pupils' Exit Profile

The first secondary school year is a year of homogenization and consolidation of knowledge, 'savoir-faire' and 'savoir être' acquired at middle school on one hand and acquiring new knowledge on the other. By the end the first year, the learner should be able to produce a piece of writing of at least twelve phrases about a fact or an event in close relation with a text he read or heard and with close relation with the communicative situation presented in the instruction.[13](ibid) (My translation)

2.5.1.6 Learners' Needs Analysis

In recent years, increased attention has been put on learners' needs so as to design suitable course-books for learners of English as a Foreign or a second language. Undeniably, learners' need is an elementary criterion for the design of successful course-books. For this reason, needs analysis, which has to do with the aims of the course, has received considerable attention and assumed an important role in language learning.

Needs analysis aims at identifying general and specific language needs that can be applied in developing goals, objectives and content in a language program. While identifying the learners' needs, several basic factors ought to be considered such as: who the learners are, their present level of language proficiency, teachers and leaners' goals and expectations, the teacher's teaching skills and their level of proficiency in the target language. Such parameters will have to inform the methods and techniques used in class, as well as the materials design to be implemented in order to achieve the best results. Thus, the information gathered from needs analysis is extremely useful in developing, selecting or revising program objectives.

The Algerian learners at the end of SE1 have different needs which vary from one stream to another. The question: what will the learners do with the English they will have learnt is worth-asking and calls for different answers. Some of the learners will never use English in their professional life; whereas, others will need it

as a component of their university studies. As far as the learners choosing the literary stream are concerned, they feel greater need for English since they will use it in their university studies and professional careers. They will use it for oral communication (teaching, interpreting) and for written communication as well.

However, those who choose the scientific streams will use it basically for research purposes and experimental reporting. Furthermore, they will use it to consult and exploit documents and literature written in English .So, the written aspect of the language is the primary concern in this case.

The learners need to develop their mental abilities and skills in order to be able to interact orally in English, to interpret oral and written texts and to produce oral and written texts. Therefore, the course-book should reflect some fundamental principles underlying the pedagogical activities:

- The provision of a wide range of listening, speaking, reading and writing skills.

-The necessity of varying activities to train and develop the learners' linguistic skills.

-The active and effective learners' participation within group activities and frequent interactions.

It is important that syllabus designers and materials writers integrate the basic objectives experienced by the learners which are: the need to communicate effectively, to be familiar with the language systems, to take more responsibility for their own learning, to acquaint with the target culture. In The New Cambridge English course (Swan and Walter 1990: viii) recommend that:

> *People generally learn languages best when their experience knowledge of the world, interests and feelings are involved, and a course must allow students to 'be themselves' as fully as possible*.

2.5.2 At The Crossroads

At the Crossroads is an ELT Textbook designed for first year Algerian secondary school learners whose ages range between 15 and 16, and who have already had four years of English tuition at middle school level. It is composed of five units (*Getting Through, Once Upon A Time, Our Findings Show, EUREKA! , Back to Nature*) that have to be covered within a period of time of twenty hours each. The general objective of this textbook is to consolidate and extend the competencies acquired at the middle school .These broad competencies aim at enabling the learner interact orally in English, interpret and produce written and oral texts.

There are two reasons why the course book is called At the Crossroads. First, it is meant for learners who have come at a "crossroad" in their educational career. Indeed, at the end of their first secondary education, they will have to specialize in among a range of stream choices. Second, the learner is placed at the "crossroad" of disciplines (school subjects) and cultures, in a way to establish cross-curricular and cross-cultural linkages. (Riche,2005:4)

The five units within the textbook that should be covered throughout one school year flow in exactly the same way and are shaped under the same pattern so as to facilitate their use in the classroom. Here is an outline of their content.

Sequence 1: Listening and Speaking. It is streamlined as follows:

> - Anticipate
>
> - Listen and Check
>
> - Say it Clear
>
> - Your Turn

Sequence 2: Reading and Writing. It unfolds in a more or less similar pattern:

> - Anticipate
>
> - Read and Check

- Discover the Language

- Write it Right.

-Stop and consider

Sequence 3: Consolidation and Extension. It is subdivided into two sub-sections:

- Write it out

- Work it out.

- Project Workshop

-Check your Progress (Progress Portfolio)

2.5.2.1 Units Layout

Each unit in this text-book deals with a given topic selected for its general interest and the functional language it generates. Communication in Unit 1, arts (literature) in Unit 2, journalism (reporting) in Unit 3, science and technology in Unit 4, and the environment in Unit 5.These topics are suggested because they are thought to meet teenage interests and preferences; as a matter of fact there are issues like: sports, food, health, the Internet and leisure. The learners explore these issues in relation to skills, functions and related strategies and language forms that fit in with the topic of each unit. Naturally, the emphasis in all five units' falls on skills since the statement of outcomes in the syllabus is formulated in terms of what the learners can do with the language.

2.5.2.1.1 Listening and Speaking

The following listening skills are systematically covered:

♠Listening for specific information

♠ Understanding and sequencing main ideas

♠ Interpreting attitude, point of view

♠ Identifying and interpreting context, topic, function, information …

A number of strategies are selected so as to build these skills. These embody focusing attention on the topic, studying unfamiliar vocabulary, brainstorming, warming-up and predicting, strategies coming in bold relief in the anticipate rubric; hypothesis testing, inferring, and checking understanding in the listen and check rubric; stressing on intonation, stress patterns and sound and spelling relation in the say it clear rubric.(Riche,2005)

The four skills are not supposed to be taught and developed in the right order in which they appear in the rubrics of At the Crossroads. In fact, learners interact with their class mates and teacher through the spoken medium all through the listening and speaking sequence. Learners have already acquired a certain level of competency in general interactional and social language. This allows them to be involved in oral class work for the listening tasks in the anticipate rubric, in doing listening tasks in listen and check, and in practicing the intonation and stress patterns, and deciphering the hidden message in the say it clear rubric.(ibid)

The tasks in the "in your turn rubric" represent the culminating point in building of the speaking skill. They are generally open-ended tasks offering freer speaking practice than the other sub-rubrics of the listening and speaking sequence. The tasks that the learners do in pairs, in groups, or individually as suggested in "say it in writing". Most importantly, these tasks give the learners the opportunity to integrate functions and language forms previously introduced to their oral performance repertoire through the application of the speaking skill in carefully selected communication areas. (ibid)

All in all, the learners speak to:

- express their opinion;

- express agreement and disagreement;

- describe a place, a person;

- express likes, dislikes and preferences;

- ask for and give directions;

- locate a place;

- express condition and result,

- give instructions, (Ibid,6)

2.5.2.1.2 Reading and Writing

Reading skills are not isolated from other communication skills in the "reading and writing" sequences. Throughout these sequences, learners will share ideas by talking and writing about issues in such areas of communication as arts, journalism, science and pollution.

The following reading skills and strategies focus on:

- Reading for global information;

- Reading for specific information;

- Reading for main ideas;

- Analysing style and tone so as to identify the author's implied attitude;

- Analyzing overall structure of texts;

- Determining the meaning of words through the context in which they are used;

- Interpreting texts;

- Making inferences,

The learners are guided through numerous reading strategies. The latter range from predicting the subject of articles (texts) from headlines and illustrations, brainstorming the topic and brushing up vocabulary in the "anticipate" rubric to hypothesis testing and reading comprehension tasks in "read and check", and to the

analysis of sentence and paragraph structure, such as if- clauses, the use of connectors that contrast ideas, and other such sentence-and paragraph-level features in "discover the language".

The reading and writing sequence culminates with the write it right rubric wherein the learners are generally requested to draw upon what they have discovered about the functioning of written language through reading to produce a limited but meaningful piece of writing. The learners are always asked to write with a purpose, e.g., a letter of reply to a pen-friend giving information about their families and country (Unit One/ Sequence one). Writing tasks emphasize both product and process types of writing. (ibid,7)

2.5.2.1.3 Developing skills

At the Crossroads is also concerned with the building / development of 'social' skills. This is shown in the "developing skills" sequence wherein the learners are encouraged to apply the basic skills of listening, speaking, reading and writing together with the functions and language forms they have learned in the previous sequences in various social situations, e.g., conducting a meeting, writing a letter of inquiry, writing a condolence note, an invitation and telephoning. Contrary to the previous sequences, the developing skills sequences do not stick to any particular format. Their most distinctive feature is the inclusion of tactics summaries needed for participating spontaneously in the give-and-take of spoken interaction involving either transaction or mere social interaction.(ibid,8)

2.5.2.1.4 Stop and Consider

The "stop and consider" section is meant for a grammar review. Here the learners need to stop momentarily the 'hectic' tempo of skill building of the sequences so as to consider aspects of language, with which they have come across earlier in the units. In the sequences, the learners are not given rules and structures. They work them out for themselves. This inductive approach to grammar /shifts in the "stop and consider" section to a deductive approach in that the learners are now

invited to look at rules supplied in reminders, and apply those rules in various exercises.(ibid)

2.5.2.1.5 Consolidation and Extension

This sequence is subdivided into two rubrics "write it out**"** and "work it out**"**. The aim of the former is to expand on and consolidate all four skills and particularly the writing skill. The latter places the learners in problem solving situations related to English language structure, and everyday life (e.g., telephoning tactics and pollution problems). Its aim is two-fold: to expand on and consolidate social skills, and to make students aware of problem areas in pronunciation and stress that might eventually impede communication in English.(ibid)

2.5.2.1.6 Project Workshop

Even if the project workshop section is placed nearly at the end of the unit, project work dovetails with the groundwork done in the sequences and the "stop and consider" section. This section assigns the learners the project which they have to carry out. It also supplies a layout of the project as well as a checklist of instructions to observe for its realization. (ibid,9)

2.5.2.1.7 Check your Progress

This section comes at the end of the unit. It embodies a series of assessment tasks built around a master text as well as a checklist to be completed by the learners on the basis of their level of performance in the tasks. Its aim is to give learners and teachers alike the opportunity to monitor the progress of their students' learning and decide whether remedial work is required before moving on to the next unit.(Riche,2005:9)

2.5.2.2<u>At the Crossroads:</u> Methodology

<u>At the Crossroads</u> tries not only to provide a learning material to the learners but also aims at developing certain abilities in the language learner. Those may be presented as follows.

2.5.2.2.1Raising Interest

As proved in many studies, if learners are motivated enough, they would show a kind of readiness to learn and know about something. For example, the aim behind the inclusion of an illustration page at the beginning of every unit is to do just that, i.e., raise the learners' interest in the topic that will be covered. The illustration pages of the units are not there simply for decoration purposes but for a pedagogical exploitation. This motivation is kept raised throughout the textbook through a variety of tasks, a variety of text types, and finally, a variety of teenage topics (Riche,2005).

2.5.2.2.2 Statement of Purpose

It is clearly stated in the preview opening each of the five units what the learners will be enabled to do in/with English in each and every sequence and section of the unit. This means teachers should go through the preview with their learners in order to let them know what they are going to learn and do, and why. This statement of purpose will certainly help the learners find their bearings in the whole unit, which will enable them to progress smoothly through the textbook.(ibid)

2.5.2.2.3 Elicitation

So as to maintain the pupils' engagement in the process of learning, the textbook resorts to thought-provoking questions. It is not only meant to teach about language forms and functions but also tries to raise interest about them. Thus,

teachers are informed beforehand to follow this method instead of delivering the 'goods' bluntly to their learners.(ibid)

2.5.2.2.4 Reflection

While working with this textbook, the learners are not pushed to work in a hurry through its units, but are given enough time to reflect over the kind of knowledge being presented, to understand instructions and to think about the questions before answering them. Hence, the teachers could adjust the pace of their classes in such a way as not to rush activities. They should take time to explain and demonstrate what to do and how to do it. Above all, they should encourage their learners to think, and avoid the easy task of providing them knowledge that they already know or can find out while working on their own. The learners will undoubtedly learn much more through pedagogy of discovery than that of spoon feeding, rote learning and cramming.(ibid)

2.5.2.2.5 Prediction

Hypothesis-making and hypothesis-testing is a striking feature that *At the Crossroads* relies upon. This is mostly noticed in LISTENING AND SPEAKING and the READING AND WRITING sequences. The justification of such a methodological option finds its roots in a recent research. This research has proved that the learners' capacity of constantly making accurate predictions concerning what is to come in listening and reading passages is a key element in gaining proficiency in these two very important skills. The learners make these predictions on the basis on what they know (procedural knowledge and content knowledge) and what they have already listened to or read earlier. If the teachers are able to show their learners how to activate their schemata and how to predict right every time they listen to oral passages or read texts, this will develop their capacities of reading and listening.(ibid)

2.5.2.2.6 Problem Solving Situations

The textbook is based on the theory that learning is most effective when it involves problem-solving situations. There is a wide range of problem-solving tasks in *At the Crossroads,* e.g., the tasks in 'the hidden message(s)' of the LISTENING AND SPEAKING sequences and those in the WORK IT OUT sections of the CONSOLIDATION AND EXTENSION sequences.(ibid)

2.5.2.2.7 Step-by-step Progress

The flow of the units and within the units is done as follows: from the known to the unknown as far as language and cultural schemata are concerned; from simple to complex in terms of language structure and tasks and from easy to elaborate in terms of cognition. *Getting Through* is the introducing unit in the textbook, and it is mainly a revision unit. The aim behind this unit is to facilitate the move from Middle school to Secondary education by a recapitulation of the basics. Nevertheless, the level of difficulty increases while the learners shift away within the textbook from one unit to the other. Likewise, the difficulty of the tasks in the four units is graded, and the learners are continually exposed to language forms that facilitate the performance of the upcoming activities. At the Crossroads believes that it is very frustrating to assign tasks that are beyond the attainment level of the learners. Therefore teachers should be aware of the fact that their learners are to be sufficiently equipped in terms of skills and language structures before assigning them classroom activities or home works such as the project work.

2.5.2.2.8 Self-assessment

At the Crossroads enables the learners to assess their progress in a unit-by-unit basis in a section called CHECK YOUR PROGRESS. At the basis of this section lies the belief that learners want and need to measure their progress by themselves. The teacher will see if her/his learners feel responsible for their learning by doing the assessment tasks and turning in the checklist at the end of the section;

thus the teacher will see whether there is any necessary remedial work to be undertaken before moving on to the next unit.(ibid, pp 9-11)

2.5.2.3 Competency-Based Approach within the Textbook

At the Crossroads complies with the Competency-Based Approach as defined in the syllabus. This approach is characterized by the following characteristics:

It is an **action-oriented approach** in that it gears language learning to the acquisition of know-how embedded in functions and skills. These will allow the learner to become an effective/competent language user in real-life situations outside the classroom.

It is a **problem-solving approach** in that it puts learners in situations that test/check their capacity to overcome obstacles and solve problems. Languages are learned most effectively and lastingly when they are used to solve problems through hypothesis testing. Problems make the learners think and they learn by thinking. They word their thinking in English while solving the problems.

It is a **social-constructivist approach** in that it sees learning as happening through social interaction with other individuals. In other words, learning is not conceived of as the transmission of predetermined knowledge and know-how to be artificially reproduced, i.e., only within the pages of the copybook or the walls of the classroom, but as a creative use of newly-constructed knowledge through the process of social interaction with other language users.

It is a **cognitive approach** in that it is indeed indebted to Bloom's taxonomy. Bloom has claimed that all 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, such as setting up some apparatus). He also said that cognitive objectives form a hierarchy by which the learner must achieve lower order objectives before s/he can achieve higher ones.

2.5.2.3.1 Bloom's Taxonomy

As a reaction to the information processing theory view to cognition and learning, which was considered as linear and mechanistic, Bloom came out with a new classification to the levels of learning where knowledge is considered the lowest type of learning because it focuses on the recall of information. Evaluation is considered the highest type of learning because it requires a person to integrate often contradictory information in order to arrive at a particular point of view. (Eloff & Ebersohn 2004:20).Here is the classification as elaborated by Bloom.

Table 2.2: Adapted Version of Bloom's *Taxonomy (**Bloom, et.al, 1956:201-207**)*

Category	Examples
Knowledge: Recalls data or information.	Recites a policy. Quotes prices from memory to a customer. Knows the safety rules.
Comprehension: Understands the meaning, translation, interpolation, and interpretation of instructions and problems. States a problem in one's own words.	Rewrites the principles of test writing. Explains in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.
Application: Uses a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	Uses a manual to calculate an employee's vacation time. Uses the appropriate invitation letter model (formal-informal)to invite an English pen friend for a touristic visit to Algeria.
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Troubleshoots a piece of equipment by using logical deduction. Recognizes logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.
Synthesis: Builds a structure or pattern from diverse elements. Puts parts together to form a whole, with emphasis on creating a new meaning or structure.	Writes a company operations or process manual. Designs a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises the process to improve the outcome.
Evaluation: Makes judgments about the value of ideas or materials.	Selects the most effective solution. Hires the most qualified candidate. Explains and justifies a new budget.

Bloom's hierarchical model of cognitive thinking is illustrated in the importance that the Competency-Based Approach in the SE1 syllabus accords to the mobilization of knowledge and skills, their gradual integration at higher levels, their **application** to new situations of learning or use, the **generation** of new knowledge and skills and finally the **evaluation** of the process and product of thinking. This is the ideal route to the acquisition of competency called, a *savoir-agir* in the syllabus. For instance, a learner will need to know a principle before s/he can understand it. S/he must understand it before s/he can apply it. S/he should be able to cut it into smaller fragments and relate it to other principles (analysis) before s/he can summa rise it and draw conclusions, and thus evaluate it. (ibid, 13)

The affective domain is equally important in the achievement of competency. Bloom organizes the learner's affections in a hierarchical order. The three competencies that are emphasized, among other manifestations, that of 'listening attentively' (corresponding to the category of Receiving), and particularly in the adoption of the pedagogy of the project. The realization of the project develops, together with the psychomotor domain, the affective domain of the competency in a 'bottom-up fashion', leading ultimately to the internalization of such values as autonomy, creativity, initiative, and responsibility. Here is a brief description to the categorization of the affective and the psychomotor domains.

❖ **The Affective Domain**

Skills in the affective domain describe the way people react emotionally and their ability to feel another living thing's pain or joy. Affective objectives typically target the awareness and growth in attitudes, emotion, and feelings. There are five levels in the affective domain moving through the lowest order processes to the highest. These levels are summarized in the (Wikipedia, the free encyclopedia) as follows:

*Receiving***:** This is lowest level where the learner is passively very attentive. No learning can occur without this level. Receiving is about the memory of the learner as well as his recognition.

*Responding***:** The learner is a full active participant in the learning process, he is not only subject to stimuli; but also reacts in a way or another.

Valuing: The learner attaches a value to an object, phenomenon, or piece of information. The leaner gives a value to the piece of learning he acquired.

Organizing: The learner can bring together the values, the data, the views and accommodate them within his/her own schema; and tries to compare and find relations with what has been learnt.

Characterizing: The specific belief that the learner holds exercises an influence on his/her behavior in such a way it becomes a feature.

❖ **Psychomotor Domain**

Skills in the psychomotor domain describe the ability to physically manipulate a tool or instrument like a hand or a hammer. Psychomotor objectives usually focus on change and/or development in behavior and/or skills. Bloom and his colleagues never created subcategories for skills in the psychomotor domain, but since then other educators have created their own psychomotor taxonomies. Cited in (Wikipedia) Simpson (1972) created a Psychomotor Taxonomy that helps to explain the behavior of typical learners or high performance athletes. The proposed levels are summarized in the (Wikipedia, the free encyclopedia) as follows:

*Perception***:** This involves guiding the motor activities through sensory cues. This varies from sensory stimulation, through cue selection, to translation. Examples for this are: The learner detects communication cues that are non-verbal. Guesses where a ball will come down after it is thrown and then runs to the exact spot to take hold of it. Adjusts heat of stove to correct temperature by smell and taste of food. Key Words: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.

*Set***:** Readiness to act. It embodies both the mental, physical, and emotional sets. These above mentioned sets are dispositions that predetermines someone's response to various situations. Examples: Knows and acts upon a sequence of steps in a

manufacturing process. Recognizes his own strengths and weaknesses. Reveals an envy to learn a new process (motivation).It is to be mentioned that This subdivision of Psychomotor is tightly linked to the "Responding to phenomena" subdivision of the Affective domain. The key words representing this domain are , but not limited to: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.

Guided Response: This refers to learning that takes place through imitation and trial and error. It happens at the first steps of the process of learning and is fueled by practice. Situations of such learning is when the learner performs a mathematical operation as demonstrated or follows instructions to construct a model. The key words are: copies, traces, follows, reacts, reproduces, responds.

Mechanism: This is the intermediate phase in learning a complex skill. Learned responses are now habitual actions and the movements can be performed with easiness. Using a personal computer. Repairing a leaking faucet. Riding a bicycle are examples of such skills. The key words for such a skill are: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

Complex Overt Response: Motor acts that require complex movement patterns and that are done in a highly skilled way. Proficiency is characterized by rapid, exact, and highly coordinated performance, employing as little energy as possible. This category requires one to perform in an automatic way and without hesitation. For example, sportsmen release sounds of satisfaction or appointment as soon as they hit a tennis ball or quick a football, because they can guess where the ball will land. Examples: Maneuvers a car in a narrow area.Works on a computer rapidly and in a precise way.Shows competence when playing the piano. The words are: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. It is worth mentioning that the key words here are the same as the ones for Mechanism, but will have adverbs or adjectives that reveal that the action is performed in a quicker, better, or a more accurate way.

Adaptation: The skills have reached a high level of development and the individual is able to change movement patterns to be congruent with specific needs. Good Examples could be that he reacts in an effective way to unexpected situations. Modifies the instructions to meet the learners' needs. Key Words for such a category are: adapts, alters changes, rearranges, reorganizes, revises, and varies.

Origination: This includes the creation of new movement patterns to be suitable with a given situation or specific problem. Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity that relies upon skills that are highly developed. Examples: Constructs a new theory. Develops a new and comprehensive training programming . Creates a new gymnastic routine. Key Words: arranges, builds, combines, composes, constructs, creates, designs, initiates, makes, originates.

2.6 Conclusion

This chapter described the ELT situation in Algeria. It first narrated the different language approaches and the different textbooks that were used to teach English in Algerian schools since the 1960's up to now. It then, introduced the approach, and described both the syllabus and the textbook <u>At the Crossroads.</u> It also presented the learners' needs and objectives for learning English during their first year secondary school education in relation to their entrance and exit profiles. It closed up by stating the most important principles that govern the CBA.

Notes to Chapter Two

1-A quoi bon changer les programmes si ce n'est pour que davantage de jeunes construisent des compétences et des savoirs plus étendus, pertinents, durables, mobilisables dans la vie et dans le travail ?

2- "Une reforme globale visant l'édification d'un systéme éducatif coherent et performant s'impose donc aujourd'hui pour permettre a la société Algérienne de faire face aux multiples défis du 21éme siecle"

3- L'enseignement de **l'anglais** doit être impérativement conçu dans l'objectif de «doter l'apprenant des atouts indispensables pour réussir dans le monde de demain » (discours présidentiel lors de l'installation de la CNRSE). Il s'agit d'aider notre apprenant à s'intégrer harmonieusement dans la **modernité**. En rejoignant une communauté linguistique nouvelle qui **utilise l'anglais** pour tous types de **'transaction'.** L'apprenant ira développer des capacités et des compétences qui lui permettront de s'intégrer dans la société dans laquelle il vit, d'être conscient de son être en relation avec les autres, d'apprendre à partager, à coopérer et à être offensif sans être agressif. Cette participation basée sur le partage et l'échange d'idées et expériences scientifiques, culturelles et civilisationnelles lui permettra de se connaître et de connaître l'autre à travers une réflexion permanente sur lui-même et sur les autres. En maîtrisant **'un outil linguistique performant,** chaque apprenant aura la possibilité d'accéder à la science, à la technologie et à la culture universelle tout en évitant l'écueil de l'acculturation. Ainsi, il s'épanouira dans un monde professionnel et académique de plus en plus exigeant et développera un **esprit critique, de tolérance** et **d'ouverture**.

4-L'enseignement de l'anglais en 1AS a pour buts la consolidation, l'approfondissement et le développement des capacités, habiletés et connaissances acquises dans le cycle antérieur (cycle moyen) L'apprenant continuera à développer les trois compétences ciblées dans le cycle moyen et sera progressivement mené vers une spécialisation dans les différents domaines en rapport avec ses besoins. Les niveaux de compétence acquis seront consolidés et développés et continueront de s'articuler autour :

5-a-**d'objectifs linguistiques (scolaires)**

- consolider et développer les bases acquises dans le cycle moyen pour aider

l'apprenant à poursuivre son cycle d'étude et son apprentissage de la langue.

-    fournir à l'apprenant les outils nécessaires pour poursuivre sa formation générale.

  b- **d'objectifs méthodologiques**

- consolider et développer les stratégies d'apprentissage et d'auto évaluation

acquises dans le cycle moyen.

- Renforcer les méthodes de travail et d'analyse acquises dans le cycle moyen.

c. d'objectifs culturels

- stimuler la curiosité de l'apprenant et contribuer à son ouverture d'esprit en

l'exposant à divers contextes de civilisation et de culture véhiculés par la langue

anglaise.

- favoriser l'interdisciplinarité en abordant des thèmes étudiés dans d'autres

disciplines scolaires en vue d'une complémentarité et d'une extension des

informations reçues.

Ceci implique la nécessité :

De centrer les méthodes sur l'apprenant et de le voir comme premier responsable de

son apprentissage.

De placer l'apprenant dans un environnement qui respecte ses besoins, son âge et

ses intérêts.

De créer des situations d'apprentissage variées en tenant compte des différents

styles d'apprentissage.

De considérer l'anglais comme un outil réel de communication en prônant

l'utilisation de la langue en contexte signifiant.

De concevoir des activités qui répondent à un besoin de communication authentique

ou vraisemblable en évitant les exercices monotones et répétitifs.

D'insister sur l'importance du message par rapport à la forme en tolérant les erreurs de forme qui ne gênent pas la transmission et la réception du message.

De développer la communication orale et écrite en multipliant et en variant les situations d'écoute et de lecture.

De favoriser la pédagogie du succès en créant un environnement dans lequel l'apprenant développera des attitudes positives face à l'apprentissage de l'anglais et où il ne se sentira pas en situation d'échec.

6. Les attentes pressantes de la société nous incitent à mettre l'accent sur l'acquisition d'une langue fonctionnelle plutôt que sur l'apprentissage d'une langue littéraire. En effet, de nos jours, l'éducation doit répondre aux besoins réels des apprenants en créant un climat positif puisqu'il est question d'adolescents qui ont un besoin grandissant d'autonomie et d'encouragement. La conception cognitiviste et socio constructiviste qui sous-tend la méthodologie de l'enseignement / apprentissage de l'anglais permet de réaliser ces intentions et vise à installer chez l'apprenant des compétences irréversibles telles l'**interaction,** la **compréhension,** l'**interprétation** et la **production** de messages écrits et oraux variés et significatifs. Il ne suffit plus de dispenser des savoirs mais d'aider l'apprenant à jouer un rôle actif dans sa formation. En le rendant responsable de son apprentissage, en lui donnant l'occasion de trouver réponse à des questions issues de son expérience quotidienne, il adoptera des conduites et des comportements responsables et de plus en plus autonomes. La réflexion que fera l'apprenant sur ses démarches d'apprentissage (**méta cognition**) contribuera à assurer la qualité de ses acquis et à en faciliter le réinvestissement. La démarche d'appropriation personnelle de l'apprenant prendra appui sur ses ressources cognitives et affectives tout en tenant compte de l'influence des interactions sociales et culturelles de son environnement. Ceci conduit à une conception différente de l'enseignement / apprentissage d'anglais : le programme sera centré sur l'apprenant et sur la construction de son savoir afin de lui faire acquérir, le plus efficacement possible, une connaissance fonctionnelle de l'anglais correspondant à des besoins scolaires et extra scolaires. Il lui permettra d'apprendre à **écouter**, **parler**, **lire**, **écrire** et **réutiliser** ce qu'il a appris (ce qu'il sait) dans des situations nouvelles. Cette construction de

l'apprentissage ne sera pas faite d'une manière compartimentée mais d'une façon **intégrée** et sera favorisée par la confrontation de l'apprenant à des situations complexes etsignifiantes

7. L'évaluation est un processus intégré à l'apprentissage. Elle constitue un élément essentiel de toute démarche pédagogique. **Formative**, elle a pour premier but l'amélioration de la qualité des décisions relatives à l'enseignement / apprentissage en prenant en compte les erreurs, en régulant et en adaptant le dispositif pédagogique à la réalité des apprentissages et ce pour renforcer et augmenter les réussites.

Centrée sur l'apprenant, elle est un dialogue particulier et permanent entre l'enseignant et celui-ci. Elle permet d'une part à l'enseignant, en faisant appel à un jugement basé sur des données ou des observations recueillies au préalable, de prendre les décisions de régulation indispensables les mieux adaptées à chacun des apprenants. D'autre part, elle permet à l'apprenant de prendre conscience, de ses travaux, des démarches et procédures utilisées pour les réaliser.

Pour ce faire, elle doit, tout en respectant l'âge, l'intérêt et les besoins des apprenants, fournir des situations et des contextes analogues à ceux qui sont utilisés en cours d'apprentissage. Elle doit porter sur les **compétences** fixées (savoirs, savoir-faire et savoir-être), sur les **processus** et sur les **résultats** (produit). Des techniques telles que l'observation en classe, les portfolios, les conférences, le journal, les questionnaires et interviews seront utilisés. Tout ceci amènera donc l'apprenant à corriger et ajuster ses façons de faire. L'évaluation permet, en cours d'apprentissage, de constater la progression de l'apprenant dans le développement de ses compétences.

8. En cours d'apprentissage les évaluations ponctuelles permettront de vérifier l'assimilation des structures et des éléments lexicaux appris et pratiqués au(x) cours précédent(s). En évaluant régulièrement la compréhension orale et écrite et l'expression orale et écrite vous pourrez déceler l'origine des erreurs afin de concevoir des stratégies de remédiation qui permettront à l'élève de surmonter

l'obstacle et de poursuivre sa progression. Cette évaluation continuera de se faire à travers des exercices qui porteront aussi bien sur les savoirs que sur les savoir-faire. Par exemple, en expression écrite on évaluera les connaissances (lexique, structures) et leur mise en œuvre par des exercices de moins en moins guidés, mettant l'élève en situation de choix et conduisant progressivement à la production autonome. Vous veillerez également à communiquer les objectifs et les critères d'évaluation à l'élève afin de l'associer aux procédures d'évaluation et contribuerez ainsi, à le responsabiliser par une prise de conscience de ses progrès ou de ses faiblesses et lui montrerez également l'importance d'un travail régulier.

9. Certificative (sommative) c'est un moyen d'informer l'apprenant et l'enseignant sur le degré de maîtrise d'un ensemble d'objectifs. Elle intervient à la fin d'un apprentissage complètement terminé, (un trimestre, une année ou un cycle) et permet de prendre des décisions quant au classement, à la réussite ou à l'échec des apprenants.

10. Perçu comme le premier agent de ses apprentissages l'apprenant devra s'engager dans une démarche de construction de ses savoirs. En jouant un rôle actif dans sa formation, il sera responsable de ses apprentissages et pourra ainsi effectuer le transfert de ses acquis dans toutes les activités scolaires et dans la vie courante. Ainsi, il développera une certaine au**tonomie**, de la **créativité,** un certain sens de l'**initiative**, et de la **responsabilité.**

11. L'enseignant, quant à lui, de détenteur de savoirs**,** deviendra un accompagnateur et un médiateur entre l'apprenant et les savoirs. Il devra créer un environnement favorisant les apprentissages et le développement de l'apprenant. Il aura pour tâche de guider, aider, stimuler, accompagner et encourager l'apprenant tout au long de sa démarche d'apprentissage.

12. A son entrée en première année secondaire, l'apprenant a déjà été exposé à la langue anglaise durant quatre années : il aura développé des stratégies pour faire face à des situations problèmes et il aura approfondi sa connaissance des cultures de pays anglophones. Il est donc capable de produire un énoncé personnel d'une

dizaine de phrases en étroite relation avec la situation de communication présentée dans la consigne.

13. La première année du cycle secondaire est une année d'homogénéisation et de consolidation des savoirs, savoir-faire et savoir être acquis dans le cycle moyen d'une part et d'acquisition de nouvelles connaissances d'autre part. Au terme de la première année secondaire, l'apprenant produira, à partir d'un texte imagé, oral ou écrit, un énoncé d'une douzaine de phrases au moins pour rendre compte à un tiers d'un fait ou événement en étroite relation avec le texte lu ou entendu et avec la situation de communication présentée dans la consigne.

CHAPTER THREE

Methodology and At the Crossroads Analysis

Chapter Three: Methodology and Analysis of <u>At the Crossroads</u>

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3.1 Introduction

This chapter contains two parts. The first one describes the methodology followed to gather data that will enable us decide whether or not first year secondary school ELT Textbook At the Crossroads embodies the factors that mediate autonomous learning, and also if teachers and learners attitudes, beliefs, and classroom practices are adequate enough to fit those supposedly existing factors so as to meet the objectives behind learning English through the CBA in Algerian secondary schools. The data collection has been carried out in an analytic approach as described by (Seliger, 2000:27)"…**by analytic we mean an approach that will identify and investigate a single factor or a cluster of factors which, at some level, are constituents of one of the major systems**. "Thus, during the gathering of the data we have collected information to analyse the textbook under question. The research instruments used in this study embody a checklist in the form of a referential, also called a benchmark or a standard (see appendix 1), a questionnaire in English and Arabic to the learners(see appendix 2+3) and another one to the teachers(see appendix4). The data collected through the questionnaires were stored and analysed by the software Statistical Package for Social Sciences(SPSS) (see appendices 5,6,7,8).However,the second part of the chapter deals with the analysis of the textbook At the Crossroads. During this phase, proofs about the existence of the factors mediating learner autonomy had been searched for. The checklist that was used to perform this analysis is a referential elaborated following the norms put forward by scholars and specialists in the field of learner autonomy. This referential contains four different domains that represent the four factors mediating learner autonomy and each domain was represented by different references that themselves were shaped by criteria supposed to be represented in the form of skills, tasks, activities, or instructions in textbook. The proofs that were looked for are either referred to in the referential by positive, which means that they exist, or negative, they do not. A mixed method approach was used to analyze the data collected through the checklist.

3.2 Sampling

To follow up this study the researcher has chosen informants among secondary school teachers and first year secondary school learners. Both of them were handed in questionnaires to fill in so as to serve as tools for data collection.

3.2.1 Secondary School Teachers

Within this study the researcher has called upon a number of informant teachers who have been or are in charge of teaching first year secondary school learners. Their total number is seventy-four (74) and they belong to schools located in different Algerian Governorates. The researcher has used different ways to get in touch with these teachers. The majority of them have been contacted during their one-week meeting at 'Maliha Hamidou' Secondary school in Tlemcen for the BAC exam correction. As the researcher has himself once been an EFL secondary school teacher, he had no problem getting help from former colleagues to hand in the questionnaires to the teachers who were in charge of the BAC exam correction by the end of June 2014. The process was successful as a large number of the informants accepted to take part in the study and the majority of the documents were turned back to the researcher in due time. The researcher also moved to different secondary schools by the end of the school year (2013-2014) in the Governorates of Tlemcen, Sidi Bel Abbes, Saida where a number of teachers were asked to fill in the questionnaires which they did and handed them back right away. Another less successful way of attributing the questionnaires was using ICT tools like the e-mails and the social networking service Facebook through which the researcher could only have very few samples from Algiers, Naama, Oran and Tlemcen. Here is the number of informants from the different Governorates.

- ❖ Tlemcen: Thirty (30) teachers who were participating in the BAC correction in addition to twenty-four(24) who were directly contacted in their respective schools (AinTellout,Ouled Mimoun, Sidi el Abdeli, and Sebdou).The total number was of fifty-four (54) teachers.

❖ Sidi Bel Abbes: Five (5) teachers who belong to two different schools in the Daira of Ben badis.

❖ Saida: One (1) teacher from Hounet secondary school.

❖ Ain Temouchent: Nine teachers (9) belonging to different schools. The questionnaires were sent and received by e-mails.

❖ Naama: Two (2) teachers. (e-mail)

❖ Oran: One (1) teacher. (e-mail)

❖ Algiers: Two (2) teachers belonging to the Algerian Association of Teachers of English whose site is hosted in the social networking service Facebook.

The criteria for the questionnaire attribution did not take any kind of consideration to specific characteristics of the informants such as the location, the age and the experience of the teachers. The subjects were chosen randomly from different parts of Algeria, mainly the North Western part of the country. The researcher did not want to choose informants from one Governorate only (Tlemcen) so as to have an idea about whether the same classroom practices are taking place in the different parts of the country, and thus to have more reliable data.

3.2.2 Secondary School Learners

The learners who have taken part in this study are first year secondary school pupils. Their age ranges between fourteen and twenty-one years old. The streams that were used as sample population had not been chosen purposefully but randomly. Thus, we have had literary stream pupils and experimental sciences ones. The learners are from different Governorate and their number is two hundreds and four (204) representing eight classrooms. Here are the school names the pupils belong to and the Governorates where they were located.

Tlemcen

Maliha Hamidou Secondary School for girls :Thirty (30) pupils

El oued Djilali Secondary School: Twenty (20) pupils

Echahid Bouhmidi Tahar Secondary school :(OuledMimoune):Twenty-nine (29)pupils

Echahid Ben Maamar Ahmed secondary school (Sebdou):Twenty-three (23) pupils

Sidi Bel Abbes

El Ikhwa Chahideyn Boujemaa Secondary school: *(Ibn Badis):Thirty (30)pupils*

Ain Temouchent

Akid Amirouch secondary school (Ain El Kihel): Twenty-three (23) pupils

Oran

Akid Lotfi secondary school :Twenty-five (25) pupils

Saida

Hounet Secondary School: Twenty- four (24) pupils

In order to be sure about the learners' use of the textbook, the researcher decided to ask them about it by the end of the school year. The researcher's visits to different schools had been done between mid-April and mid-May2014. According to the yearly distribution set by the Ministry of Education (2009) (see appendix 13), during this period of time the pupils should be undergoing the last unit meant to be learned. So, it would have been impractical to ask the learners about the textbook at the beginning of the year as they would have been unable to provide appropriate answers to most of the questions in the questionnaire.

3.3 Research Instruments

The research instruments used to collect the data for this research are a referential for the textbook analysis, a questionnaire for the teachers and another one for the learners.

3.3.1 Referential

The idea of using a referential in the form of a check list for pursuing this study came out from an experience that the researcher had undertaken as a member in a program launched by the Ministry of Higher Education and Scientific Research

in collaboration with the PAPS-ESRS. The program consisted in using a referential, also called standard or benchmark, in the field of quality assurance, for an auto-evaluation of learning, teaching, and the governance system within the different faculties in the university of Tlemcen. The objective of the program was to spot the strengths and the weaknesses in relation to that referential so as to improve the quality of the university performances in the domains of teaching and governance. The referential is shaped in the form of rows and lines. The rows are labeled in the form of titles and subtitles. The rows could show as follows: Domain-reference-criterion-proof-and source. However the lines are used for completing the information appropriate to those headings (see appendix1).Thus, the referential designed for the analysis of <u>At the Crossroads,</u> embodies four domains that constitute the back bone of this study, the cognitive, meta-cognitive, social, and the affective factors. The referential was elaborated by the researcher and includes the four factors which are represented by references that on their turn hold criteria in the form of tasks, activities, activity instruction types, learning situations, types of learning that constitute a standard to which <u>At the Crossroads</u> should be measured to see whether it helps fostering autonomous learning. Of course the researcher had to go through the text-book and tried to find proofs for those references within its different pages so as to decide whether or not it meets the standard.

3.3.2 Questionnaires

There are many advantages to using self-report questionnaires. First, the self-report questionnaire is a very time-efficient way of gathering   data about a sample of individuals in a group of informants. Second, it provides a means of ensuring that all respondents reply to an identical set of questions, and their responses are in exactly the same format, thereby obtaining consistent data across all the respondents that can form basis for the research. A Third reason, which is perhaps more appropriate for this study, is that the questionnaire permitted the researcher to collect a considerable amount of data that would be time consuming and very hard to realize through other instruments such as the observation or the interview.

3.3.2.1 Learners' Questionnaire

The purpose of the questionnaire administered to the learners was to collect data about the learners' language learning practices both inside and outside the classroom. It also, and most importantly, attempts to know how the learners use the text-book, what they think about its different constituents, and how they react towards the tasks proposed to them in the textbook.

The questionnaire consists of different sections holding questions that are meant for cross checking both the findings set in the referential about the factors mediating autonomous learning in the text-book and the findings related to the teachers' classroom practices and usage of the textbook. For the sake of a well-structured questionnaire, which would avoid ambiguity to the respondents, the questions did not come in respective order to cognitive, meta-cognitive, social, and affective factors through which the referential was framed. Nevertheless, during the analysis, each question was organized and ranked within its appropriate category.

The first part of the questionnaire consisted of the confidentiality declaration. The second part is about the bio-data of the respondents. However, the third and the main part of it contained questions mostly designed following the 'Likert rating scale model', and contained questions that were supposed to provide data that would enable the researcher answer the research questions and test the hypotheses put forward at the opening of this study. A total number of twenty-eight questions were included within this questionnaire.

3.3.2.1.1 Piloting the Learners' Questionnaire

After designing the questionnaire the researcher submitted it to two colleague teachers here at the Department of English (Tlemcen University) who are known to be specialists in the field of research methodology, Pr. H. Hamzaoui and Dr. R. Zidane, who read it and gave me their constructive comments upon which I focused to bring improvements both on the quality of the form and the content. Later on the researcher moved to Maliha Hamidou Secondary school in Tlemcen where he took permission from the head master to meet five first year pupils. During this meeting

the five pupils filled in the questionnaire without the researcher's intervention. Nevertheless, it was made clear that they could ask for clarification whenever they see it necessary. At the end of the process, the researcher could take notes about some difficulties and ambiguities that the learners faced during their completion of the document. It was only then that a final copy was shaped and handed in to the large sample of pupils taking part in this study.

The administration of the questionnaire was done in two languages (English and Arabic) so as to facilitate the completion procedure to the pupils who have difficulties in understanding the content of the questions written in English.(see appendix 2+3).

3.3.2.2 Teachers' Questionnaire

We have decided to attribute questionnaires to the teachers so as to insure the participation of as many informants as possible throughout the different parts of the country. Just as the learners' questionnaire, that of the teachers was designed in such a way to gather data that would enable the researcher crosscheck its findings both with those in the referential and the learners' questionnaire.

The questionnaire was divided into three parts: the confidentiality declaration, the respondents' bio-data, and the questions meant to bring answers to the research questions and their respective hypotheses. The questions within the questionnaire were mainly multiple choice ones designed mostly following the Likert scale rating model. A total number of twenty-eight questions are included in this questionnaire.

3.3.2.2.1 Piloting the Teachers' Questionnaire

The teachers' questionnaire followed the same process that the learners' questionnaire had undergone, it was proof read by the two previously mentioned colleague teachers and the remarks were taken into consideration for reshaping its form and content. After that, the researcher got in touch with three secondary school teachers to fill it in and say whether they have found any unclear or ambiguous questions. Again the remarks were taken into consideration and adjustments were

made on the questionnaire. It was only then that the researcher started diffusing the questionnaire to the informants taking part in this study.

3.4 Nature of the Data Collected

The data collected through these research instruments were of a mixed method nature to a certain extent. The two questionnaires were mainly designed with items asking about specific pieces of information through various response options for the respondents to choose from so as to generate quantitative data easy to treat and analyze through the statistical software SPSS. Open ended questions were avoided firstly because of the nature of the study which is not meant to collect qualitative data about the teachers' or the learners' comments and suggestions on the textbook and how to bring improvements on it, but rather wanted to check their beliefs, attitudes, and classroom practices that would provide appropriate data to help test the hypotheses put forward for this research. Secondly, the open ended items as Sudan and Bradburn (1983) assert, '**requests for long responses often lead to refusals to answer the question or the entire questionnaire, and even if we get longer written answers, many of these will need to be discarded because they are uncodable or inappropriate**'(in Dornyei,2003:13).

3.4.1 Referential Data

The referential which was designed in the form of a check list made it possible to search for different types of data that would at the end constitute a body of knowledge about the factors mediating learner autonomy in relation to which the textbook was analyzed. These data provided proofs about the cognitive, meta-cognitive, social and affective factors included within the textbook. Here is a detailed description of the type of data searched through the referential.

3.4.1.1 Data about the Cognitive Factors

If we take into consideration (Holec, 1981; Little, 1991; Benson, 2001; Vanijdee, 2003) view to the autonomous learner and what he should do so as to be considered as such, we would value the fact that he should be aware of the

importance of some factors among them: determining objectives, determining content and progression, selecting methods and techniques, monitoring the procedure of acquisition, and evaluating what has been acquired. The researcher presupposes that all these factors could not exist in the textbook as some of them are suitable in classes where no textbook is used. Nevertheless, since one of the objectives behind learning English through the CBA in Algerian schools is attaining learner autonomy, one should expect these cognitive factors to be given priority within the ELT textbook At the Crossroads. Thus, searching proofs about the existence of such cognitive factors in the textbook put under focus only those elements that facilitate the transfer of responsibility from teachers to learners, and the ones that raise learners' awareness.

3.4.1.1.1 Transfer of Responsibility

In this phase of the textbook analysis, the researcher wants to see if the textbook facilitates the transfer of responsibility from teachers to learners. The criteria for such a process is the statement of the final objective set forward for each unit and each sequence in the book. Therefore, there should be a place where in the textbook it is explicitly mentioned what those objectives are, so as the learners are informed beforehand what they are supposed to accomplish during a learning unit and thus take their own responsibilities towards the achievement of those objectives. The other criterion that helps the transfer of responsibility is the existence of a lay out of the yearly language points to be studied that should also be respectively visible at the entrance of each learning unit. In addition to that, the researcher tries to see the type of learning that is proposed to the learners in the textbook. More precisely whether the kind of activities displayed through the course book encourage discovery learning or are still the kind of traditional activities that rely on presentation, practice, production.

3.4.1.1.2 Raising Learners' Awareness

The other type of data meant to be searched through this textbook analysis is in relation with raising learners' awareness about taking in charge their own

learning. The criteria for such behavior are critical reflection, decision taking, self-evaluation, and self-study skills enhancement.

3.4.1.2 Data about the Meta-cognitive Factors

Boekaerts (1997) asserts that metacognition has proved a useful concept for educators and educational psychologists to describe the kinds of behaviours that indicate that learning is not about receiving information passively, but about being able to *control* and *direct* our own learning. Metacognition can be seen as a higher level of cognitive processing because it refers to conscious decisions that we may make about which cognitive processes and strategies to employ under certain circumstances, rather than to the cognitive skills necessary for processing information(cited in Eloff&Ebersohn,2004:22).This view to cognition is congruent to the view of Little (1991) through which he defines Learner autonomy as " **the ability or capacity to take control over the management of one's own learning**". This control over learning generates a set of actions such as setting goals, defining content and working out evaluation mechanisms for assessing achievement and progress. Thus, the data meant to be searched for in the referential has to do just with those kind of actions such as setting goals, selecting material, monitoring progress, keeping track about what is being learnt and self-regulation skills.

3.4.1.2.1 Control of Learning Management

A very recommendable meta-cognitive skill for the enhancement of learner autonomy is the learner being able to take control over the management of his learning. To do so, the textbook under study should have been designed in such a way to involve the learners in monitoring their progress, setting goals, and choosing material to fulfil their plans.

3.4.1.2.2Reflection on Learning

As mentioned above in (1.6.1.3), it would be quite impossible for anyone to accept responsibility consciously without thinking about how he is going to do it. Thus, as explained by (Dam 1995) the principle of learner reflection implies a

continuous process that shapes classroom practices. This means that reflection must be a regular classroom practice by revolving around the five questions that Leni Dam repeatedly puts to her learners "what are we doing?"- "Why are we doing it?"- "How are we doing it?"- "with what results?"- "What are we going to do next?". Reflection as a learning activity could be performed individually or collaboratively and is advisable to be done in a written form so as to keep track of what happened, what is happening and what will happen in the future. Consequently, within this part of the textbook analysis, the researcher will try to see if the course-book holds learning strategies, such as keeping journals, diaries, portfolios and self-regulated skills, that initiate the learner to reflective learning.

3.4.1.3 Data about the Social Factors

Social learning is a required environment for developing autonomous learning. While learners work together they develop skills such as collaboration, sharing information, negotiation of meaning, setting objectives, planning, and acting towards the realization of those objectives. It is within this Zone of proximal development that the learners scaffold one another's learning and construct their knowledge.

3.4.1.3.1 Interactive Learning

At this level of analysis, the researcher wants to check whether the textbook enhances interactive learning. The criteria for such type of learning would be having learners work together, either in pairs or in groups, to perform tasks or do activities. Another criterion is to have pupils cooperate to assist each other reflect on task execution and scaffold one another's learning. Thus, the proofs for such kind of learning would be the existence of problem solving situation activities performed either in pairs or in groups by the learners.

3.4.1.3.2 Collaboration

In the same line of thought to the preceding idea, collaboration and interdependence are key elements for the development of learner autonomy. Thus,

here too, the textbook is expected to embody collaborative assignments such as projects and where the instruction is stressing the realization of the task in group.

3.4.1.4 Data about the Affective Factors

According to Little (2002) the affective factors are taken into consideration when reflection is directed towards the learning process. That is when the learners wonder about how they worked (well/badly- liked/ didn't like a task-happy/unhappy about what they performed…).However, the focus should be put on the specific quality of the experience that generated positive or negative feeling (How did I work well/badly?; "why did our group like/not like this project?; "what made me happy/unhappy about today's work?". That is how learners become gradually aware that a growing capacity of metacognitive control nurtures intrinsic motivation.

3.4.1.4.1Reflection on the Learning Process

Reflection on the learning process is an activity that fully involves the learners in the learning experience so as to express their feelings about the activity they performed. This kind of behavior which is essential to mediate autonomous learning, could explicitly exist in the textbook in the form of portfolios where the learners not only keep track of what they did together and what they should do in the future, but also how they felt about the learning experience and what made it a successful or an unsuccessful one. Thus, during the analysis of the textbook the researcher will try to find proofs about the existence of portfolios that the pupils use while they work alone or in groups.

3.4.2 Teachers' Questionnaire Data

The data looked for through the teachers' questionnaire aimed at testing the hypotheses put forward to carry on this research. Similarly to the kind of data included in the referential, the questionnaire embodies questions searching for the cognitive, meta-cognitive, social, and affective factors mediating learner autonomy.

3.4.2.1 Classroom Practices

Within this rubric, the data collected was to be measured in relation to the proofs found in the referential. This concerned the activities the teachers undertook and assigned to their learners. It was also about the type of activity instruction and how the learners were asked to perform the different tasks and activities in the course-book.

3.4.2.2 Course-book Content and its Usefulness

This part of the questionnaire is an attempt towards collecting data that provide evidence about the content of the textbook such as the 'the book map' and 'the unit preview' and their conceived usefulness by the teachers. Knowledge about their role was also questioned and attitudes of the teachers towards the student being aware of their content before starting the study of any unit was searched, too.

3.4.2.3 Knowledge about Autonomy

So as to help foster autonomous learning, teachers should first have an idea about what learner autonomy is and how it is mediated. Otherwise, teachers will themselves be a real obstacle between what the approach is aiming at and the type of learning the learners should be faced with through the tasks and the activities proposed in the textbook. Hence, the data collected in this rubric was just meant to sort out that kind of information and cross check it with the appropriate proofs presented in the referential.

3.4.2.4 Beliefs about Autonomous Learning

The data collected in this section of the questionnaire was related to the beliefs of the teachers about learner autonomy. If teachers do believe that pupils should adopt an autonomous learning behavior in order to progress and learn, then their classroom practices would flow in that vein, otherwise they would cling to traditional ways of teaching that would go against the tide of the principles that govern the competency-based approach and its objectives among which is fostering learner autonomy.

3.4.2.5 Attitudes towards Autonomous Learning

Teachers' attitude towards autonomous learning and towards the activities that foster it, might give us signs about confirming or rejecting a part of the hypotheses in this research. So, in this section of the questionnaire analysis, the researcher tried to describe the type of attitude the teachers had towards learner autonomy and towards the kind of learning they propose to their pupils. Among other questions that measure the teachers' attitude was one that seeks whether the teachers favour implicit or explicit learning in their classrooms. A crucial element to implicit learning is that the learners are involved in types of activities through which they discover the language instead of receiving it. Thus, they are guided towards more detachment from their instructors.

3.4.3 Learners' Questionnaire Data

The third instrument for data collection in this research is a questionnaire that involves a sample population from first year secondary school pupils. The data looked for through this tool are at a high extent just the same kind of data searched for in the referential and in the teachers' questionnaire.

3.4.3.1 Use of the Course-book

At first plan and before starting any other kind of data collection, the researcher wanted to check whether the students used the textbook at all. In addition to that, data about how the textbook and its different constituents are handled by the learners while studying were being searched. If the data collected here showed that the pupils did not use the textbook, then this research would not have been worth studying.

3.4.3.2 Awareness about the Course-book Content

Awareness about the course-book content is a recommended criterion in facilitating the transfer of responsibility from teachers to learners. When the pupils know about the content of the course beforehand, they would be more likely to act in such a way to be responsible for what they are going to learn through it. This is to

be made clear from the beginning by the teachers who should point out to that part of the book and explain its importance to the learners. Thus, the questions designed for this purpose were there to cross check those parts of the cognitive factors mediating learner autonomy and present in the textbook.

3.4.3.3 Awareness about the Learning objectives

Being aware of the learning objectives is as important as being aware of the content of the textbook as far as the cognitive factors mediating learner autonomy are concerned. The data collected here would provide us with information that goes in this vein. This would give us insights about the learners' involvement in the learning process and as such, measuring the transfer of responsibility from teachers to learners.

3.4.3.4 Collaborative Activities

Collaboration as mentioned earlier is a required learning situation where learners construct new knowledge that they will later on use individually while working on different tasks. As explained in the review of literature chapter, interdependence is a condition for independence. First, learners depend on each other for knowledge construction, and later on they will be able to act independently doing things they could not realize before collaboration took place. Thus, the data looked for in this part of the questionnaire put under focus the learners' collaborative activities which constitute a crucial element in the social factors mediating autonomous learning.

3.4.3.5 Negotiation of Meaning

This whole research work contains no kind of research instrument to collect data of this kind. One way of doing it could have been recording the learners while they were working together on tasks, either inside or outside the classroom, and then transcribing their conversation and finding whether negotiation of meaning had taken place or not. However, this kind of research is not relying totally on this

type of data, but rather on broader aspects such as collaboration that would provide signs on such phenomena.

3.4.3.6 Scaffolding

Pritchard and Woolard (2010) explain that the range and type of support given to learners is a crucial element in the progress of their learning. They go further in saying that scaffolding is a means by which a "helper" (broadly defined to be anyone in a position to provide this support) has the potential to provide something which is likely to assist in the process of acquiring knowledge and developing understanding. Scaffolding is measured and appropriate intervention which has the purpose of enabling a learner to move forward.

Thus, just as is the case for the negotiation of meaning, scaffolding cannot be measured by using questionnaires as it is not easy to construct questions that would give valid answers about it. But, at least if no collaboration takes place in classroom or out of it, it can be decided that learners do not scaffold one another's learning. Therefore, part of the data giving evidence about the social factors mediating learner autonomy, would be facilitating this learning processes that would enhance scaffolding, among which is group work activities that are searched for in the referential and crosschecked with the learners' questionnaire.

3.4.3.7 Self- regulated Learning Skills

This rubric in the questionnaire is aimed at gathering data about the meta-cognitive factors mediating learner autonomy. Gibbons (2002) defines meta-cognition as '**A process of thinking about what you know and what you are doing and thinking, and how you can improve your learning'**.

According to Boekaerts (1997) metacognition is an important concept for educators and educational psychologists to describe the kinds of behaviours that show that learning is not about receiving information passively, but about being able to control and direct our own learning.

Thus, as self-regulated learning involves the use of meta-cognitive strategies, it then entails assessing one's own knowledge, setting one's own learning goals and then developing a plan of action that will lead to achieve those goals. Therefore, the data collected here concerned self-evaluation, reflective learning, monitoring progress, setting objectives and making plans to reach those objectives. All these sub-factors are described in what comes below.

3.4.3.7.1 Peer and Self Evaluation

Peer and self- evaluation is deeply rooted in the competency-based approach. Learners evaluate their own learning as well as that of their peers in classroom. Peer evaluation is a means of raising awareness about one's and the others' actual weaknesses and progresses. Getting the learners used to evaluate their learning and that of their peers will help them develop this meta-cognitive skill about what they are learning, how well they are doing it and how they can bring improvements on it. Thus, for this section of the questionnaire, the kind of data searched for was about seeing whether or not the pupils are initiated to this kind of evaluation and what they think about it.

3.4.3.7.2 Reflective Learning

Dam and Legenhausen (1999: 90) claim that learners' ability to reflect critically on their learning is a measure of the effectiveness of the learning environment. Evaluation, they explain, has a retrospective and prospective function, in which the learning experiences of the past are reflected upon and transformed into plans for future action. The potential for learner autonomy increases as an individual's learning awareness grows. Therefore activities which prompt learners to reflect on their learning aim to enhance learners' insights about their learning processes.

Taking into consideration the importance of reflection in fostering learner autonomy, some questions in the learners' questionnaire were designed so as to find data about such aspects that constitute parts of both the meta-cognitive factors and the affective factors mediating autonomous learning. These data will be compared

with the ones found in the referential and also those revealed in the teachers' questionnaire.

3.4.3.7.3 Setting Objectives

Part of self-regulated learning as explained above is setting objectives and making plans to pursue them so as to improve the learning experiences. Learning objectives could be long term or short term objectives, which ever type they are, these objectives are very important signs for the learners awareness about being responsible for their own learning. Thus, in this part of the questionnaire the researcher tried to collect data about whether or not the learners are accustomed to this kind of activities. The data will be analyzed and the findings will be compared with those presented in the referential and the teachers' questionnaire.

3.4.3.7.4 Planning

Little (1991); Cotterall (1995); Dam (1995) stress the importance of learners taking control over their learning. Acquiring tactics such as setting objectives and planning are required activities for the development of the learner as an individual working alone or within a group with his/her peers. Raising the learners' awareness towards the necessity of planning what to do and which material to use so as to remedy their weaknesses is not an easy task to do as this involves a teachers' continuous devotion towards training their learners to do so; and above all, it necessitates a total engagement on the side of the learners as they are the only ones who really know what their weaknesses and what their needs are. So, for this part of the questionnaire, the researcher wanted to find out if the learners are taught in classroom how to make plans so as to achieve individual or collaborative set objectives. The data collected here would help us answer part of the questions asked in this research and consequently would shed some light on our understanding of the raised problem.

3.4.3.8 Beliefs about Teachers' Roles in Classroom

The beliefs of the learners about the teachers' roles in classroom is of a great impact on applying the principles of the competency-based approach and realizing its objectives such as fostering learner autonomy. Learners might have the conviction that the teacher is the one responsible for their learning and for their academic success. Under such circumstances and in such classroom environment and with such kind of learning culture, it would be hard seeing learners accepting the transfer of responsibility and taking in charge their own learning. Accordingly, for the realization of this study, it had been recommendable to gather data that seek the learners' beliefs towards the teachers' roles in classroom and consequently their views and beliefs towards their own learning.

3.5 Limitations and Delimitations of the Study

One of the limitations of this study is that the findings cannot be generalized over the other ELT textbooks either at middle or secondary school as the research concerns only one level text-book. The second limitation is that the data collected, due to the nature of the research, would not give a clear idea about the degree of the exercise of autonomy by the learners, thus we might not able to measure the effect of the text-book on the learners' autonomous learning in case the factors mediating autonomous learning are present in the textbook and the teachers' classroom practices are congruent to development of that kind of learning. Whereas the delimitation of this study is the fact that the number of teacher informants in Tlemcen overweighs that of the informants in the other Governorates, therefore the data collected about the classroom practices in the different Governorates might not be the same and therefore could affect the findings.

3.6 Evaluation vs Analysis: Making the Difference

Textbook evaluation is an ongoing concern to language scholars, researchers, and educators as it has a direct impact on the teaching/learning process from the starting of syllabus design to the development, grading and practice of classroom textbook tasks and activities. It deals with the measurement of the value of materials, such as textbooks or accompanying materials making judgments about

their impact on their users, their relevance to the national language policy, and the teaching/learning process as a whole. Yet, it is up to the tools used in the evaluation process and its projected aims that, according to professionals in the domain such as Cunningsworth(1995), McGrath(2002),and Tomlinson(2003), a distinction between evaluation and analysis is required.

Evaluation mainly involves the textbook users (very often learners and teachers) to give their own opinion about the textbook and make judgments about its efficiency. It generally necessitates a scale of values and is subjective at a certain extent. Tomlinson considers it as **"… a procedure that involves measuring the value (or potential value) of a set of learning material. It involves making judgments about the effect of the materials on the people using them…"** (2003:15).It may, for instance, be conducted through an ethnographic study that involves data collection tools such as questionnaires and interviews addressed to the users of the materials.

Whereas, analysis turns around the material and its aims. It is based on pre-established sets of questions (measurement procedures such checklists) about the content of the material, the aims to be achieved, and what the learners are supposed to achieve. Analysis is considered to be objective to a certain extent. But, as Tomlinson states, 'Analysts are often influenced by their own ideology and their questions are biased accordingly'(2003:16), hence this does not always guarantee a complete objectivity. Analysis then necessitates a toolkit that is applied to the material itself and not its impact on potential or actual users.

In spite of this distinction, evaluators of materials usually mix between the two, i.e., evaluation and analysis. Cunningsworth (1995) "checklist of evaluation criteria" is an example of toolkit that combines evaluation and analysis questions.

3.7 Data Treatment

As mentioned earlier in this chapter, the textbook under study was analyzed by means of a referential elaborated for this purpose. However, the data collected in the teachers' and learners' questionnaires was coded and analyzed through the Software Package for Social Sciences (SPSS). The skills of manipulating this

software were developed by the help of a specialist in the field who gave the researcher some lectures about its basic principles and uses, mainly those about how to code and enter the data, how to analyze the data, how to draw statistics out of it, how to put the data into bar graphs-pie charts-histograms, and how to store the calculated data.

3.7.1 Coding the Data

The process of coding the data was carried out through attributing values and labels to the kind of answers provided by the respondents. For example, the first question in the bio-data that concerns the gender, the value (**1**) referred to the variable male and (**2**) to the variable female. Other questions proposing multiple answers such as (Always, sometimes, rarely, never) were given values from (**1**) to (**4**) respectively. Whereas, the Likert scale model answers were given values from (**1**) to (**5**).Strongly agree (**1**) Agree (**2**) Undecided (**3**) disagree (**4**) strongly disagree(**5**).However, the questions where the respondents had to rank answers according to their frequency, the data was entered into the software so as to have the rates for each answer. For example, in question Number 26 the respondents had to rank the four proposed answers from the most to the least using numbers, so in this situation the data was entered in the software as follows: 26.1- 26.2-26.3-26.4, and each answer was coded with the same values that were given the same labels. This way made it possible to the software to calculate which answer was ranked the most and which was ranked the least.

3.8 Referential Study

The referential used here is a checklist upon which the analysis of the textbook relies. The size of the table representing the referential is so large that it is practically impossible to display it all in the main text of this thesis, this is why it is joined as an appendix. However, all the information contained in it is going to be presented, discussed, and described in the following stages.

3.8.1 Description and Analysis of the Referential Content

The referential which was completed by information taken from the textbook under study is going to be described and analyzed in a step by step way so as to reflect how the textbook is conceived and whether or not it helps foster learner autonomy.

3.8.1.1 Cognitive Factors

As mentioned above, the referential is divided into many sections and each section has many sub-sections. The first section is the cognitive domain which holds many references and criteria.

3.8.1.1.1 Transfer of Responsibility

Reference 1: The text-book facilitates the transfer of responsibility from teachers to learners.

Criterion 1: Language learning objectives for each unit are clearly stated in the text-book.

Proof 1: The final objective for each unit is mentioned in the textbook.

Result: Negative

Proof 2: The sequences within the different units have their specific objectives.

Result: Positive

Criterion 1: Analysis

Nowhere in the textbook is the final objective for the different units mentioned. Nevertheless, the aim for each sequence within each unit is clearly defined in the book map on pages (3-4-5-6-7) (see appendix)

Criterion 2: The content of the language points to be studied for the whole year is clearly defined in the textbook.

Proof 1: The content of the different units in terms of language learning points is described in the book map.

Result: Positive

Criterion 2: Analysis

The text-book under study holds within its first pages a book map that clearly defines the language points to be studied during the whole school year. The book map introduces the learners to what they are supposed to learn in terms of skills, language functions, language forms, phonology and type of projects they have to realize in groups.

Criterion 3: The statement of the different language learning points for each unit is clearly stated and visible in the text-book.

Proof 1: The existence of a preview for each unit.

Result: Positive

Criterion3: Analysis

The textbook provides a unit preview at the entrance of each unit where details about the language learning content of the different sequences within all the units is clearly detailed. (see appendix for a sample unit preview)

Criterion 4: Pupils construct knowledge about language through discovery learning.

Proof1: The textbook embodies activities that put the learner in a problem solving situation that leads him to discover new language forms.

Result: Positive

Proof 2: Such activities are done in groups to foster negotiation of meaning and encourage scaffolding.

Result: Negative

Criterion 4: Analysis

Some of the activities in the textbook put the learner in a problem solving situation that enable him to discover language. Yet, these activities are very limited in number, there are exactly twelve activities in the whole textbook which makes approximatively two activities for each unit. In addition to that, the instruction for these activities does not precise how the learners should work on them. The instruction does not specify whether these activities should be done individually, in pairs or in groups. A principle within the CBA is that learners discover language and should do it in groups so as to negotiate meaning and scaffold one another's learning.

Reference 1: Synthesis

The first reference under the cognitive factor which states that the textbook facilitates the transfer of responsibility from teachers to learners, shows that indeed some criteria for such a reference do exist but others do not. The textbook holds within its pages the language content that the pupils are supposed to learn during the whole year and also within each unit and each sequence. So, if the learners want to have an idea about the syllabus for self- study or to get ready for it beforehand, they will know where to look for. The other important criteria for a textbook that helps fostering learner autonomy is that the aim behind each sequence is well mentioned in the unit preview, that is at the entrance of each unit in the textbook. Nevertheless, the pupils are not told what they are supposed to be able to do at the end of each unit, i.e., the unit final objective is not mentioned in the textbook. Another criterion very crucial to the transfer of responsibility from teachers to learners is that of putting the learners in a problem solving situation where they should discover the language themselves. This kind of activity exists in the textbook but their number is very limited, besides the fact that the instruction does not specify that the activity should be done in groups so as the learners negotiate meaning and scaffold one another's learning within a zone of proximal development.

3.8.1.1.2 Awareness about Learning

Reference 2: The textbook is a means to raise learners' awareness about taking in charge their own learning.

Criterion1: The textbook encourages critical reflection.

Proof1: The textbook embodies activities that put the learner in a situation where he checks his knowledge about his own learning.

Result: Positive

Criterion1: Analysis

The textbook puts the learners in situations where they do activities and then they check what they have done either through listening to a passage read by the teacher or through reading a text proposed in the textbook. But, here too, the number of the activities is very limited as they are found only in the *listen and check* or *read and check* phases of the units. (See Unit one joined as an appendix for such type of activity)

Criterion2: The learners are given the possibility to take decision about what to learn.

Proof1: Different kinds of activities from which the learner can choose what to do.

Result: Negative

Proof2: Topics of collaborative projects are diversified and learners choose the one to do.

Result: Negative

Criterion2: Analysis

In spite of the fact that the learners are not given the right to take decision about what to learn, each unit in the textbook contains a section called 'check your

progress' that provides the learners with the opportunity to assess their attainments through a series of exercises generally devised around a master-text that encompasses the thematic and didactic components of the unit as a whole. It is also worth mentioning that not all the units propose diversified topics for the project realization. Unit one (two topics), unit two (one topic), unit three (one topic), unit four (one topic), and unit five (one topic).Thus, the pupils have only the possibility to choose the topic to develop for their project in unit one only, otherwise in the remaining units, they have to work on the project prosed to them in the book.

Criterion 3: Self -evaluation tools are part of the learning process.

Proof1: Each unit contains a self- evaluation portfolio.

Result: Positive

Criterion 3: Analysis

Self-evaluation is a very important element in the transfer of responsibility from teachers to learners. At the Crossroads is designed in such a way to enable the learners evaluate their own learning. That is why by the end of each unit a progress portfolio is proposed to the learners to fill in and hand a copy of it to their teacher so as to see what remedial work is to be implemented. (See appendix 12).

Criterion4: The textbook enhances self-study skills.

Proof1: Remedial work activities are proposed for each language point studied in the different sequences.

Result: Positive

Proof2: Extra references related to the language points studied (book titles- internet links) are suggested to the learners for individual consultation.

Result: Negative

Criterion 4: Analysis

The textbook proposes remedial work activities in the *Stop and Consider*, *Consolidation and Extension and in the Check your Progress* sections. At this point of the unit (Stop and Consider), the learners are given the rules of how the language 'works' in terms of grammar, spelling, sound system, sentence structure. The learners are supposed to do the accompanying exercises which will help them acquire automatisms in language use and get ready for the next sequence. However, in the second sequence (consolidation and extension) the proposed activities help the learners to consolidate and extend their writing skill on the one hand, and give to the learners the opportunity to solve problems related to the sounds of English as well as finding their way out of problem-solving situations on the other. The Check your progress sequence also provides the learners with the opportunity to assess their attainment through a series of exercises generally devised around a master-text that encompasses the thematic and didactic components of the unit as a whole (See appendix for activities related to these areas of learning). Unfortunately, the textbook proposes no extra references that the learners can use to remedy their weaknesses about the language forms studied in the different sequences and units.

Reference 2: Synthesis

A second cognitive factor so crucial in the transfer of responsibility from teachers to learners is raising the learners' awareness about taking in charge their own learning. To do so, syllabus and text book designers should have thought of finding ways to implement activities that help achieve this. At the Crossroads encourages critical reflection through activities that put the learner in situations where he performs tasks and then checks his knowledge about his own learning, in reference to a listening script or a reading passage. Taking responsibility generates some kind of behavior on the side of the learner such as taking decisions about what to learn, this is what the textbook fails to provide to the learners. The layout of the activities within the sequences of the different units proposes no second alternative in doing an activity, performing a task or learning a language point. Even the topics of the projects are not diversified and all the learners are compelled to work on the same subject except for unit one where they have the right to choose among two

topics. Thus, no room is left to the pupils to be involved in taking decisions about what to learn, and this plays a role in hindering the transfer of responsibility from teachers to learners. Yet, one of the most important tools for raising learners' responsibility of their own learning is the existence of self-evaluation portfolios at the end of each unit that the learners should fill in and hand a copy to their teachers. These progress portfolios will give evidence to the teacher about his learners common failures in relation to which he will present remedial work for the whole class. In addition to that, this will also enable individual learners to spot and remedy their own weaknesses by doing individual specific extra exercises. As far as self-study skills are concerned, the textbook proposes some remedial work in the 'Stop and Consider' and 'Consolidation and Extension' phases, but these two phases come far early before the progress portfolio completion and this will bring mostly no benefit to the learners as they cannot go back to do the activities they have done before in class with their teacher. In addition to that, the textbook does not propose to the learners extra material or guides them towards reference books or internet links where they can develop their self-study skills and remedy their weaknesses depicted in the progress portfolio.

3.8.1.2 Meta-cognitive Factors

This study comprises another important dimension that generates insights about whether <u>At the Crossroads</u> helps the learners develop autonomous learning or not. This dimension is meta-cognition and how often it is represented in the textbook tasks and activities throughout the different units and their sequences.

3.8.1.2.1 Control of Learning

Reference1: The textbook enables the learners to take control over the management of their own learning.

Criterion1: The textbook involves learners in setting learning goals.

Proof1: Strategies for spotting one's weaknesses and making plans for remediation.

Result: Negative

Criterion1: Analysis

The analysis of the sequences within the different units in <u>At the Crossroads</u> proved to be lacking the learning strategies that initiate the learners in continuously evaluating their learning and making plans to make immediate improvements on them.

Criterion2: Pupils are given the opportunity to select specific material in the textbook or elsewhere to fulfil their planned objectives.

Proof1: Suggested material (activities, tasks, internet links, book references...) to choose from for individual remedial work.

Result: Positive

Criterion2: Analysis

The textbook holds within its pages sequences called (Stop and Consider /Consolidation and Extension) which embody activities meant for remedial work. But, apart from this, there are no other book references or internet links proposed to the learner so that he would use them to cover the weaknesses he spotted in terms of language learning.

Criterion3: The textbook presents tools for assessing achievement and progress.

Proof1: self-evaluation grid samples are proposed to be used while working out alone during a project realization for example.

Result: Negative.

Criterion3: Analysis

The textbook does not provide the learners with self-evaluation grids while working on writing tasks or projects. These grids would help the learners take

control over the activity they are doing, they would know beforehand what they should do and what to insist on and how they are going to be graded.

Reference 1: Synthesis

The first reference in the meta-cognitive domain is that of learners taking control over their own learning. To be able to perform this meta-cognitive activity, the learners should be accustomed to doing some tasks such as spotting one's weaknesses, making plans for remediation and knowing where to search for material to improve their language learning level. The checklist shows that the textbook does not comprise any kind of the aforementioned tasks and activities. The learners are not initiated to regular self-evaluation practices nor to making plans to improve the deficiencies in their learning. Yet, in spite of the fact that the textbook holds remedial activities, they remain insufficient material as they are not sustained by extra material in the form of book references or internet links where the learner could find the information necessary to the accomplishment of his planned objectives. The other equally important missing criteria in the textbook is the self-evaluation grid which is so important in shaping the learners efforts while working on individual or collective tasks such as paragraph writing or project realization.

3.8.1.2.2 Reflection on Learning

Reference2: The textbook compels the pupils to reflect upon what they are learning.

Criterion1: With the help of their teachers, pupils practice how to keep journals.

Proof1: Model Journal activities that allow pupils to answer questions such as: What are we learning? Why are we learning it? What are we going to learn next?

Result: Negative

Criterion1: Analysis

The textbook does not propose to the learners model activities that help pupils learn how to keep journals about what they are learning.

Criterion2: Self- regulation skills are part of the learning process.

Proof1: Planning, monitoring and evaluating are ongoing and usual practices of the learners in the approach.

Result: Positive/Negative

Criterion2: Analysis

Even though the learners are given the chance to evaluate their learning thanks to a progress portfolio within each unit, still the textbook does not provide them with tasks that make them learn how to set objectives and make plans to achieve them.

Reference2: Synthesis

To reflect on what is being learnt and to think about what to learn next is an essential activity that the learners should be involved in if they are to become autonomous learners. So as to keep track of this process and so as to be effective, reflection should be done in a written form. Thus, the learners are supposed to keep journals where they should mention what they have learnt, why they have learnt it and what they will learn next. At the Crossroads contains no such activities and consequently reflection on learning is not part of the textbook. In addition to that, the self-regulation skills are not fostered through the textbook as the learners do not learn how to monitor their learning, set objectives and make plans to achieve them.

3.8.1.3 Social Factors

Another important element in fostering autonomous learning is the social factor. This latter is represented in different references that themselves are shaped by different criteria that should be found in the textbook.

3.8.1.3.1 Interactive Learning

Reference1: Interaction is the predominant learning condition in the textbook.

Criterion1: Pupils work together to perform tasks or do activities in class.

Proof1: The existence of pair work activities.

Result: Positive

Proof2: The existence of group work activities.

Result: Positive

Proof3: The existence of whole class topic discussion activities.

Result: Negative

Criterion1: Analysis

At the Crossroads contains a number of activities which allow the learners to work together with their peers. But the quantity of these kinds of activities is very limited as their number is fifteen (15) pair work activities within the whole course-book which makes an average of three (3) activities for each unit; two (2) group work activities (one (1) in unit one and another one in unit three), and no whole class topic discussion activity.

Criterion2: Pupils cooperate to assist each other reflect on task execution.

Proof1: The existence of group work problem solving activities.

Result: Negative

Criterion2: Analysis

The textbook does not provide the learners with group work problem solving activities that enable them cooperate towards achieving a learning point.

Criterion3: Pupils scaffold one another's' learning within a ZPD.

Proof1: Group work activities that encourage interdependence.

Result: Positive (2 Activities only)

Criterion3: Analysis

The textbook provides the learners with group work activities where they can depend on each other to perform tasks, learn things, and scaffold one another's learning within a ZPD. But, as previously mentioned, the number of these activities is very limited. There is one group work activity in unit one (Exercise 1 page 31) and another one in unit three (exercise 4 page 86).

Reference 1: Synthesis

At the Crossroads contains a number of activities which allow the learners to work together with their peers. But the quantity of these kinds of activities is very limited as their number is of fifteen (15) pair work activities within the whole course-book which makes an average of three (3) activities for each unit; two (2) group work activities (one (1) in unit one and another one in unit three), and no whole class topic discussion activity. In addition to that, the textbook does not provide the learners with group work problem solving activities that enable them collaborate towards achieving a learning point. Finally, the textbook provides the learners with group work activities where they can depend on one another to perform tasks and learn things. But, as previously mentioned, the number of these activities is very restricted.

3.8.1.3.2 Collaborative Learning

Reference2: Collaborative Learning is the most visible principle that shapes the design of the textbook.

Criterion1: Pupils are set to perform collaborative assignments.

Proof1: Group work activities where learners collaborate to learn new language points in classroom.

Result: Positive

Proof 2: Collaborative project works are assigned at the beginning of each unit. The instruction stresses the importance of doing the work collaboratively.

Result: Positive/Instruction not specified

Criterion1: Analysis

The textbook proposes only two activities where the learners have the opportunity to collaborate. Nevertheless, the learners are given a project to perform for each unit.

Reference2: Synthesis

Collaboration of the learners to perform a task and achieve a common objective encourages interaction between the members of the same group and favours interdependence .This interdependence which is an undeniable condition to independence is, at first stage, to be manifested through classroom group work activities so as to be later on transferred to the project workshops assigned for each unit. The analysis of <u>At the Crossroads</u> has revealed that within the whole units there are only two group work activities through which the learners are given the chance to collaborate. The textbook contains assignments for each unit that tells learners to perform projects. However, it is worth mentioning that the instruction of these projects is not specified though it is mentioned earlier in the textbook that this assignment allows students –working as a group, in pairs or individually- to do projects where they are expected to re-invest, in an interactive way, the functions and skills acquired earlier (Riche, 2008:9).

3.8.1.4 Affective Factors

Little (2002) states that the affective factors are taken into consideration when reflection is directed towards the learning process. That is when the learners wonder about how they worked. However, the focus should be put on the specific quality of the experience that generated positive or negative feeling , be it done individually or collectively (I/We did well; I/We did not do well).It is in this way that the learners become gradually aware that a growing capacity of metacognitive control nurtures intrinsic motivation. Thus, in this part of the text-book analysis, affective factors are being searched.

3.8.1.4.1 Reflection on the Learning Process

Reference1: The textbook encourages reflection on the learning process.

Criterion1: The learners' affective side is taken into consideration.

Proof1: Portfolios stating how well/badly the learner has worked. The group liked didn't like a task or a project…etc.

Result: Negative

Criterion1: Analysis

The textbook proposes no kind of activities where the learners reflect upon their learning experiences.

Criterion2: Pupils are given room to express themselves about the specific quality of the learning experience that gave rise to positive or negative feelings.

Proof1: Portfolio inciting pupils to speak about how they worked (well/badly).Why the learner(s)liked or didn't like the task or the project. What made the learner(s) happy or unhappy about the work at hand…etc.

Result: Negative.

Criterion2: Analysis

The textbook does not give any opportunity to the learners to express themselves about the specific quality of the learning experience that gave rise to positive or negative feelings.

Reference1: Synthesis

Reflection on the learning process involves learners to express themselves about their learning experiences putting more stress on how well or how badly they worked on a task. It also allows them to speak about the reasons that helped or hindered their learning while working alone or together on a language task or activity. Unfortunately, the textbook holds within its pages no such activities that permit the learners to talk about their inner feelings towards the realization of an activity, a task, or a project.

3.9 Conclusion

The first part in this chapter is a description to the methodology followed for the achievement of this study. Its main objective was to shed light on the procedure the researcher went through to analyze the textbook under question. Information about how this latter was analyzed was given, and the tools used for the triangulation process were explained. It also presented information about the sample population that took part in this study. All in all, it shed some light on how the researcher wanted to find answers to the questions posed at the beginning of this research work so as to validate or reject the hypotheses shaping this study.

While the second part presents the different constituents of the coursebook which are in relation to the references developed in the checklist. Thus**,** the analysis of <u>At the Crossroads </u>allowed us to draw many conclusions that have helped to bring some answers to the questions posed at the beginning of this study. The data collected here are going to shed some light on these questions and their answers, as soon as the referential findings are compared later on with those of the two questionnaires.

CHAPTER FOUR

Analysis of Questionnaires

Chapter Four: Analysis of Questionnaires

4.1 Introduction

4.2 Teachers' Questionnaire

  4.2.1 Teachers' Bio-Data

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   4.2.3 Discussion

4.3 Learners' Questionnaire

  4.3.1 Learners Bio-data

  4.3.2 Data about the Factors Mediating learner Autonomy

  4.3.3 Discussion

4.4 Conclusion

4.1 Introduction

This chapter is devoted to the analysis of both teachers' and learners' questionnaires. The information gathered from the informants is going to be analyzed one item after the other so as to crosscheck them with the referential findings.

4.2 Teachers' Questionnaire

The first part of the teachers' questionnaire contains some information about the informants, and the second part embodies twenty-eight questions all of which are in a direct relationship with the factors mediating learner autonomy. The questions are going to be analyzed in turn in the form of items and following their appearance in the questionnaire, and the results will be presented in tables.

4.2.1 Teachers' Bio-Data

Item one: Gender

Table 4.1. Informants' Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	20	27,0	27,0	27,0
	female	54	73,0	73,0	100,0
	Total	74	100,0	100,0	

The informants who took part in this research are from both sexes. Females were more representative than males with a rate of (73**%**) against (27**%**) for males.

Item Two: Position

Table 4.2: Informants' Teaching Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full Time	70	94,6	94,6	94,6
	Part Time	4	5,4	5,4	100,0
	Total	74	100,0	100,0	

This table shows the number of informants who are permanent teachers and those who have a temporary position. The analysis of the data proved that the majority (94,6**%**) were full time teachers and only (5,4**%**) were part time teachers.

Item Three: Teaching Experience

Table 4.3: Informants' Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	From 1 to 10 years	36	48,6	48,6	48,6
	From 11 to 20 years	21	28,4	28,4	77,0
	From 21 to 30 years	15	20,3	20,3	97,3
	31 years and more	2	2,7	2,7	100,0
	Total	74	100,0	100,0	

The table above shows that nearly half of the informants (48, 6**%**) had a teaching experience that is less than 10 years. The rate of those having an experience between 11 and 20 years is (28, 4**%**). However, (20,3**%**) had a teaching experience ranging between 21 and 30 years and the rest (2,7**%**) had been teaching for at least 31 years.

4.2.2 Data about the Factors Mediating Learner Autonomy

In this phase of research data about the factors mediating learner autonomy is going to be analyzed. The data gathered is expected to reveal some information about the hypothesis put forward at the beginning of this thesis.

Item One: Using the textbook is primordial to teaching English for pupils.

This question aimed at revealing the teachers' attitude towards using the textbook and how far they believe that the use of the textbook is beneficial to their learners.

Table 4.4: The use of the Textbook by teachers in classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	18,9	18,9	18,9
	Agree	33	44,6	44,6	63,5
	Undecided	10	13,5	13,5	77,0
	Disagree	15	20,3	20,3	97,3
	strongly disagree	2	2,7	2,7	100,0
	Total	74	100,0	100,0	

Most of the respondents (63, **5%**) believed that the textbook was primordial to teaching the English language for their learners. (23**%**) believed that it was not, however, the rest (13, 5 **%**) were undecided about the question. These statistics gave an idea about the number of teachers using the textbook in classroom, and thus made it possible to rely on them to carry the data collection about the remaining information related to the use of the textbook and classroom practices.

Item Two: 'The book map' on page two of <u>At the Crossroads</u> is of great importance to teachers.

The book map at the entrance of <u>At the Crossroads</u> embodies the program and the language that the pupils are to learn. The way the teachers look at its importance gives insights about whether or not they refer to it for their own lessons preparation as well as for making their learners aware about its existence to involve them in the learning process.

Table 4.5: Teachers' Attitude towards the Use of the Book Map

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	27,0	27,0	27,0
	Agree	44	59,5	59,5	86,5
	Undecided	4	5,4	5,4	91,9
	Disagree	4	5,4	5,4	97,3
	strongly disagree	2	2,7	2,7	100,0
	Total	74	100,0	100,0	

The table above shows that (27**%**) of respondents strongly agree, and (59**%**) did agree about the importance of the book map. However, a restricted minority had a negative attitude towards the importance of the book map and their rate was (2,7**%**) for those who strongly disagree and (5,4**%**) for the ones who disagree. The remaining informants, (5, 4**%**) were undecided about this question.

Item Three: And so it is for the learners.

The view of the teachers in relation to the importance of the book map to their learners differs from that of the importance of the book map to themselves.

Table 4.6: Teachers Beliefs about the Importance of the Book Map for learners.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	4,1	4,2	4,2
	Agree	28	37,8	39,4	43,7
	Undecided	13	17,6	18,3	62,0
	Disagree	24	32,4	33,8	95,8
	strongly disagree	3	4,1	4,2	100,0
	Total	71	95,9	100,0	
Missing	System	3	4,1		
Total		74	100,0		

The table above shows that less than half of the informants thought that the book map was important to the pupils. (17, **6%**) were undecided about the question and (36,**5%**) thought that the book map was not important for the learners.

Item four: Teachers should carefully read the 'Unit Preview' at the beginning of each unit.

Just as the book map, the unit preview provides the language content to be taught in the unit in addition to the objectives of the different sequences. Thus, it is important for teachers as well as for learners to be aware of its existence and should refer to it to know what they are learning and what they should learn next.

Table 4.7: Teachers' Beliefs about the Unit Preview

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	33	44,6	44,6	44,6
	Agree	36	48,6	48,6	93,2
	Undecided	1	1,4	1,4	94,6
	Disagree	3	4,1	4,1	98,6
	strongly disagree	1	1,4	1,4	100,0
	Total	74	100,0	100,0	

The statistics in the table above revealed that the majority of the teachers (93, 2**%**) believed that they should read its content before starting to teach the content of the unit. However, only (5, **5%**) did not think it was important to refer to it, and (1, 4**%**) were undecided about the question.

Item five: And so should their learners.

The unit preview has a great importance and is very useful both for learners and teachers, thus through this question data about how teachers view its importance in relation with learners were searched.

Table 4.8: Teachers Beliefs about the Importance of Unit Preview for Learners.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	5,4	5,6	5,6
	Agree	30	40,5	41,7	47,2
	Undecided	21	28,4	29,2	76,4
	Disagree	14	18,9	19,4	95,8
	strongly disagree	3	4,1	4,2	100,0
	Total	72	97,3	100,0	
Missing	System	2	2,7		
Total		74	100,0		

The table above shows that only (5,4**%)** of the respondents did strongly agree that the learners should read the unit preview before starting the unit, and (40,5**%**) of them agreed about it. However, the remaining informants, nearly (46**%**), were either undecided about answering this question, strongly disagreed about it, or disagreed that their learners needed to have an idea about the language content displayed in this part of the textbook. It is to be mentioned that (2, 7%) of the respondents did not answer this question at all.

Item six: Pupils should be aware of the unit content before starting it.

It is believed in literature that we cannot expect from a learner to be autonomous if he does not know the content of the course he is sitting for. This is what it is going to be checked here.

Table 4.9: Learners' Awareness about the Unit Content.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	25,7	25,7	25,7
	Agree	35	47,3	47,3	73,0
	Undecided	3	4,1	4,1	77,0
	Disagree	13	17,6	17,6	94,6
	strongly disagree	4	5,4	5,4	100,0
	Total	74	100,0	100,0	

We can notice here that most informants believed that the learners should be aware about the content of the unit, (25, 7%) strongly agreed and (47, 3%) agreed, whereas (17, 6%) disagreed and (5,4%) strongly disagreed. The rest of the informants (4, 1%) did not give their opinion about it.

Item Seven: How often do you tell your pupils to do the exercises that are in the check your progress part of each unit?

The check your progress part of the textbook proposes activities that help the learners check their level in relation to what they have studied, and at the same time, cover their weaknesses through extra tasks presented in this sequence.

Table 4.10: Remedial Work Exercises

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	For all the units	15	20,3	20,3	20,3
	for some units	35	47,3	47,3	67,6
	for few units	15	20,3	20,3	87,8
	for no unit	9	12,2	12,2	100,0
	Total	74	100,0	100,0	

The data collected show that (20, 3%) of the teachers ordered their pupils to do the exercises that are in this sequence for all units, (47,3%) for some units, (20,3%) for few units, and (12,2%) for no unit.

Item eight: How often do you tell your pupils to fill in the 'check your progress portfolio' that is by the end of each unit?

The check your progress portfolio is a self -evaluation tool that the learners are supposed to fill in whenever they finish a unit. This is what is going to be checked here.

Table 4.11: Check your Progress Portfolio Completion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	For all units	1	1,4	1,4	1,4
	for some units	12	16,2	16,2	17,6
	for few units	19	25,7	25,7	43,2
	for no unit	42	56,8	56,8	100,0
	Total	74	100,0	100,0	

The table above shows that only (1, 4%) of the teachers told their pupils to fill in this portfolio for all units, and (16, 2%) said they ordered them to do it for some units. However, (25,7%) of the informants said that they assigned this activity for few units, and a large number (56, 8%) recognized not to tell their pupils to do it at all.

Item Nine: If yes, do your pupils hand you a copy of it?

Teachers should collect their learners' progress portfolio so as to see how they are managing their own learning.

Table 4.12: Teachers' Evaluation to the Learners' Portfolios

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	6	8,1	9,2	9,2
	Sometimes	6	8,1	9,2	18,5
	Rarely	16	21,6	24,6	43,1
	Never	37	50,0	56,9	100,0
	Total	65	87,8	100,0	
Missing	System	9	12,2		
Total		74	100,0		

This table shows that (8, 1%) of the teachers were always given back a copy of the learners' progress portfolio, and the same number of informants said that

their pupils sometimes did. On the other hand, (21, 6%) of the teachers admitted that they rarely picked up such document from their pupils, and (50%) of them recognized that they never did. It is to be mentioned that (12, 2%) of the informants did not answer this question.

Item ten: What actions do you take after evaluating your pupils' progress portfolio? If self-evaluation is to be efficient, teachers should help their learners take actions according to what they have found in their respective progress portfolios.

Table 4.13: Action of Teachers after Reading   Learners' Portfolios.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I do nothing	35	47,3	55,6	55,6
	I direct them towards extra learning material for more practice	8	10,8	12,7	68,3
	I spot my pupils common failures and plan lectures accordingly	15	20,3	23,8	92,1
	I train them to spot their weaknesses, set objectives and make plans to improve their level	5	6,8	7,9	100,0
	Total	63	85,1	100,0	
Missing	System	11	14,9		
Total		74	100,0		

The table above presents the number of teachers who invest on the results of the portfolios their learners give them back after they have completed them. The software reveals that (11) teachers (14, 9%) did not answer this question. It also shows that (47, 3%) did not take any kind of action after they had received their pupils' portfolios. The rate of the teachers who directed their pupils towards extra learning material for more practice is (10, 8%) and that of those who spotted their

pupils common failures and planed lectures accordingly is (20,3%).Finally, the rate of the teachers who trained their pupils to spot their own weaknesses and make plans to improve their level is (6,8%).

Item eleven: When my pupils don't do well in learning English, I rather blame:

Teachers' beliefs about who is responsible about learning is very crucial to the implementation of autonomous learning in classroom. This is what we are going to check through the data collected in the table below

Table 4.14: Teachers' Beliefs about the Learners' Role in Learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The pupils themselves	28	37,8	43,8	43,8
	The textbook	6	8,1	9,4	53,1
	Myself	17	23,0	26,6	79,7
	No one	13	17,6	20,3	100,0
	Total	64	86,5	100,0	
Missing	System	10	13,5		
Total		74	100,0		

The table above presents some information about the beliefs of the teachers towards their learners role in learning the language. It shows that a considerable number of teachers (37, 8%) considered that learners were responsible about their own failures and thus about their learning. However, (23, 0%) blamed themselves when their pupils did not do well in learning. This in a way shows the teachers beliefs about the degree of responsibility towards their pupils learning.

Item twelve: There are some scholars who believe that pupils should be responsible for their own language learning so as to succeed. What do you think?

 Autonomous learning entails learners to be aware about their responsibility towards their own learning. So, here we are going to see what the teachers believe about it.

Table 4.15: Teachers Beliefs about Learners Responsibility over their Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	6,8	6,8	6,8
	Agree	7	9,5	9,5	16,2
	Undecided	4	5,4	5,4	21,6
	Disagree	36	48,6	48,6	70,3
	strongly disagree	22	29,7	29,7	100,0
	Total	74	100,0	100,0	

This table represents the beliefs of teachers towards the responsibility of pupils over their own learning. The data analyzed through the software showed that (16, 2%) shared the scholars' view, and (78,3%) did not think so.

Item thirteen: Others claim that the teacher should be responsible for his pupils learning if they are to become successful language learners.What do you think?

Item thirteen (13) looked for nearly the same kind of data as that sought in item twelve(12) but from another angle. In the former, teachers' beliefs about their pupils' responsibility over their own learning was sought and in this one data about their own responsibility over their pupils' learning was being searched.

Table 4.16: Teachers' Beliefs about their Responsibility towards their Learners Learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	17,6	17,6	17,6
	Agree	34	45,9	45,9	63,5
	Undecided	8	10,8	10,8	74,3
	Disagree	17	23,0	23,0	97,3
	strongly disagree	2	2,7	2,7	100,0
	Total	74	100,0	100,0	

The table shows that (63%) of the respondents believed that they should be responsible for their pupils learning, and (25, 7%) said that they should not.

Item fourteen: How do you find At the Crossroads?

When teachers have a positive attitude towards a textbook, they are more ready to use it applying the principles within it then if they have a negative one. This is what the data in the table below tried to unveil.

Table 4.17: Teachers' Attitude towards the Text-book

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	9	12,2	12,5	12,5
	Don't know	5	6,8	6,9	19,4
	Useful	56	75,7	77,8	97,2
	Very useful	2	2,7	2,8	100,0
	Total	72	97,3	100,0	
Missing	System	2	2,7		
Total		74	100,0		

This part of the questionnaire tries to analyze the teachers' attitude towards the text-book under study. The data collected reveals that (75, 7%) of the informants find that At the Crossroads is a useful textbook, and (2,7%) consider it to be very useful. However, (12, 2%) of them believe that it is not, and (6,8%) say that they do not know whether it is useful or not. It is to be mentioned, on the other hand, that (2, 7 %) of the respondents have not answered this question.

Item fifteen: How far do you respect the layout of the tasks and the activities in the book while teaching?

Respecting the layout of the tasks and the activities in the textbook can give us some information about how the teachers use the textbook with their pupils, and thus might permit to have an idea about whether or not the teachers are involving their learners in taking decisions about what to learn.

Table 4.18: Teachers' Rapport with the Content of the Textbook

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	9	12,2	12,2	12,2
generally	43	58,1	58,1	70,3
sometimes	15	20,3	20,3	90,5
Rarely	5	6,8	6,8	97,3
Never	2	2,7	2,7	100,0
Total	74	100,0	100,0	

The data in the table shows that (12, 2%) always respected the layout of the tasks and the activities in the textbook, and (58, 1%) said they generally did. The remaining teachers (20, 3%) claimed that they sometimes did, (6, 2%) admitted that they rarely did and (2, 7%) recognized never to follow the layout of the textbook.

Item Sixteen: Do you involve the learners to decide about what to learn in classroom?

Shifting responsibility from teachers to learners in language learning requires the involvement of learners in the learning process.

Table 4.19: Learners' Involvement in Deciding about what to Learn

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	8	10,8	11,3	11,3
Sometimes	8	10,8	11,3	22,5
Rarely	12	16,2	16,9	39,4
Never	43	58,1	60,6	100,0
Total	71	95,9	100,0	
Missing System	3	4,1		
Total	74	100,0		

This table presents information that go in that direction and shows that (58, 1%) of the teachers recognized never to involve their pupils in deciding about what to learn and (16, 2%) said they rarely did. However, (10, 8%) of the informants said

that they do, and an equivalent number said they sometimes did. The number of those who did not answer this question is (4, 1%).

Item Seventeen: Which of the following classroom learning situations are your pupils mostly faced with? Rank them from the most to the least frequent one using numbers (**1** for the **Most** frequent and **4** for the **least** frequent).

Interactive learning is an essential element in the social factors mediating learning autonomy, thus group work is a very important classroom learning practice that should dominate the scene in classrooms claiming to reach learner autonomy.

Table 4.20: Dominant Classroom Learning Situations According to Teachers

Ranking	Learning Situation	Frequency	Percent	Valid percent	Cumulative percent
1st	Individual work	36	48,6	48,6	48,6
2nd	Pair work	22	29,7	29,7	78,3
3rd	Whole class discussion	11	14,9	14,9	93,2
4th	Group work	5	6,8	6,8	100,0
	Total	74	100,0		

The table above shows that individual work was ranked first with (48, 6%) as a learning situation to which the learners were exposed. Pair work (29, 7%) came second, and whole class topic discussion was third with (14, 9%).However, what was supposed to rank first was at the fourth position with only (6,8%).

Item eighteen: How do you set your pupils while dealing with a problem solving situation (eg.The hidden message, anticipate, and Discover the language tasks)?

Discovery learning in problem solving situations is most beneficial when done in groups as it permits pupils to negotiate meaning and scaffold one another's learning. The table below tries to gather data about how teachers set their learners when working on a problem solving task.

Table 4.21: Instruction for Problem Solving Tasks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Individual work	22	29,7	33,3	33,3
	pair work	29	39,2	43,9	77,3
	Group work	3	4,1	4,5	81,8
	Whole class work	12	16,2	18,2	100,0
	Total	66	89,2	100,0	
Missing	System	8	10,8		
Total		74	100,0		

The information gathered here revealed that only (4,5%) of the informants assigned such activities to be done in groups and (39,2%) in pairs. The rest of the respondents (29, 7%) admitted that they told their pupils to do it individually, and (16, 2%) said that they asked them to do it as whole class activity. It is to be mentioned that (10, 8%) of the teachers did not answer this question.

Item nineteen: How often do your pupils do their projects?

Project realization allows pupils to collaborate and perform something together. This kind of activity encourages interactive learning which is a factor that mediates autonomous learning. So, here we wanted to see how often teachers assigned this activity to their learners

Table 4.22: Project Realization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	for five unit	8	10,8	10,8	10,8
	for four units	16	21,6	21,6	32,4
	for three units	27	36,5	36,5	68,9
	for two units	17	23,0	23,0	91,9
	for one unit	3	4,1	4,1	95,9
	for no unit	3	4,1	4,1	100,0
	Total	74	100,0	100,0	

Table (4.22) shows that not all the teachers asked their learners to do the projects assigned for the different units. The highest statistics obtained (36, 5%) was that of teachers assigning projects for three units. Those who told their pupils to do it for two units came second with (23, 0%), and four units (21, 6%).Only (10, 8 %) of the teachers assigned this activity for all the units, however, (4, 1%) did only one project during the whole year. It is to be mentioned that some teachers never told their learners to perform such a work and their rate was (4, 1%).

Item twenty: How do they do them?

To encourage interaction, collaboration,negotiation of meaning and scaffolding, it advised that projects should be done in groups.This is what we tried to find through this question.

Table 4.23: Type of Instruction for Project Realization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Individually	14	18,9	18,9	18,9
	In pairs	4	5,4	5,4	24,3
	In groups	56	75,7	75,7	100,0
	Total	74	100,0	100,0	

The table above shows that most teachers (75, 7%) asked their pupils to do the project in groups. However, (5, 4%) told them to do it in pairs and (18, 9%) said that their learners realized the task individually.

Item twenty-one: Where do they get the topics for their projects from?

The topic for the project realization is one opportunity where learners can be fully responsible for something they do. As far as they can choose what to do, this will help them take in charge their own learning at least for the project realization. The table below presents some information about where the learners get the topics of their projects from.

Table 4.24: Project Topics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The one proposed in the textbook	49	66,2	66,2	66,2
	I propose a topic that is not in the textbook	20	27,0	27,0	93,2
	I provide the students with a list of topics and they choose the one that suits them best	2	2,7	2,7	95,9
	They can come out with a topic they have chosen themselves	3	4,1	4,1	100,0
	Total	74	100,0	100,0	

This table shows that the majority of the teachers (66, 2%) told their pupils to do their project on the topic proposed in the unit under study. Whereas, (27%) of the informants say that they proposed a topic that is not in the textbook, and (2, 7%) said that they proposed a list of topics from which the learners chose one and work on it. The remaining teachers (4, 1%) said that their pupils could come out with a topic they had chosen themselves.

Item twenty-two: When do you tell the pupils to start working on the project?

Launching the project at the beginning of the unit helps the learners to reinvest the knowledge they have learnt in classroom to carry on their research about the elements they have to include in their chosen topic. In addition to that, the project work constituents in terms of language functions and language use are tightly linked to what is being learnt in classroom. Thus, talking with the pupils about the project realization from the start of the unit study, helps shifting the responsibility from teachers to learners. The table below embodies information about the time of launching the project workshop.

Table 4.25: Time for Launching the Project

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	At the very beginning of the unit	43	58,1	58,1	58,1
	In the middle of the unit	22	29,7	29,7	87,8
	By the end of the unit	8	10,8	10,8	98,6
	When the unit is totally over	1	1,4	1,4	100,0
	Total	74	100,0	100,0	

The table above shows that most informants (58, 1%) assigned this task while starting the unit, (29, 7%) of them spoke about it by the middle of the unit, and (10, 8%) by the end of it. However, there was a small minority (1, 4%) that left this assignment after the unit was totally over.

Item twenty-three: Do you give your pupils a project evaluation grid?

Project evaluation grids help the learners assess themselves when working together with their partners on their topic. It will also give them an idea about what to focus on while preparing the project, and how they will be graded by their teacher. Thus, the grid becomes an element that helps shifting responsibilities from teachers to learners, and enables the learners to take in charge their own learning.

Table 4.26: Project Evaluation Grid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	1,4	1,4	1,4
	Sometimes	3	4,1	4,1	5,4
	Rarely	12	16,2	16,2	21,6
	Never	58	78,4	78,4	100,0
	Total	74	100,0	100,0	

The table here shows that most teachers (78, 4%) recognized to never give such a grid to their pupils, and (16, 2%) rarely did it. The rest of the informants (5, 4%) said they gave their learners this grid before starting to work on the project.

Item twenty-four: Do your pupils present their project in classroom when they finish working on it?

Presenting the project in classroom makes it possible for learners to receive feedback from their teachers and classroom peers. The data in the table above is about whether or not the teachers give time to project presentation.

Table 4.27: Project Presentation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	35	47,3	47,3	47,3
	Sometimes	20	27,0	27,0	74,3
	Rarely	13	17,6	17,6	91,9
	Never	6	8,1	8,1	100,0
	Total	74	100,0	100,0	

The information in the table show that (47, 3%) of the respondents always told their pupils to present their projects in front of their classmates and (27, 0%) sometimes did. The rest of the respondents (17, 6%) said they rarely did and (8, 1%) admitted that they never told their pupils to present their project in classroom

Item twenty-five: Do your pupils receive feedback (evaluation) after presentation?

Feedback on tasks realized by learners is of great importance in raising their awareness about their strengths and weaknesses. So, here we tried to see if learners receive any feedback after presenting their projects.

Table 4.28: Feedback on the Project and its Presentation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	42	56,8	56,8	56,8
	Sometimes	18	24,3	24,3	81,1
	Rarely	8	10,8	10,8	91,9
	Never	6	8,1	8,1	100,0
	Total	74	100,0	100,0	

This table shows that (56, 8%) of the teachers said that their learners always received feedback on their projects after they present them, and (24, 3%) sometimes did. However, (10, 8%) said they rarely did and (8, 1%) recognised that their pupils never received any kind of feedback on their project works.

Item twenty-six: Which kind of evaluation is, according to you, most beneficial to their individual development? Rank them from the most to the least valuable.(1 for most and 4 for least).

Self- regulated learning, which is a meta-cognitive factor that mediates autonomous learning, entails learners to continually evaluate their knowledge so as to spot their weaknesses , set objectives and make plans to achieve those objectives. Thus, through this question we tried to find out the teachers' beliefs towards the kind of evaluation which is most beneficial to the development of learners.

Table 4.29: Types of Evaluation

		Frequency	Percent	Valid Percent	Cumulative percent
1st	Teachers' evaluation	36	48,6	48,6	48,6
2nd	Self - evaluation	29	39,2	39,2	87,8
3rd	Peer evaluation	9	12,2	12,2	100,0
	Total	74		100,0	

The data presented here shows that a considerable number of informants (48,6%) believed that teachers' evaluation to their learners was most beneficial to them, and (39,2%) saw that it was rather self-evaluation. However, the remaining minority (12, 2%) ranked peer evaluation in the third position.

Item twenty-seven: The competency-based approach is more learner centred and favours implicit learning over the explicit one.Which of the two types do you apply?

The competency-based approach favours implicit learning over the explicit one.This will encourage learners to discover the language and construst knowledge

about it instead of directly receiving it from their teachers, hence it will mediate autonomous learning.

Table 4.30: Implicit vs. explicit learning

	Implicit Learning	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	13,5	13,5	13,5
	Sometimes	16	21,6	21,6	35,1
	Rarely	24	32,4	32,4	67,6
	Never	24	32,4	32,4	100,0
	Total	74	100,0	100,0	

	Explicit learning	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	21	28,4	28,4	28,4
	Sometimes	28	37,8	37,8	66,2
	Rarely	12	16,2	16,2	82,4
	Never	13	17,6	17,6	100,0
	Total	74	100,0	100,0	

The two tables above go under the same heading that looks for the type of learning the teachers expose their learners to. A small comparison would reveal that (66, 2%) of the informants recognized that they used explicit learning while (35,1%) used the implicit one. This gives an idea about the kind of learning that the teachers presented their lectures through in spite of the fact that the CBA focuses on discovery learning which in no way is the result of explicit learning.

Item twenty-eight: A teacher is one who makes himself   progressively unnecessary. What do you think?

Teachers' attitude towards learner autonomy is a factor that shapes classroom practices and thus encourages or impedes learner centeredness. Hence, through this question we tried to collect data in this vein, and this this is what is presented in the table below.

Table 4.31: Teachers' Attitude towards Learner Autonomy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	13,5	13,5	13,5
	Agree	22	29,7	29,7	43,2
	undecided	8	10,8	10,8	54,1
	disagree	22	29,7	29,7	83,8
	strongly disagree	12	16,2	16,2	100,0
	Total	74	100,0	100,0	

Table (4.31) shows that (43, 2%) informants had a positive attitude towards autonomous learning, and nearly the same number (45, 9%) had a negative one. It is to be mentioned, however, that (10, 8 %) of the respondents were undecided about this question.

4.2.3 Discussion

The data analysed in this part of the chapter concerns the one gathered by means of a questionnaire administered to secondary school ELT practitioners who are using or who have used At the Crossroads course-book to teach first year secondary school pupils. This data is going to be used to crosscheck the data presented in the referential above and draw conclusions in relation to the hypotheses put forward at the beginning of this research.

4.3 Learners' Questionnaire

The questionnaire attributed to the learners aimed at collecting data about the pupils use of the textbook, their classroom learning practices, their beliefs about their role in the learning process, their project realization and how they do it and other information that would give insights about the four factors mediating learner autonomy searched for in the textbook analysis. The questionnaire embodies two parts, the first one is about the learners' bio-data and the second contains questions related to the research itself.

4.3.1 Learners Bio-data

Item One: Age

The main raison behind asking the learners about their age and gender is to get them start filling in the questionnaire by writing about something personal so as they are at ease before moving to more detailed and specific questions.

Histogram
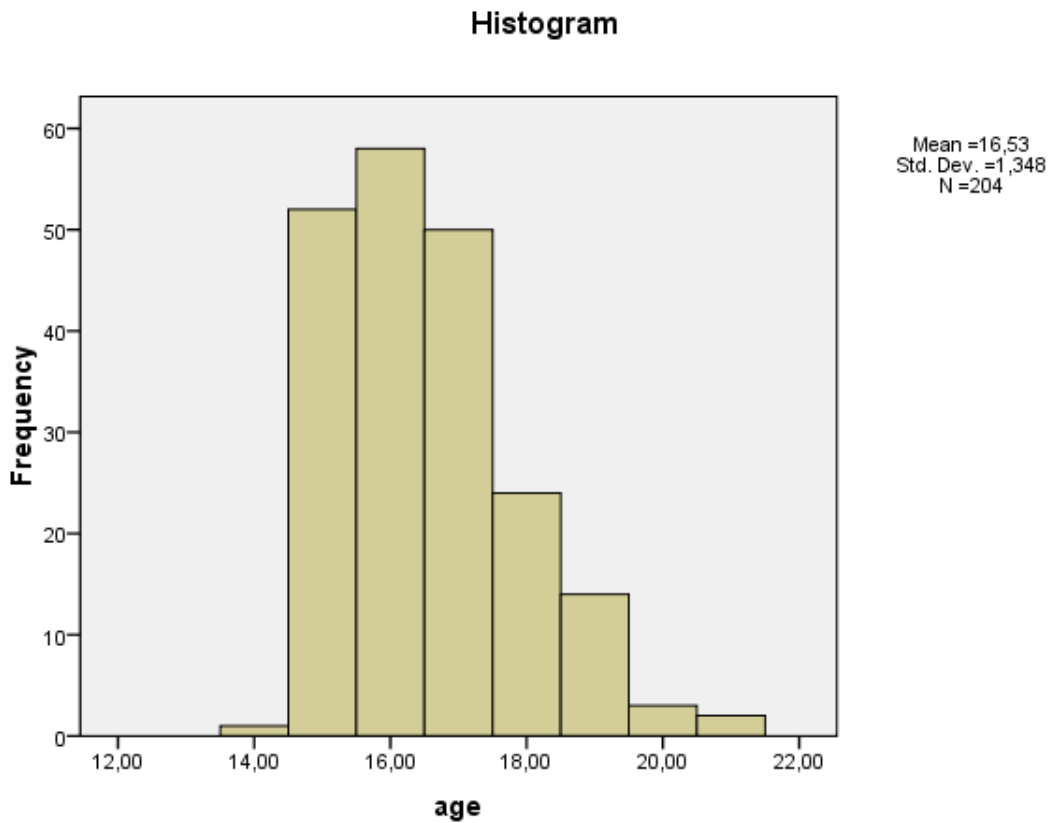
Figure 4.1 Learners' Age

The figure above shows that the learners' ages range between (14) and (21) years. The mean age of the (204) informants is (16, 53) which is quite acceptable for a first year secondary school pupil as the normal age is (16).

Item Two: Gender

Table4.32: Learners' gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	104	51,0	51,0	51,0
Male	100	49,0	49,0	100,0
Total	204	100,0	100,0	

The table shows that the number of the participants in this study was nearly well balanced as the females represented (51,0%) and the males (49,0%).

4.3.2 Data about the Factors Mediating Learner Autonomy

Item One: Do you use the text-book <u>At the Crossroads</u> to study English in class? Very important for this study is to have an idea about whether the pupils use the textbook at all. Otherwise, this study would not be worth doing.

Table 4.33: Text-book Use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	129	63,2	63,2	63,2
	Sometimes	42	20,6	20,6	83,8
	Rarely	23	11,3	11,3	95,1
	Never	10	4,9	4,9	100,0
	Total	204	100,0	100,0	

The data collected show that the majority of the learners (83,8%) used the textbook <u>At the Crossroad</u> for their school subject English language learning.

Item two: Have you ever read the content of '*the book map*' on page two of <u>At the Crossroads</u>?

Taking responsibility over one's own learning entails being knowledgeable about the content of learning. One way of presenting the syllabus to the learners in <u>At the Crossroads</u> is the book map on page two. But, do pupils refer to this part of the course-book so as to have an idea about what they are going to learn? This is what the data in the table below tried to shed some light on.

Table 4.34: Learners' Reference to the Book Map.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	6,9	6,9	6,9
	I am not sure	14	6,9	6,9	13,7
	No	176	86,3	86,3	100,0
	Total	204	100,0	100,0	

The data gathered in this table shows that (86,3%) of the informants admitted to have never read this part of the textbook, and (6,9%) said that they had.

Item three: Do you read the 'Unit Preview' at the beginning of each unit?

The aim behind the unit preview is nearly the same as that of the book map.

Table 4.35: Learners' Reference to the Unit Preview.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	5	2,5	2,5	2,5
Sometimes	24	11,8	11,8	14,2
Rarely	28	13,7	13,7	27,9
Never	147	72,1	72,1	100,0
Total	204	100,0	100,0	

The information in this table shows that (72,1%) of the informants recognized that they never read the unit preview, and (13,7%) said they rarely did. However, (11, 8%) said they sometimes did and (2,5%) said they always did.

Item four: Do you try to know what the unit content is about before starting it?

Shifting responsibility from teachers to learners entails making learners aware about the unit content beforehand so as to know what they are going to learn and get ready for it. This is what this question tried to look for and here are the results.

Table 4.36: Knowing the Content of the Unit before it Starts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	4,9	4,9	4,9
	Sometimes	21	10,3	10,3	15,2
	Rarely	30	14,7	14,7	29,9
	Never	143	70,1	70,1	100,0
	Total	204	100,0	100,0	

The table above shows that (70, 1%) of the pupils never tried to see what the unit learning points were, and (14,7%) said they rarely did. The rest of the pupils (10, 3%) did sometimes have a look at it, and (4,9%) said they did for each unit.

Item five: Do you check your progress as you move from one sequence to the other?

While learners are given the chance to regularly check their progress, they would be able to spot their weaknesses so as to make plans to improve them immediately. This in a way fosters self-regulated learning which is such an important factor in developing learner autonomy.

Table 4.37: Checking Progress Following each Sequence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	5	2,5	2,5	2,5
	Sometimes	6	2,9	2,9	5,4
	Rarely	16	7,8	7,8	13,2
	Never	177	86,8	86,8	100,0
	Total	204	100,0	100,0	

It is shown through the data presented in the table above that the learners were not given this opportunity to check their learning as the number of the informants who confirmed that was (86, 8%).

Item Six: Do you do the exercises that are in the check your progress part of each unit?

At the crossroads embodies a sequence called check your progress. In this part there are assignments that present activities about language points already seen before. When teachers direct their pupils to these activities they can invest on the activities in it so as to try to practise what they have not succeeded to learn before.

Table 4.38: Check your Progress Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	47	23,0	23,0	23,0
	Sometimes	63	30,9	30,9	53,9
	Rarely	30	14,7	14,7	68,6
	Never	64	31,4	31,4	100,0
	Total	204	100,0	100,0	

The table above shows that (53,9%) said that they did these activities, and (31,4%) admitted that they never did them. The rest of the informants (14, 7%) said they did them but on rare occasions only.

Item seven: Do you fill in the check your progress   portfolio that is by the end of each unit? (If your answer is **never** do not answer questions: **8,9,10**)

At the crossroads embodies a sequence called check your progress. In this part there are assignments that present activities about language points already seen before. When teachers direct their pupils to these activities they can spot what they have not succeeded to learn.Thus, here we tried to see if the learners were asked to evaluate their learning through this tool.

Table 4.39: Check your Progress Portfolio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	3	1,5	1,5	1,5
	Sometimes	6	2,9	2,9	4,4
	Rarely	17	8,3	8,3	12,7
	Never	178	87,3	87,3	100,0
	Total	204	100,0	100,0	

The table above shows that the majority of the learners (87, 3%) recognized to never fill in such a document, and only (4,4%) said they did. Given these low results of the portfolio completion and because it is directly linked with questions (8,9, and 10), we decided not analyse the three following items in the questionnaire.

Item eleven: Who do you blame when you do not do well in learning the English language?

Taking in charge one's own learning denotes that one is responsible of his successes and failures. When a learner blames himself when he does not do well in learning, this can give insights about his affective filter which is an element among others that mediates autonomous learning.

Table 4.40: Learners' Attitude towards their Role in Learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The teacher	40	19,6	19,6	19,6
	The text book	3	1,5	1,5	21,1
	Myself	120	58,8	58,8	79,9
	No one	41	20,1	20,1	100,0
	Total	204	100,0	100,0	

The table above shows that (58,8%) of the informants recognised that they blamed themselves when they did not do well in learning, and (19,6%) considered that their teachers were the cause behind their failure.

Item twelve: Do you think that pupils should be responsible for their own learning so as to succeed?

Transfering responsibility from teachers to learners entails learners to be aware about taking in chaarge their own learning.

Table 4.41: Learners' Beliefs about Responsibility over their own Learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	101	49,5	49,5	49,5
Agree	55	27,0	27,0	76,5
undecided	26	12,7	12,7	89,2
disagree	9	4,4	4,4	93,6
strongly disagree	13	6,4	6,4	100,0
Total	204	100,0	100,0	

The table above presents information on the learners' beliefs about their responsibility over their learning. It shows that a large number of pupils (49, 5%) strongly believed that they were responsible for their learning, and (27, 0%) of them did agree on the same thing. However, a small minority (10, 8%) did not share the same point of view.

Item thirteen: Do you think that teachers should be responsible for their pupils' learning ?

This question tried to provide the same data as the the question before but in a different way.

Table 4.42: Learners' beliefs about Teachers' Responsibility over their Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	111	54,4	54,4	54,4
	Agree	66	32,4	32,4	86,8
	undecided	14	6,9	6,9	93,6
	disagree	6	2,9	2,9	96,6
	strongly disagree	7	3,4	3,4	100,0
	Total	204	100,0	100,0	

The table above shows that (86, 8%) of the learners believed that the teachers were the ones responsible for their learning, however (6,3%) did not think so. The rest of the respondents (6, 9%) were undecided about this question.

Item fourteen: How do you find your book of English?

The learners' attitude towards the textbook   may give us evidence about their attitude towards its content.

Table 4.43: Learners' Attitude towards <u>At the Crossroads.</u>

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful at all	22	10,8	10,8	10,8
	Not useful	22	10,8	10,8	21,6
	Useful	119	58,3	58,3	79,9
	Very useful	41	20,1	20,1	100,0
	Total	204	100,0	100,0	

The table above is about the attitude of the learners about the course-book <u>At the Crossroads</u>. It shows that a considerable number of the pupils (78,4%) had a positive attitude towards the usefulness of the text-book, whereas,(21,6%) considered the textbook as being not useful.

Item Fifteen: Do you do the tasks and the activities as they are presented in the textbook?

Doing the activities as they are presented in the textbook gives evidence that teachers are slavishly following the lay out of the content in the different units. Therefore, the learners needs in terms of reviewing, consolidating, or checking their progress in relation with the material dealt with are in a way neglected.

Table 4.44: The Degree of Respecting the Layout of the Tasks in the Textbook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	49	24,0	24,1	24,1
	Sometimes	88	43,1	43,3	67,5
	rarely	26	12,7	12,8	80,3
	Never	40	19,6	19,7	100,0
	Total	203	99,5	100,0	
Missing	System	1	,5		
Total		204	100,0		

The data in the table above shows, in fact, that (43, 3%) of the informants sometimes did the activities as they were presented in the textbook, and (24, 0 %) said they always did. However, (12,7%) said that they rarely did and (19,6%) claimed that they never followed the layout of the activities in the textbook.

Item sixteen: Does the teacher change the form and the content of some tasks in the book which you are supposed to do in classroom?

Changing the form and the content of the textbook shows that the teacher is trying to meet the learners needs in terms of task difficulty and appropriateness.

Table 4.45: Adapting Textbook Content by the Teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	5,4	5,6	5,6
	Sometimes	88	43,1	44,4	50,0
	rarely	35	17,2	17,7	67,7
	Never	64	31,4	32,3	100,0
	Total	198	97,1	100,0	
Missing	System	6	2,9		
Total		204	100,0		

This table shows that (44, 4%) of the informants said that their teachers sometimes adapted the content of the textbook, and (5, 4%) said they always did. However, (31, 4%) admitted that their teachers never did, and (17, 2%) said that their teachers did on rare occasions. It is, however, worth noting that (2, 9%) of the respondents did not answer this question.

Item seventeen: Does the teacher involve you to decide about what to learn in classroom?

Shifting responsibility from teachers to learners and raising learners' awareness about taking in charge their own learning, entails that teachers should from to time to time involve their learners to make choices about what to learn. So, the present question tried to pick up information in this vein to see what is happening in classroom.

Table 4.46: Learners' Involvement in Taking Decisions about what to Learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	9	4,4	4,4	4,4
	Sometimes	10	4,9	4,9	9,3
	Rarely	12	5,9	5,9	15,2
	Never	173	84,8	84,8	100,0
	Total	204	100,0	100,0	

The table above presents information about learners' involvement in taking decisions about what to learn in classroom. It shows that the majority (84, 8%) of the learners were not involved by their teachers to decide about what to learn in classroom, and the remaining number (15,2%) which is so limited in comparison to the already mentioned rate said that they were asked to take decision about what they want to learn.

Item eighteen: Which of the following classroom learning situations you are mostly faced wih? Rank them from the most to the least frequent one using numbers (**1** for the most frequent and **4** for the least frequent).

The competency-based approach is rooted in the socio-constructivist learning theory, and thus group work is among the criteria that should characterize classroom learning practices. So, here we tried to find out which learning situation dominated and which lagged behind.

Table 4.47: Dominant Classroom Learning Situations According to Learners

Ranking		Frequency	Percent	Valid percent	Cumulative percent
1st	Individual work	80	39,2	39,2	39,2
2nd	Pair work	75	36,8	36,8	76,0
3rd	Group work	31	15,2	15,2	91,2
4th	Whole class work	18	8,8	8,8	100,0
	Total	204	100,0		

The table above presents information about the dominant learning situations in classrooms. For the informants who participated in this study (39,2%) ranked individual work in the first position, and (36,8%) put pair work in the second one. However, group work which normally should dominate in the approach was ranked third with (15, 2%), and whole class work ranked fourth with (8,8%).

Item nineteen: How do you often work on the hidden message, anticipate, and discover the language tasks?

Discovery learning is more beneficial to the learners when they work on it in groups so as to negotiate meaning, scaffold one another's learning,and construct knowledge.This table is meant to gather data that gives insights about such a language learning classroom practice.

Table 4.48: The 'Hidden Message', 'Anticipate' and 'Discover the Language'
Tasks Performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Individually	140	68,6	68,6	68,6
	With a Partner	47	23,0	23,0	91,7
	In a group	11	5,4	5,4	97,1
	Whole class	6	2,9	2,9	100,0
	Total	204	100,0	100,0	

The information in the table above shows that (68,6%) of the informants did
the aforementioned activities individually, and (23,0%) did them in pairs.However,
(5,4%) of them said that they worked in groups to perform such activities, and
(2, 9%) said they did them collectively In class.

Item twenty: How often do you do projects in English? (If your answer is **no unit**
do not answer the remaining questions)

While working on their projects, the learners have the opportunity to
collaborate so as to reach one common objective. The table below presents some
information about how often the learners are asked to perform this work.

Table 4.49: Project Realization Frequency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	For each unit	53	26,0	26,0	26,0
	For some units	37	18,1	18,1	44,1
	for few units	73	35,8	35,8	79,9
	for no unit	41	20,1	20,1	100,0
	Total	204	100,0	100,0	

The data gathered shows that (26,0%) of the informants said they did it for each unit, and (18,1%) confirmed that they performed it for some units. However, (35,8%) said they did for few units, and (20,1%) recognized that they were never asked to realize such a work.

It is worth mentioning that the remaining items in the questionnaire have a direct relation with the project realization, thus the valid number of the informants which is going to be taken into consideration will not take into account the pupils who said that they have never been assigned such an activity by their teachers. Their number is (41) pupils, so the remaining valid number is (163) pupils.

Item twenty-one: When are you asked to start working on your projects?

The time of launching the project affects a lot the process of realization. Normally, it is launched before starting any instruction about the unit so as its development goes hand in hand with that of the unit under study. So, this question tried to find out the time the teachers tell their pupils about the unit's project.

Table 4.50: Time for Launching the Collaborative Project Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	At the beginning of the unit	64	31,4	39,3	39,3
	In the Middle of the unit	31	15,2	19,0	58,3
	By the end of the Unit	36	17,6	22,1	80,4
	When the unit is totally over	32	15,7	19,6	100,0
	Total	163	79,9	100,0	
Missing	System	41	20,1		
Total		204	100,0		

The data in the table above shows that (31,4%) of the informants said that their teachers launched the project while they started the unit, and (15,2%) said they were assigned this task in the middle of the unit study. However, (17, 6%) of the informants said their teachers told them to do the work by the end of the unit, and (15, 7%) said they only were asked to realize it when the unit is totally over. It is to be mentioned that (20, 1%) of the pupils did not answer this question since, as explained in (table 4.49), they are not assigned this task.

Item twenty-two: Where do you get the topic of the project from?

Allowing learners to choose a topic to work on is a step forward into making them holding responsibility over what they are learning at least during the project realization.

Table 4.51: learners' Choice to the Project Topics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The one mentioned in the book.	134	65,7	82,2	82,2
	The teacher proposes a different topic from that mentioned in the book.	16	7,8	9,8	92,0
	The teachers proposes many topics and we choose the one that suits us most	11	5,4	6,7	98,8
	We are free to come out with our own topics.	2	1,0	1,2	100,0
	Total	163	79,9	100,0	
Missing	System	41	20,1		
Total		204	100,0		

The table above, however, shows that most learners (65, 7%) were not given that chance and had to work on the topics mentioned in the textbook, and (7,8%) say that they worked on the topic that their teacher proposed. Yet, the rest of the respondents (5, 4%) said that they chose from a list of topics that the teacher brought to them, and (1, 0%) of the pupils claimed that they were free to come out with any topic they liked.

Item twenty-three: How do you do your projects?

Collaboration is a required criterion in the social factors mediating learner autonomy, thus the project is most beneficial to the learners when done in groups.

Table 4.52: Members Involved in Project Realization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Individually	35	17,2	21,6	21,6
	In pairs	26	12,7	16,0	37,7
	In groups	100	49,0	61,7	99,4
	Whole class	1	,5	,6	100,0
	Total	162	79,4	100,0	
Missing	System	42	20,6		
Total		204	100,0		

The table above shows that a considerable number of the pupils (17,2%) prefered to do the projects individualy, and (12,7%) of them said they did them in pairs.However, the vast majority (49,1 %) confirms that they worked on them in groups.

Item twenty-four: Who does the work If you do your projects in groups?

The data in the table below presents information about how the learners performed their projects and whether the members of the same group did divide the labor or not. The answer to this question concerned only the informants who in the previous question said that they did the project in group. So, in addition to the forty-one pupils who previously said they never did projects, the software revealed (63) missing answers which represent the pupils who do the project in other ways than in groups. Consequently, the statistics that appear in the table above about item twenty-four were representative to (100) informants out of (204) who initially started the questionnaire completion.

Table 4.53: Project Work Labor Devision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Each pupil does the task allotted to him.	65	31,9	65,0	65,0
	One pupil does the whole work for the rest of the group.	19	9,3	19,0	84,0
	We get it ready made in a cyber space	16	7,8	16,0	100,0
	Total	100	49,0	100,0	
Missing	System	104	51,0		
Total		204	100,0		

Table (4.53) reveals that (39, 9%) of the informants said that each pupil did the task allotted to him, and (9, 3%) recognized that one pupil did the whole work for the group. The remaining informants admitted that they got their projects ready made from an internet cyber-space.

Item twenty-five: In case you have chosen answer (a),how often do you meet to check and reflect upon what your partners have done for the project realisation ?

The table above presents information about the learners meetings in order to see and check what each pupil in the group has done. So, here, too, the informants concerned by this question were those who in the previous question had said that every pupil in the group performed the work allotted to him. Those who had chosen the other options did not answer this question, and finally the valid number of the remaining informants is (64).

Table 4.54: Learners' Meetings for Realized Tasks Evaluation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once	21	10,3	32,8	32,8
	Twice	16	7,8	25,0	57,8
	Three times and more	13	6,4	20,3	78,1
	Never	14	6,9	21,9	100,0
	Total	64	31,4	100,0	
Missing	System	140	68,6		
Total		204	100,0		

The table above reveals that among the valid number of the respondents (21) said that they met once during the project realization, (16) pupils said that they met twice, and (13) of them said they met at least three times before they round up their project. The remaining informants (14) recognized never to meet during the project realization.

Item twenty-six: Does your teacher give you a project evaluation grid so that you know how you are going to be graded?

The table above presents information about the project evaluation grid that the teachers are supposed to give to their learners so as they know what to give priority to, what language forms to include, where to pay attention, and how they are going to be graded.

Table 4.55: Project Evaluation Grid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	7	3,4	4,3	4,3
	Sometimes	4	2,0	2,5	6,8
	Rarely	6	2,9	3,7	10,5
	Never	145	71,1	89,5	100,0
	Total	162	79,4	100,0	
Missing	System	42	20,6		
Total		204	100,0		

The data provided here shows that (71, 1 %) of the informants say that their teachers never gave them such a tool, and (2, 9%) said they rarely did. However, a small number of informants (3, 4%) said their teachers always handed them the grid, and (2, 0%) of them said they sometimes did.

Item Twenty-seven: Do you present your project in classroom when you finish it?

Presenting the project in class allows the learners to receive feedback from their teachers and also from their peers.This will allow them have an idea about how well/badly they prepared and performed their project, hence it will have effects on their motivation for their future projects.

Table 4.56: Project Presentation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	67	32,8	41,6	41,6
	Sometimes	26	12,7	16,1	57,8
	Rarely	5	2,5	3,1	60,9
	Never	63	30,9	39,1	100,0
	Total	161	78,9	100,0	
Missing	System	43	21,1		
Total		204	100,0		

So, this table shows that (32,8%) of the informants said that they presented their projects in class when they finished working on them, and (12, 7%) confirmed that they sometimes did. However, a considerable number of the informants (30, 1%) said they never presented their projects in front of their class partners, and (2, 5%) said they rarely did.

Item Twenty-eight: Do you and your group members talk about the positive and the negative sides of your project when you present it?

When learners evaluate their own work, they tend to be more aware about their own role in learning in general, and realizing future projects in particular.

Table 4.57: Evaluation of the Project by the Members of the Same Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	33	16,2	20,4	20,4
	Sometimes	40	19,6	24,7	45,1
	Rarely	36	17,6	22,2	67,3
	Never	53	26,0	32,7	100,0
	Total	162	79,4	100,0	
Missing	System	42	20,6		
Total		204	100,0		

The table above shows that (16,2%) of the informants said that they always discussed with the group members their projects , and that (19,6%) admitted that they sometimes did. However, (26, 0%) admitted that they never discussed the positive and the negative sides of their project, and (17, 2%) said they rarely did.

4.3.3 Discussion

The learners' questionnaire contained questions that aimed at providing information about the learners' beliefs and attitudes towards their own learning, and their classroom as well as beyond the school wall language learning practices.These information are meant to be compared with those provided in the teachers' questionnaire and both of them will be used to crosscheck the findings revealed in the referential through which the textbook was analysed.

4.4 Conclusion

This chapter allowed us to analyze the data collected by means of the two questionnaires. All the answers to the questions were statistically represented in tables and came in order of appearance in the questionnaires filled in by the informants.The findings revealed here allowed us to crosscheck those found in the referential.At can be summed up, that in general teachers and learners classroom practices are not fravourable to the enhancement of learner autonomy.In addition to that, the analysis of the questionnaire revieled that teachers and learners had a negative attitude and wrong beliefs about autonomous learning.So, as mentioned above, these data were used altogether with those found in the referential to give answers posed at the beginning of this research.Hence, the next chapter is about the interpretation of the results.

CHAPTER FIVE

Interpretation of the Results

Chapter Five: Interpretation of the Results

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5.1 Introduction

This chapter is about the interpretation of the data described in the referential and the two questionnaires. The findings are compared to each hypothesis separately and then conclusions about their validity or invalidity are drawn.

5.2 Factors Mediating Learner Autonomy in the Text book

The first research question in this study was about whether the cognitive factors mediating learner autonomy are represented in At the Crossroads or not. And the hypothesis put forward for this question was that the textbook is elaborated in such a way to foster autonomous learning by engaging the learners cognitively through different tasks and activities, but teachers and learners classroom practices are not congruent with the principles of the approach. This is what is going to be checked through the textbook analysis by reference to the checklist put forward for this purpose.

5.2.1 Cognitive factors

Some very basic and essential elements that should be manifested in autonomous learners are those related to the cognitive side. Scholars such as (Holec, 1981; Little, 1991; Benson, 2001) put forward cognitive processes like defining the content of learning and progression, evaluating what had been learnt, taking responsibility over one's learning, critical reflection, decision making, independent action, and awareness resulting from critical reflection.

Thus, to consider At the Crossroad as a learning material that helps foster learning autonomy, it should embody within its pages the above mentioned cognitive factors; in addition to that, the users of the text book should be aware of their existence and their usefulness. This is what the headings below are going to uncover through the interpretation of the results drawn from the data collected in the research instruments used in this study.

5.2.1.1 Shifting Responsibility

The first reference under the cognitive factor that states that the textbook facilitates the transfer of responsibility from teachers to learners shows that indeed some criteria for such a reference do exist but others do not. The textbook holds within its pages the language content that the pupils are supposed to learn during the whole year and also within each unit and each sequence. So, if the learners want to have an idea about the syllabus for self- study or to get ready for it beforehand, they can consult *the book map* (see appendix). The other important criterion, essential in shifting the responsibility from teachers to learners, is that the aim behind each sequence is well mentioned in *the unit preview,* that is at the entrance of each unit in the text-book. Unfortunately, the unit preview does not specify what the pupils are supposed to be able to do at the end of each unit, i.e., the final objective of the unit is not mentioned in the textbook. Another very crucial criterion to the transfer of responsibility from teachers to learners is that of putting the learners in a problem solving situation where they should discover the language themselves. This kind of activities exist in the textbook but their number is very limited besides the fact that the instruction does not specify that the activity should be done in groups so as the learners negotiate meaning and scaffold one an others' learning, and construct knowledge within a ZPD.

In spite of the fact that the textbook holds within its pages some criteria that help the transfer of responsibility from teachers to learners, this does not seem to be the case with teachers' and learners' classroom practices and their beliefs towards such factors. It is to be mentioned, however, that both teachers (78,4%) and learners(78,4%) considered the textbook to be a useful teaching/learning material and admitted using it in class. Yet, a large number of learners (86,3%) recognized never to read the 'book map' which is at the entrance of the book and which holds the yearly language content to be studied, though (59,5%) of the teachers considered this document as an important tool both for them and for their learners. Moreover, (72,1%) of the learners say that they never consulted the unit preview so as to know what the content of the unit is, in spite of the fact that (73,0%) of the

teachers did agree that pupils should be aware of the unit content before starting it, and (47,2%) of them believed it to be   an important tool that learners should consult regularly.

5.2.1.2 Activities Raising Learners' Awareness

A second cognitive factor so crucial in the transfer of responsibility from teachers to learners is raising the learners' awareness about taking in charge their own learning. This factor is presented in <u>At the Crossroads</u> through tasks and activities that encourage critical reflection and put the learner in situations where he performs tasks and then checks his knowledge about his own learning in reference to a listening script or a reading passage. Unfortunately, these kinds of activities that put the learner in a situation where he questions his own learning is only represented at two different sequences which are **Listen and check** and **Read and check.** This is basically done in a way where learners perform an activity based on guessing, and later on check their answers in reference to a listening script or a reading passage.

Taking responsibility generates some kind of behavior on the side of the learner such as taking decisions about what to learn, this is what the textbook fails to provide to the learners. The layout of the activities within the sequences of the different units propose no second alternative in doing an activity, performing a task or learning a language point. This fact was also confirmed by the data in the questionnaire where (70,3%) of the teachers recognized that they respected the tasks and the activities as they were presented in the text book, and (67,5%) confirmed what their teachers said. Moreover, (50, 0%) of the learners said their teachers almost never changed the form and the content of the activities they were supposed to do in class. In addition to what has been said, (84,4%) of the learners recognized that their teachers never involved them in deciding about what to learn, and (58,1%) of the teachers did confirm what the learners said about this point of learner involvement in the process and content of learning. Another point worth mentioning is that even the topics of the projects proposed in the textbook were not

diversified and all the learners were compelled to work on the same subject except for unit one where they had the right to choose among two topics. This is confirmed by the data generated in the two questionnaires where (66, 2%) of the teachers said that their pupils chose the topics that were proposed in the textbook to perform their projects, while only (2,7%) of them said that they proposed different topics and the pupils were free to choose what to work on with their group members. It is nearly the same rate with the learners (65, 7%) who confirmed doing the topic proposed in the book, while (5,4%) said they were given the right to choose one topic among a list of subjects their teachers proposed to them. Thus, by considering these facts collected both from the textbook and the two questionnaires, it can be concluded that neither the textbook nor the teachers do propose alternative ways to the pupils, and thus, practically no room is left to the pupils to be involved in so as to take decisions about what to learn or at least what activities to do so as to learn something. Consequently, this should have a direct effect on raising learners' awareness about the fact that they were responsible for their own learning.

On the other hand, one of the most important tools for raising learners' awareness about their own learning is the existence of self-evaluation portfolios at the end of each unit that the learners are supposed to fill in so as to know how well they do about what they have learnt in class, and hand a copy of it to their teachers. These progress portfolios will give evidence to the teacher about his learners common failures in relation to which he will present remedial work for the whole class. In addition to that, this will also enable individual learners to spot and remedy their own weaknesses by doing individual specific extra exercises. Unfortunately, (56, 8 %) of the teachers recognized that they never told their pupils to fill in that progress portfolio and only (1,4%) of them said they assign this activity to their pupils for all the units. This is in reality a bit quite different from the data collected in the learners questionnaire which revealed that (87,3%) of the informants said that they never filled in the progress portfolio.

As far as self-study skills are concerned, the textbook proposes some remedial work in the **'Stop and Consider'**, '**Consolidation and Extension', and**

Check your Progress phases. The *Stop* and *Consider* section provides the learners with the use of language based on the implementation of rules (of grammar, syntax, phonology) that illuminate aspects of the language which the pupils have come across in the unit under study. The *Consolidation and Extension* sequence consists of two rubrics, *Write it out* and *Work it out.* Its aim is to elaborate and expand on the functions, language and social skills acquired earlier so as to flesh out, in writing, their communicative abilities. Whereas, *The Check your Progress* sequence also provides the learners with the opportunity to assess their attainment through a series of exercises generally devised around a master-text that encompasses the thematic and didactic components of the unit as a whole. Unfortunately, not all the teachers tell their pupils to do the activities that are in the check your progress, as the data collected through the questionnaires showed that (20,3%) of the teachers told their pupils to do the exercises that are in this sequence for all units, (47,3%) for some units, 20,3% for few units, and 12,2% for no unit. Whereas, (53, 9%) of the pupils said that they did these activities, and (31,4%) admitted never to do them. The rest of the informants (14, 7%) said they did them but on rare occasions.

The problem here is that all these sequences come before the progress portfolio completion, and in case the learners have gone through all these activities before filling in the progress portfolio, they will not benefit from them as they cannot go back to work on these exercises to remedy the weaknesses revealed in their own portfolios.

In addition to all that had been said, the textbook neither proposes extra material to the learners nor guides them towards reference books or internet links where they can develop their self-study skills and remedy their weaknesses depicted in the progress portfolio.

5.2.2 Meta-cognitive Factors

The second research question designed for this study tries to see if the learners are meta-cognitively engaged through different tasks and activities while working with At the Crossroads in class and out of it. However, the hypothesis put

forward for this question was that <u>At the crossroads</u> embodies tools that might develop the learners' meta-cognitive strategies, but neither their position throughout the textbook nor the teachers' and the learners' classroom practices facilitate the right and appropriate investment they are meant for.

Nowadays conceptions to education tend to notice a shift towards making the learner aware of his own thinking processes, as in how he is learning and thinking, just in the same way he is made aware about the subject matter he is studying. This means that he is being led to become more meta-cognitive (Williams, 2003).This shift in learning conception entails taking control over one's learning, which denotes that the '**learner is involved in setting goals, defining content and working out evaluation mechanisms for assessing achievement and progress**'(Little,1991:91). Dam (1995) came out with some meta-cognitive qualities required for autonomous learning such as self-regulation skills: planning, monitoring, and evaluating.

5.2.2.1 Learners' Control over their own Learning

The first reference in the meta-cognitive domain is that of learners taking control over their own learning. So as to be meta-cognitively engaged, the learners should be accustomed to do some tasks such as spotting one's weaknesses, making plans for remediation and knowing where to search for material to improve their language learning level. The checklist shows that the textbook does not comprise any kind of these tasks and activities apart from the existence of a progress portfolio. In addition to the data gathered in the referential, the learners' and the teachers' questionnaires also give some evidence about this fact. The very few teachers who said that they told their learners to fill in the progress portfolio, almost never took back a copy of it. Thus, if we consider the question about what actions they undertake after they evaluate their learners progress portfolios, we would find that (11) teachers which represents (14,9%) did not answer this question, and (47, 3%) which represents (55, 6%) from the whole number of informants (74) did not take any kind of action after they get their pupils portfolios back. The rate of the teachers who directed their pupils towards extra learning material for more practice

was 10, 8% and that of those who spotted their pupils common failures and planned lectures accordingly is (20,3%).In addition to that, the rate of the teachers who, after evaluating the progress portfolios, trained their pupils to spot their own weaknesses, set objectives, and make plans to reach those objectives was (6,8%) which is a very low rate if we want to put the theoretical beliefs mentioned above into practice. Indeed, nearly the same findings were uncovered in the learners' questionnaire where (87, 3%) of the informants admitted to never fill in the progress portfolio that was by the end of each unit. Thus, it was useless analysing the rest of the items that have direct relation with this question. Last but not the least, the progress portfolio does not allow the learners to check their progress continuously through the different sequences unfolding since it is only presented once and at the very end of the unit.

Yet, in spite of the fact that the textbook holds remedial activities within some of its unit sequences, they remain insufficient material as they are not sustained by extra material in the form of book references or internet links where the learner could find the information necessary to the accomplishment of his planned objectives. The other important missing criteria in the textbook is the self-evaluation grid which is so useful in shaping the learners efforts while working on individual or collective tasks such as paragraph writing or project realization. In fact, the textbook not only lacks providing such grids, but it seems that the teachers, too, did not care about supplying their learners with such tools and were even unaware about their existence. This was proved through the data provided in both questionnaires where it was shown that (78, 4%) of the teachers recognized the fact that they never provided their learners with project evaluation grids, and (89,5%) of the pupils said they never received such a grid from their teachers to guide them work on their project and have an idea about what to spend more time on and what to give more importance to. The project is an opportunity where the learners can reinvest what they have learnt in classroom to produce a collaborative work with their partners. So, if this grid is given to the learners while the project is launched, it will have two functions. The first one is that it will make the learners aware about what is happening in classroom in terms of the language points dealt with and the

competencies acquired. The second one is, as stated before, it will help them know what to include in the project and what to focus on while working on it as grading will take into consideration all of these mentioned elements.

5.2.2.2 Learners' Reflection on the Learning Content

To reflect on what is being learnt and to think about what to learn next is an essential activity that the learners should be involved in if they are to become autonomous learners. In order to keep track of this process and to be effective, reflection should be done in a written from. Thus, the best way to do it is to keep journals or portfolios where they should mention what they have learnt, why they have learnt it and what they will learn next. At the Crossroads contains no such tasks and consequently reflection on the language learning content is not part of the textbook. This fact is also shown in the learners' questionnaire which confirmed that (86, 8%) of the learners were not given this opportunity to check their learning while moving from one sequence to the other.

In addition to that, the self-regulation skills are not fostered through the textbook as the learners do not learn how to monitor their learning, set objectives and make plans to achieve them. This was also shown through the data collected in both questionnaires where (55,6%) of the teachers said that after receiving the progress portfolio they did nothing to remedy their learners failures, and only (7,9%) said they trained their learners to spot their weaknesses, set objectives and make plans to improve their level. This is to show that the textbook is considerably lacking this type of reflective learning that helps fostering self-study skills that are so important in mediating learner autonomy.

5.2.3 Social Factors

The third research question in this work tries to measure the amount of activities that reflect the socio-constructivist approach in the textbook under focus. And the answer to this question was that the course-book proposes different kinds of learning situations where the pupils work individually, in pairs and in groups so

as to do different classroom activities, and they also work collaboratively so as to realize assignments such as the project workshops.

According to Dam (1995) an autonomous learner necessitates to develop some social skills to work with others as a responsible member within the social context he is in. In the same line of thought, Benson (1996) asserts that the control of the learning process, the learning resources and language use cannot be done by individual learners each one on his side but it is a question of collective decision making. The more social interaction with negotiations of meaning are observed, the more language learning through language use may take place. Researchers in the field of socio-cultural theory came out with the view that appropriate and in-time scaffolds support learners' active involvement and stimulate their autonomous learning (Little, 1991). Social interactions manifested in these scaffolds mediate learning. Nonetheless, cooperation in assisting each other to reflect on task execution and language learning is necessary for developing meta-cognition, which in its turn is a required factor mediating autonomous learning.

Thus, considering what has been said in theory about the social factors that mediate learner autonomy, the textbook At the Crossroads needs to embody tasks and activities that encourage collaboration, interaction, negotiation of meaning and scaffolding.

5.2.3.1 Interactive Dimension of At the Crossroads

At the Crossroads contains a number of activities which allow the learners to work together with their peers. But the quantity of these activities is very limited as their number is fifteen (15) pair work activities within the whole course-book which makes an average of three (3) activities for each unit; two (2) group work activities (one activity in unit one and another in unit three), and no topics for class discussion. The textbook is not only short of activities that facilitate interaction, but the data gathered in both questionnaires shows even worse results. While asked to rank the learning situation their pupils were mostly faced with while performing tasks in the classroom, the informants ranked individual work in first position with

(48,6%), pair work with (29,7%) came in the second position, and whole class topic discussion was third with (14,9%).However, what was supposed to rank first was at the fourth position with only (6,8%).As for the learners who participated in this study (39,2%) ranked individual work in the first position, and (36,8%) put pair work in the second place. However, group work which normally should dominate in the approach was ranked in the third place with (15, 2%), and whole class work ranked fourth with (8, 8%). These results join those uncovered in the textbook analysis, which proves that the learners are not put in interactive situations which enable them to scaffold one another's learning and construct knowledge.

5.2.3.1.1 Reflection on Task Execution

Collaborative reflection on task execution helps to develop meta-cognition and thus train the learners to get involved in the learning process so important in raising their awareness about their responsibility to control their own learning. So, it is to be mentioned that the textbook does not provide the learners with group work problem solving activities that enable them to collaborate towards achieving a learning point. The only problem solving activities in the textbook are assigned to be done individually. Even when asked about how they assign this kind of activities, only (5, 4%) the teachers said that they told their pupils to do them in groups.

5.2.3.1.2 Knowledge Construction within the ZPD

It is true that the textbook provides the learners with group work activities where they can cooperate with each other to perform tasks, learn things, and construct knowledge within a ZPD. But, as previously mentioned, the number of these activities is very limited and does not provide the learners with enough time and opportunities to work together and help each other. There is one group work activity in unit one (Exercise 1 page 31) and another one in unit three (exercise 4 page 86).

5.2.3.2 Collaborative Learning

The CBA stresses the importance of developing competencies that enable the learner to cope with the world out of school walls while they are immersed in their professional careers. One condition for achieving such competence is to get the learners accustomed to collaborative learning where they work together, share information, set common objectives, and make plans to fulfil those common objectives. Collaboration is to be encouraged first in classroom during the realization of the different assignments so as the learners are able to collaborate on their projects while out of the school walls.

5.2.3.2.1 Classroom Collaborative Assignments

Collaboration of the learners to perform a task and achieve a common objective encourages interaction between the members of the same group and favors interdependence. This interdependence which is an undeniable condition to independence is at first stage to be manifested through classroom group work activities so as to be later on transferred to the project workshops assigned for each unit. The analysis of At the Crossroads has revealed that with among all the units there are only two group work activities through which the learners are given the chance to collaborate. In addition to that, the teachers did not get their learners accustomed to group work, since while asked to rank the learning situations their pupils were mostly faced with, group work was ranked last with only (04) four teachers out of (74) seventy-four who said that this was the main learning situation their learners were faced with. Whereas for learners, group work ranked third with a rate of (15, 2%) .So, this is to show again that neither the textbook nor the teachers' classroom practices do enhance the development of collaborative learning.

5.2.3.2.2 Collaborative Project Workshops

At the Crossroads embodies five different units, and for each unit the learners are assigned a project work meant to be done in groups. The project is

supposed to be launched at the beginning of the unit, and the learners are supposed to divide the labor that each of them should work on and of course regularly meet to discuss what each of them has done before rounding up the whole work and presenting it in front of their class mates.

Yet, do all teachers assign this activity to their learners? And if so, how often do they do it? When do they assign it? And how do the learners work on it? The data gathered in the teachers' questionnaire shows that not all the teachers asked their learners to do the projects assigned for the different units. The highest statistics obtained (36, 5%) was that of teachers assigning projects for three units. Those telling their pupils to do it for two units came second with (23, 0%), and four units (21, 6%).Only (10, 8 %) of the teachers who assigned this activity for all the units, however, (4,1%) did only one project during the whole year. It is to be mentioned that there were some teachers who never told their learners to perform such a work and their rate was (4, 1%).Whereas, the data gathered in the learners' questionnaire shows that (26, 0 %) of the informants said they performed a project for each unit, and (18, 1%) confirmed that they did it for some units. However, (35, 8%) said they were assigned this task for few units only, and (20, 1%) recognized that they were never asked to realize such a work.

In spite of the fact that the instruction of the project is positioned at the end of the unit, teachers should launch it before starting to teach anything in the unit so as the learners know beforehand what the requirements of the assignment are and what language forms should be focused on during the lessons presentations. It is, in fact, very important that learners reinvest the knowledge constructed in classroom into their projects. Indeed, most teachers (58, 1%) said that they assigned this activity at the beginning of the unit, and (39, 3%) of the learners said their teachers launched the project at the beginning of each new unit.

However, it is worth mentioning that the instruction of these projects is not specified though it is mentioned earlier in the textbook that this assignment allows students –working as a group, in pairs or individually- to do projects where they are

expected to re-invest, in an interactive way, the functions and skills acquired earlier in classroom (Riche, 2008:9). Nevertheless, the data in the teachers' questionnaire shows that (75, 7%) of the teachers said that they told their pupils to do the work in group. And nearly the same information was gathered from the learners' questionnaire in which one hundred (100) pupils out of one hundred and sixty (160) who had answered this question said that they did the project in group. But, the benefit from doing the project in group is to regularly meet out of the school walls, check what each member of the group has done, and evaluate one another's work. The data collected in the learners questionnaires firstly proves that (65, 0%) confirmed that every pupil did the task allotted to him, but while it comes to their meetings out of the school wall the (64) sixty-four pupils who were concerned by this question gave different answers. (10, 3%) said that they met once during the project realisation, and (07, 8%) met twice. However, the remaining pupils (06, 4%) said that they met three times and more, and (6, 9%) admitted to never meet their partners so as to work on their projects. Thus, if we omit the number of the informants who recognized to never meet their partners from the number of the pupils concerned by this question, we would have fifty (50) remaining pupils from the initial informants' number (204) taking part in this study. This results in (24, 5%) of the pupils who recognized to meet their partners at varying frequencies during a project realization. This means that even the project work which is meant to put the learners in an interactive learning situation that encourages collaboration, negotiation of meaning, scaffolding, and knowledge construction is not appropriately handled by the learners under the supervision of their teachers.

5.2.4 Affective Factors

The fourth research question is an attempt to see whether the textbook designers have thought about involving the learners affectively in their learning process, and the hypothesis formulated here was that textbook designers have not thought about introducing tools such as portfolios, diaries and journals that encourage the learners to speak about their learning experiences through which they express their feelings about what they learn in class and out of it.

Theoretically speaking reflection on learning is more rewarding and has a beneficial effect on the learners when it is done in a written form. It is when written information is recorded on paper that the learners can keep track of the 'what' and the 'how' they are learning. Reflection on learning does not only concern the content and the process of learning, but also involves speaking about the personal experiences as of the how well/bad the learner did during a learning experience, whether he/she liked or didn't like working on an activity, task, or project, be it individually or in a group. That is how learners become gradually aware that a growing capacity of metacognitive control nurtures intrinsic motivation (Little et al, 2002:17).

5.2.4.1 Learners' Reflection on the Learning Process

Reflection on the learning process involves learners to express themselves about their learning experiences putting more stress on how well or how badly they worked on a task. It also allows them to speak about the reasons that helped or hindered their learning while working alone or together on a language task or any other activity. Unfortunately, the textbook holds within its pages no such activities that permit the learners to talk about their inner feelings towards the realization of an activity, a task, or a project. In addition to this fact, teachers' practices in classroom seem not to value this kind of behavior such as telling their pupils to keep portfolios where they keep track of their learning experiences. They did not even seem to value the fact that learners could evaluate their own learning and that of their peers in such a way to raise their awareness about them being responsible of the development of their own language learning. Indeed, the data gathered in the teachers questionnaire where they were asked about the kind of evaluation that was most beneficial to their learners' individual deveopment, (48, 6 %) believe that teachers' evaluation to their learners was most beneficial to them, and (39,2%) saw that it is rather self-evaluation. However, the remaining minority (12, 2%) ranked peer evaluation in the third position. This gives an idea about the teachers' beliefs on the learners' self and peer evaluation and its role in developing their meta-cognition so essential in the learner empowerment and transfer of responsibility

from teachers to learners. Even the learners admitted that only (16,2%) of them always evaluated their projects with their partners, and that (19,6%) admitted that they sometimes did. However, (26, 0%) admitted that they never discussed the positive and the negative sides of their project, and (17, 2%) said they rarely did. As for their regular evaluation and reflection on what they have done in the project, most students did not do as very few of them said that they met to work and evaluate the tasks allotted to each member in the group. Another evidence that learners do not reflect on their learning content and process is that they do not have a reference in relation to which they can decide whether or not they are doing well/badly as (78, 4%) recognized to never give project evaluation grids to their pupils.

Thus, it can be concluded that the affective side of the learners is not taken into account in At the Crossroads as the learners are not encouraged to reflect on their learning process through portfolios in which they express their feelings about how well/badly they have worked, or why the group liked/didn't like a task or a project. Moreover, in spite of the fact that there is a progress portfolio for each unit that, unfortunately, the pupils generally do not fill in, At the Crossroads proposes no type of portfolios where the learners are given room to express themselves about the specific quality of a learning experience that gave rise to positive or negative feelings.Why they liked or didn't like the task or the project. What made them happy or unhappy about the work at hand, and what they would do to avoid such inconveniences for future projects.

5.3 Findings Related to the First Four Hypotheses

The data collected through the referential has revealed that apart from the affective factor, the other ones mediating learner autonomy are present in At the Crossroads. This is shown thanks to the existence of some proofs, such as the book map and the unit preview that embody the language content to be studied during the whole school year as well as during each single unit, allow the pupils to know what they are going to learn and can get ready for it before they start the unit study in

class. The textbook also puts the learners in problem solving situations that generate discovery learning which is so essential to shift the roles by giving the opportunity to the learners to know things by themselves instead of being taught by the teacher. Critical reflection is also included in the textbook mainly in the *Listen and Check* and *Read and Check* sequences. Furthermore, self-evaluation practices are also present in each unit thanks to a progress portfolio that the learners should fill in so as to know how well they are doing about the language points they have done in class. Last but not least, the textbook encourages the learners towards developing their self-study skills by proposing remedial work activities in the **Stop and Consider** or **Consolidation and Extension** activities that the learners can go through to reinforce their learning about a specific language point.

These tasks and activities present in the text book are normally there to facilitate the transfer of learning from teachers to learners, and also to raise learners' awareness to take in charge their own learning. However, as it is shown through the data gathered in both questionnaires, the teachers' classroom practices, their beliefs and attitudes towards such newly implemented types of learning do sometimes flow against the tide of change and thus hinders the realization of some of the most principal objectives targeted by the CBA, inter alia, learner autonomy.

This is documented by the fact that even though teachers do think that the book map and the unit preview are two important instruments the learners should regularly consult, this is not proved by the data collected in the learners' questionnaire. The latter shows that (86,3%) of them had never read the unit preview and that (70,1%) of them never tried to know what the content of the unit was before it started and that was also confirmed by the fact that (72,1%) of the informants recognized they never read the previews designated for each single unit.

Another fact about the mismatch between what is in the textbook and what the teachers and the learners actually do, is the fact that the instruction of the problem solving situations that the learners are confronted to is not specified; and as it is explained in theory, discovery learning is more beneficial to the learners when

they work on it in groups so as to negotiate meaning, scaffold one another's learning,and construct their knowledge.Yet, the data collected in the questionnaires shows that (68,6%) of the pupils said that they did the aforementioned assignment individually,and only (4,5%) of the teachers asserted to assign it to be done as a group work activity.

Most noticeable is the progress portfolio that the learners are supposed to fill in after the completion of each unit. This self-evaluation tool is nearly totally neglected as (56%) of the teachers said they never told their pupils to fill in it, and (87, 3%) of the learners admitted to never do it. This shows the degree to which both teachers and learners were unaware about the importance of such evaluation tools in the learning process both inside and outside the school, and mainly for learners supposed to take in charge their own learning.

Another characteristic that has to do with self-study skills is that the textbook proposes remedial work activities in the *Stop and Consider*, *Consolidation and Extension, and in the Check your Progress* sections.. However, in the second sequence (consolidation and extension) the proposed activities help the learners to consolidate and extend their writing skill on one hand, and give to the learners the opportunity to solve problems related to the sounds of English as well as finding their way out of problem-solving situations on the other. The Check your progress sequence also provides the learners with the opportunity to assess their attainment through a series of exercises generally devised around a master-text that encompasses the thematic and didactic components of the unit as a whole. The data collected shows that only (20, 3%) of the teachers told their pupils to do the exercises that are in this sequence for all units.

The above findings are mostly related to the cognitive factors mediating learner autonomy within At the Crossroads and their correlation with the teachers' and learners classroom practices. However, the following ones do mostly deal with the metacognitive factors mediating learner autonomy and their representation in the textbook. One of the most important meta-cognitive activities is that the

textbook embodies activities that allow the learners take control over the management of their own learning. The sequences *Stop and Consider*, and *Consolidation and Extension* provide the learners with activities from which they can select what to do so as to cover the language points they consider not well grasped. Unfortunately, the teachers seem to lack knowledge about the way these sequences are to be handled, since (58,1%) of them recognized that they respected the layout of the activities as they are organized in the textbook, and thus presented these activities in a traditional way by telling the learners to do them in class instead of guiding each learner to choose the one(s) he/she thinks will help him/her remedy his/her own failures and weaknesses. Another very recommended meta-cognitive skill which is a sine qua non to facilitating the transfer of learning from teachers to learners is self-regulated learning. This kind of learning entails learners, among other things, to evaluate their own learning. <u>At the Cross Roads</u> provides a progress portfolio for each unit that the pupils should fill in so as to monitor their progress. Unfortunately, as mentioned earlier in this chapter, most teachers (56, 8%) recognized to never tell their pupils to fill in this self-evaluation tool, and a more considerable number of pupils (87, 3%) confirmed to never do it. This is to show that the learners were not meta-cognitively engaged in their learning and their teachers did not help them towards that.

The Competency-based Approach is rooted in the socio- constructivist learning theory and thus one of the predominant learning situations that should prevail in classroom and be represented in the text-book is interactive learning through pair or group work. The analysis of the textbook has shown that group and pair work activities are constituents of the course-book under study, but the data in both questionnaires show that (48,6%) of the teachers had ranked individual work as the prevailing learning condition in their classrooms, and only (6,8 %) said group work was the one which dominated in their classrooms. The same data were collected in the learners' questionnaire where they ranked individual work, pair work, group work, whole class topic discussions simultaneously.

Scaffolding one another's learning within a Zone of Proximal Development is considered in the textbook, as there are activities, though their number is very limited, that encourage interdependence and which insist on doing the work in groups. Yet, as mentioned before, the teachers did not to pave the way to such kind of learning as they rather assigned activities where their learners worked on their own

Another task on which part of the approach relies and that puts learners in situations where they collaborate so as to achieve a common objective is the project workshop. The textbook embodies project workshops for each unit where groups of learners should work together for their realization. Unfortunately, not all the teachers assigned this task for all the units, and even those who did, sometimes did not insist on the fact that these were to be done collaboratively. In addition to that, a considerable number of the learners said they were never asked to perform such a task, and part of those who did, they did it individually. Furthermore, among the pupils who performed the project in groups, there were some who recognized that they relied on one member in the group to do everything for them, while other ones recognized that they simply got their project ready made in a cyber space. Thus, a very small number of the informants really did the work in groups, but still there is a problem with them since they did not meet so often out of school to reflect upon the work performed by each member in the group.

In addition to all that has been said about the existence of the factors mediating learner autonomy in the text book and the mismatches of the practices that often happen in class and out of it, there are some other facts about the teachers' and the learners' beliefs and attitudes towards learner autonomy which directly affect the natural unfolding of the lessons as in relation to the CBA principles and objectives.

For instance, while asked about implicit and explicit learning, most teachers (66, 2%) said that their lectures were in the form of explicit learning while (35,1%) used the implicit one. This gives us an idea about the kind of learning that the teachers exposed their learners to in spite of the fact that the CBA focuses on

discovery learning which in no way is the result of explicit learning. Another factor that may affect the natural unfolding of the lectures is the beliefs of the teachers towards their learners' responsibility to take in charge their own learning. The statistics show that (78, 3%) of the teachers believed that learners should not take in charge their own learning, and nearly the same number (65, 3%) of teachers believed that teachers were the ones responsible of their learners learning. In the same line of thought, teachers' attitude towards learner autonomy is a factor that shapes classroom practices and thus encourages or impedes learner centeredness. Indeed, while asked about the teacher as being the one who makes himself progressively unnecessary, (43, 2%) informants showed a positive attitude towards autonomous learning, and a slightly higher number (45, 9%) had a negative one.

As for the learners who had taken part in this study while they were asked about who they consider responsible when they failed to perform well while learning the language, most of them (58,8%), unexpectedly, answered that they were the ones to be blamed. This is confirmed later on in the questionnaire when they were asked about their responsibility over their learning where (76,5%) believed it to be so. This might give us insights about their awareness for their responsibility over their own learning, and that it is just a matter of the inappropriate classroom practices they were subjected to which still made them reluctant on their teachers just as is the case in traditional classrooms where the teacher was at the centre of learning instead of the learner. This could be deduced from the fact that, on the other hand, (86, 8%) of the pupils considered the teachers as being responsible for their success in learning.

To sum it up, one can deduce that the first four hypotheses put forward in this study are to a large extent validated since the factors mediating learner autonomy are provided in the textbook, apart from the affective factor which is not, and that it is only a matter of teachers' and learners' classroom practices and also their beliefs and attitudes towards learner centeredness that represent a barrier for their realization.

5.4 Findings Related to the Fifth Hypothesis

The fifth research question was set to find the frequency of appearance of the four factors mediating learner autonomy in the textbook. The hypothesis put forward to check this question was that some factors do appear so frequently but others which are equally important to fostering autonomy are nearly totally neglected.

The referential elaborated for this reason shows in fact that the textbook, as demonstrated previously (see 5.3), embodies the factors meant to mediate autonomous learning, but how often do they appear in At the Crossroads?

Firstly, it has to be mentioned that the textbook embodies two essential cognitive tools, *the book map* and *the unit preview*, that provide the learners with the content of the language to be learnt for each sequence within each unit and also the syllabus for the whole year. In spite of the fact that the aim behind each sequence is clearly stated in the unit preview, still the learners do not know what at the end of each unit they will be able to do. The other cognitive factor that the textbook embodies is that of discovery learning, but the number of these kind of activities is really very limited as their whole number is twelve (12) exercises for the whole book, which makes approximately (2,4) activities for each unit. This makes it clear that one of the most basic principles of the CBA is really not sufficiently represented in At the Crossroads. In addition to that, raising learners' awareness about what to learn entails giving them the possibility to take decisions about what to learn. At the Crossroads proposes no such kind of learning where the learners are free to choose what to learn, and even for the topics related to the project realization the learners are not given the opportunity to choose among diversified topics, but all have to work on the same topic proposed in the textbook. More important for the transfer of responsibility from teachers to learners, is the existence of a progress portfolio for each unit that the learners should fill in at the end of each teaching unit. Yet, for self-evaluation to be efficient, this kind of tools should appear more frequently in the textbook, as for each sequence where learners

should immediately evaluate what they are learning and how well they are doing in learning it, so that they may at once take decisions about how to cover their weaknesses related to that part of learning before they upgrade to another learning point. Furthermore, although the textbook proposes remedial work activities for nearly each language point studied in the different sequences, it still lacks proposing extra references related to the studied language points such as book titles and internet links that the learners can consult to improve their understanding about what they have not managed to grasp in class.

The meta-cognitive factors are less represented in the textbook compared to the cognitive ones. One very essential meta-cognitive strategy that helps fostering learner autonomy is finding ways to enable the learners to take control over the management of their own learning. To help them do it, the learners should be engaged in setting learning goals through tasks and activities that encourage them spot their own weaknesses and make plans for remediation and improvement. This is what the textbook fails to provide the learners with in spite of the fact that remedial work activities are provided in the '***Stop and Consider'*** and '***Consolidation and Extension'*** sequences. But, these resources for remedial work activities are not enough and other ones should have been thought about to be included in the textbook, such as book references and internet links, that the learners could consult when in need.

Taking control over one's learning also requires the learners to be knowledgeable about what they should do and what to insist on while working on an activity or task in classroom or out of it. This could have, at least, been thought of for the project realization, where an evaluation grid for each project should have been provided to the learners so as to have an idea on how they are going to be graded and whether they are going to insist on the process or the end product. This, indeed, is again what the textbook misses to embody within its pages.

Reflection on the content of learning is also an important factor that raises learners' awareness about taking in charge their own learning. Such type of learning

could be done by training the learners to keep journals in which they take notes about what they are learning, why they are learning it and what they will learn next. Thus, samples of journals could have been included in the textbook so as the learners are trained on them and then could later on develop their own ones if necessary with the help of their teachers, be it for tasks done in the classroom or even for the project realization meant to be done in groups out of the school walls.

Another recommended meta-cognitive strategy for self- regulated learning is allowing the learners to plan, monitor and evaluate their own learning. Apart from the progress portfolio that is by the end of each unit meant for self -evaluation, the learners are not given the chance to plan and monitor their learning. As mentioned above, if only they textbook embodies self -evaluation grids, these will enable them to plan their work according to the requirements of the assigned work and consequently will be able to monitor their learning accordingly. Thus, we can consider that this is another factor that textbook designers have missed to think about.

Interactive learning is another very important factor that helps mediate autonomous learning when the appropriate conditions are present. The textbook under study provides activities where learners work in pairs and groups. But, these activities are not enough as the number of the pair work activities is only fifteen (15) which makes an average of three (03) activities for each unit, and the number of group work activities, which is so essential to engage interaction among pupils, is two (2) activities for the whole textbook. In addition to whole class topic discussions which are not proposed in the textbook, it is worth noting that the number of group work is really insufficient and if a teacher misses to assign those two existing group work activities, his pupils would neither have the chance to interact and cooperate, nor would they have the opportunity to scaffold one another's learning within a ZPD.

In addition to interactive classroom activities provided in the textbook, learners are given the opportunity to collaborate and interact outside of it by

working on projects that are assigned for each unit and that the learners are supposed to do in groups. Thus, it should be mentioned that it is a good thing that textbook designers have thought of implementing a project for each unit since this kind of activity helps to foster autonomous learning.

The existing or the missing textbook constituents mentioned earlier are those belonging to the cognitive, meta-cognitive, and social factors. The unrepresented factor in the textbook is that dealing with all the kind of tasks and activities having relation with the affective factor. It would not be appropriate to talk about all those references, criteria and proofs representing the affective factors, since they are clearly described above. (see5.2.4)

To conclude, it can be said that the fifth hypothesis is also nearly totally validated since the data interpretation has shown that some of the factors mediating learner autonomy in the textbook do appear within each unit, but others are rarely represented and many have been neglected and appear nowhere in the course-book.

5.5 Findings Related to the Sixth Hypothesis

The sixth research question that was posed to shape this research is about the extent to which learners and teachers are knowledgeable about the existence and the role played by the factors mediating learner autonomy within the textbook. The hypothesis put forward for this question is that the textbook is conceived in such a way to fit one of the most basic aims of the Competency –based Approach, autonomous learning, but neither the teachers nor the pupils see what the benefits of such factors present in the textbook are. In addition to that, their beliefs and attitudes towards learner autonomy makes it that they very often swing to traditional teaching/learning approaches that hinder this type of learning.

So, in this part of the present chapter, the interpretation of the data gathered through both questionnaires is going to help decide about the validity or the invalidity of the aforementioned hypothesis.

As already described, apart from the affective factors, the textbook embodies the three other remaining factors mediating learner autonomy. Yet, even these remaining factors are not well represented in the textbook, and only some of them could be translated into tasks and activities. But, how about the teachers' and the learners' beliefs and attitudes towards these principles encouraging learner autonomy?

The questionnaires used in this study contained many questions through which teachers and learners' attitudes and beliefs were measured. If we consider questions(2,3,4,5,6) we would notice that the teachers' attitudes towards the 'Book Map' and the 'Unit Preview' were rather positive; even their beliefs towards the importance of such tools for their learners were also positive and most of them claimed that the learners should read them before starting to study the unit. However, when it comes to analyzing the learners' classroom practices, a large majority recognized never to read those tools. Another very important remark is that the teachers were not knowledgeable about the importance of the progress portfolio and its role in improving the learners' level and fostering their autonomy. The data collected shows that the majority of the teachers did not tell their pupils to fill in the progress portfolio and the learners themselves confirmed that they generally did not. Thus, if teachers did not tell their pupils to perform this task, this could be interpreted as being not aware of its importance. The learners too, would certainly be ignorant about their usefulness, otherwise they would use it without being asked by their teachers to fill in it, and would eventually try to spot their weaknesses, set objectives to improve their level and make plans to fulfill those objectives. Even those very few teachers who said they told their learners to fill it, when asked about what they did after they were handed back the progress portfolios of their learners, (55,6%) of them said that they undertook no action to remedy their learners failures.

Another very striking attitude of the teachers towards their learners responsibility over their learning is that (78,3%) of them believed that learners should not be responsible of their learning, but teachers should be. In addition to that, most teachers recognized that they used explicit learning, which was rather a

traditional way of teaching, instead of implicit learning on which the CBA is based. Not only that, but when asked about their opinion on the view that considers that the teacher is the one who makes himself progressively unnecessary, most of the respondents showed their disagreement about it. Therefore, these beliefs and attitudes, might have detrimental side effects on the application of the teaching method suitable to the CBA, and would consequently hinder mediating autonomous learning meant to be achieved by the factors provided in the textbook.

All in all, it can be concluded that the findings listed above, permit us one more time to say that the hypothesis put forward for the sixth research question is validated.

5.6 Conclusion

This chapter is an attempt to match the data collected in the referential and the two questionnaires with the research questions and the hypotheses put forward to conduct this study. In so doing, it has been concluded that the first four hypotheses were validated since the factors mediating learner autonomy are present in the textbook, except from one factor, and that it is just a question of teachers and learners practices, beliefs and attitudes that hinder their application. The fifth hypothesis is also validated as these factors are represented in the textbook but the degree of their frequency is not as frequent as it should be. The sixth hypothesis is also validated since the type of teachers' and learners' attitudes and beliefs towards autonomous learning and their classroom practices were confirmed through the data collected in the different questionnaires. To sum it up, it can be said that the actual layout of the textbook and its content do not help to foster autonomous learning. Therefore, new adjustments have to be made and additional activities taking into account those missing factors have to be introduced. Hence, one can say that a lot remains to be done by textbook designers to elaborate a learning material which is suitable to and at the level of the actual national education objectives and expectations, and more time is to be devoted to teachers' in-service training so as to

get used to the different principles of the approach and how to apply it in their classes.

CHAPTER SIX

Recommendations and Suggestions

Chapter Six: Recommendations and Suggestions

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6.7 Conclusion

6.1 Introduction

The data collected by means of a referential conceived to play the role of a checklist for the textbook analysis, and the two questionnaires addressed to first year secondary school pupils and their teachers, brought some answers to the research questions posed at the beginning of this study. Among the answers it brought is that <u>At the Crossroads</u>, elaborated in reference to the CBA principles, embodies some factors necessary to mediate learner autonomy, but teachers' and learners' beliefs and attitude towards learner centeredness make it that classroom practices do not fit within the appropriate teaching methods congruent with facilitating their implementation into the daily routines of the users of the teaching material under study. Thus, this chapter mainly aims at giving some recommendations to the stakeholders of <u>At the Crossroads</u>, and also proposes a sample unit designed in such a way to meet the requirements of the referential put forward to analyze the textbook under focus.

6.2 Involving the Teacher

In order for educational reform to be effective and lasting, teachers have to be continuously and fully involved in it. Any attempt of educational change that does not involve teachers is doomed to failure. Actually, the concept of autonomy in the classroom invariably brings to mind a vision of learners working happily in groups, pairs or individually while the teacher hovers in the background. However, literature has shown that its development relies not on the application of a "method" but on complex interactive processes that are provided by the teacher's continuous efforts to explore and inculcate its general principles. In other words, the development of learner autonomy compels teachers to review and rethink their teaching and pedagogical beliefs continuously (Little, 2002).But, espousing a new belief does not come from vacuum as the teachers are not the only responsible for managing the change that schools are noticing these days. In fact a top down responsibility in some situations imposes itself.The reform that the Algerian Educational system has lately noticed by the introduction of CBA caused some

problems to teachers who were used to a different approach and in which they spent a lifetime in comfort until this new approach came to challenge their beliefs and attitudes towards teching/learning processes, their new roles in the process and that of their learners.Many in fact have found difficulties to adapt to the new demands of the approach and some still resist to the change.Newly recruited teachers are the ones who, perhaps, could adapt more easily to the requirements of the approach though they themselves suffer from a lack of pre-service training as they come directly from universities without any kind of initiation to teaching, apart from the teaching practice courses they had as a module during their graduation.Thus, the introduction of this new approach was done without any preparation and training for the teachers. After they came back to class from their summer holidays in 2003/2004, secondary school teachers found themselves using a new EFL textbook holding within its pages tasks and activities designed in the light of a new approach about which they had no preriquisite, and which tends to involve the learner in the learning process more than he used to be in the traditional approaches.It was clear that teachers were going to face problems applying the adequate teaching method, and that they will sooner or later go back to their traditional ways of teaching where the teacher, instead of the learner, is at the center of learning.This is to say that implementing a new educational approach implies first giving the teachers the appropriate tools to get rid of their old practices and adopt the ones that may lead them to accomplish their mission in the right way, and ofcourse, providing the suitable tools and learning environment congruent with this approach.This is what Dewey put forward in his philosophical view to schools education:

> "**The criterion of the value of school education is the extent in which it creates a desire for continued growth and supplies means for making the desire effective in fact**." (1997/1916:53).

6.2.1 Teacher's Responsibility

One of the most basic beliefs underlying the learner centred approach is that, because of the difficulties facing education in schools today, it is practically impossible to provide the learners with all the knowledge they require in class.Thus, the very little class time attributed to the target language must be well taken profit from by teachers so as to teach those aspects of the language the learners consider as urgent.Thus, while one major aim or set of aims will be linked to the teaching of precise language skills, other aims will be about developing the pupils' learning skills.Such aims may include the following:

- Providing learners with efficient learning strategies
- Assisting learners to identify their preferred ways of learning
- Developping skills required to negotiate the curriculum
- Encouraging learners to set their own learning objectives
- Encouraging learners to adopt realistic goals and time frames
- Developping learners' skills in self-evaluation

(Nunan,1991:3)

The skills to be considered are:

- Language skills:

Listening, speaking, reading, and writing

- Study skills:

  -Making class rules- using word association-talking about classroom activities-understanding dictionary entries- using dictionary to check spelling-classifying words into groups-exploiting songs to learn English- revising for tests and exams

- Thinking Skills:

-Analytical thinking-lateral thinking- problem solving- critical thinking-

creative thinking- reflective thinking

The competencies to be included are:

- Linguistic competence

- Pragmatic competence

- Discourse competence

- Strategic competence

- Communicative competence

- Rhetorical competence

(Rose and Nicholl, 1997)

Thus, edcational settings which aim to promote a learner-directed learning environment encourage learners to reflect on their learning, understand the process of their learning and the function of language, and adopt patterns of learning in which they themselves take initiatives and feel in control of their progress. The teacher's task, in this regard, is not to be without troubles.

Inspite of the fact that the teacher carries an enormous responsibility in promoting learner autonomy, there has been somewhat less attention paid to his role than that of his learners.Consequently, many teachers see the development of learner autonomy as primarily a change that would take place within their learners. The big questions for these teachers are: How do I get my learners to change? How do I make my learners responsible?

First of all, the teacher must be willing to "let go",i.e. give more freedom of action to his learners, so that his learners can "take over",i.e. take decisions and be more responsible about their learning. This pre-sepposes acceptance of the view that **"to learn is to develop relationships between what the learner knows already and the new system being presented to him, and this can only be done by the learner himself"** (Barnes, 1976:81).This view requires a change in the teacher's traditional role as well as a change in the organization of his classroom towards an autonomous classroom. In order to change, the teacher has to know what to change.He has to be aware of the differences between a teacher- centred teaching

environment and a learner-centred learning environment, and be sure of how to discharge his responsibilities in the latter.

'**In a teacher-directed teaching situation the teacher's responsibility is traditionally to transfer information- school knowledge'**(ibid).Teachers, learners and parents understand and accept this kind of responsibility. All three parties feel to a large degree secure in this situation. Furthermore,this type of environment often supports the teacher's self-esteem; he feels that he delivers good lessons keeping a close eye to the negative sides of his approach.

In this setting the teacher knows what to do: he knows his responsibilities, in the sense that he plans the lessons, carries out the plans and evaluates the outcomes.By and large, he feels confident and at ease in this type of environment. He is in command. It may happen that he is not satisfied with the results, but often blames the irresponsibility of his learners.

Admittedly, we can not expect our learners to be responsible for their learning if they have not got a say in planning, in carrying out the plans, and in evaluating the work undertaken. However, in order to make appropriate decisions when doing so, they must have had a chance of gaining experience and establishing an awareness of various possibilities. This process can be labelled "a learner's four steps towards learner responsibility" as shown in the figure below:

Experience with and insight into useful and relevant activities, suitable partners, appropriate ways of organizing the work undertaken, and various ways of evaluating process as well as progress ⇩ Awareness of what, why and how to learn; awareness of one's role in the learning process   ⇩ Influence on and participation in decision making as regards one's own learning (choice of activities, partners,materials,etc.) ⇩ Responsibility for one's own learning

Figure 6.1. The Four steps towards learner responsibility(Dam, 2003)

It is the teacher's responsibility on the basis of his experience and or professional education to ensure that his learners are guided through these steps towards responsibility for their own learning. In a learning-centred learning environment the teacher is expected to:

-Make clear for his learners what is expected of them (curricular aims, test demands, etc) and to introduce appropriate, useful and varied activities for the learners to choose from in order to reach these as well as their personal goals.

-Present various ways of organizing work and to draw up, together with his learners, criteria for choice of partners based on their own experience with pair and group work –again, so that the learners can make relevant choices for their work.

-Find ways of supporting his learners' choices and decisions instead of spending time checking what they have done or rather what they have not done,forexample, by introducing and applying useful tools in the learning process such as the use of posters and logbooks.

-Support his learners' awareness as regards what, why, and how to learn and also their own role in this process by suggesting different ways of evaluating the work undertaken,forexample, in their logbooks and the use of portfolios. (Dam, 2003)

It is also the teacher's responsibility to establish (and to give time and space for) a dialogue between the learners themselves as well as between learners and teachers. Such dialogue ensures that the process of learning is discussed and evaluated , and in this way the learning process becomes a shared responsibility that is socially undertaken.

6.2.2 Teacher Self-Checking Criteria for Learner Centredness

Teachers willing to launch their learners towards a learning- centred learning environment need to check their classroom practices and see whether they espouse what they are preaching before blaming their learners for a lack of responsibility.

Here is a check list proposed by Dam (2003) that teachers can use to continuously reflect on what he is doing in class :

- Have I made the official demands and aims clear to the Learners and their parents? Do the learners know what is expected from them?
- Have I made my demands/expectations clear?
- Have I supported the learners in setting up their individual goals /aims /objectives?
- Have I given my learners a genuine choice as regards:
  - What to do (type of activity,content of activity)
  - Who to work with?
  - How to do it, including homework?
- Have I prepared my learners to make their choices?
- Have I made sure that my learners are familiar with different activity types, different ways of organizing their work, different tools for keeping track of the work undertaken?
- Have I introduced useful tools for raising the learners' awareness of their own learning as well as for documenting and evaluating their learning process (posters, logbooks,portfolios)?
- Have I provided space and time for evaluating the learning process?
- Have I made sure that the learners' experiences, reflections and evaluations have an impact on further work- for them individually and for the class as a whole?
- Have I entered into a dialogue with my learners- a dialogue that enhances rather than hinders learner autonomy?

In short:

- Have I prepared my learners to take responsibility for their learning?
- Have I followed the formentioned steps.

- Have I managed to establish a learning environment that supports the self-esteem of learners and teacher alike; in other words, an environment that supports the personal development of all participants? (Dam, 2003:145)

6.3 Reflective Learning

Reflecting is a skill which has to be learnt and practised. Its promotion is nowadays considered to be an important goal in learner development. 'Fostering our students' awareness of the learning process is clearly in their own interest; however, making them more active, responsible, autonomous and positive has to be in the teacher's interest, too.'(Robes, 1988:46).When learners stop for a while (by means of developmental activities) to reflect on their learning they stand to benefit from the following gains:

Reflection implies adopting an active role in terms of learning (to learn to monitor themselves help them become active)

Reflection shifts responsibility from the teacher to the learner, contributing to his autonomy.

Reflection transforms failure into feedback by encouraging learners to use their mistakes as a source of information about their weaknesses and to find out ways to learn to do better next time.

Reflection encourages learners to adopt a positive mind set in relation to their learning and the language**.** (Robes1988:47).

And last but by no means least, there is the opportunity for personal and cultural development through the use of suitable cognitive, social, and communicative strategies such as diaries and portfolios.

6.3.1 Diaries

Teachers of languages have always tried to alter learners' beliefs about themselves by showing them that their failures or shortcomings can be ascribed to a lack of effective strategies rather than to a lack of potential. After all, according to Vygotsky (1978), learning is an internalised form of a formerly social activity, and **'a learner can realize his potential interactively-through the guidance of supportive other persons such as paarents, teachers, and peers.'** (Wenden, 1998)

Herein lays the role of diaries, which offer learners the possibility to plan, monitor, and evaluate their learning, identifying any problems they run into and suggesting solutions.

According to Little, diaries are "special copy books where learners could write class work and home work and also record (in the target language) lesson plans, learning goals and short evaluative comments." (2002:90)

6.3.2 Portfolios

A portfolio represents a purposeful collection of the learner's best work during the academic year, it displays to learners and others (parents, friends, etc) their efforts, progress, and achievements. The portfolio could be conventional life folder or a computer typed document with texts, illustrations, and pictures. Johns (1996:132-134) considers portfolios as '**an important element in students' academic lives, an attractive document showing where they have been and where they may be going.'** The primary characteristic of portfolios lies in the provision of continuous record of learners' learning progress. Besides, portfolios enhance learners' involvement in and ownership of their own learning.

Generally speaking, there are two kinds of portfolios: process-oriented and product oriented. The first type is more found at lower grade levels and provide information about the development of a learner. However, the second one is more applicable with secondary school learners and is about a collection of the learners'

most brilliant achievements (Brown,2007: 9-10, cited in Baiche 2008).There are also many kinds of portfolios that have different aims in classroom practices. Here is a list of some of the most common ones:

Documentation Portfolios: These are about a collection of tasks achieved through time, giving evidence about development which reflects the pupils' learning of identified outcomes.

Process Portfolio: These deal with the phases of the learning process that are necessary to provide insights about the pupils' learning processes. It rather stresses the pupils' reflection upon their learning process and embodies the use of reflective journals, think logs, and forms that generate metacognitive processing.

Showcase Portfolio: This type is used for summative evaluation of pupils mastery of the curriculum outcomes' learning. It embodies pupils' well performed tasks as decided by a common view of both the teacher and the learner.

(Web link, cited in Baiche,2008)

Nowadays, portfolios have become of common use in schools and universities the world over. Electronic portfolios are at reach thanks to Internet links where learners can use networks to display their works, experiences, photos, exhibits…etc. This, according to (Barett 2001, cited in Baiche, 2008), brings many benefits to learners, these are as follows:

Easy to create back-up files

Portability and accessibility

Long shelf life

Learner centeredness

Increases technology skills

Portfolios are also sources that help generating learners' meta-cognitive skills that lead to enhancing learners' awareness about taking in charge their own learning.

6.4 Criteria for Speaking Tasks that Foster Autonomous Language Use

In order to maximize speaking opportunities and increase the chances that learners will experience autonomous language use, (Thornbury, 2005) proposes that the following conditions need to be met:

*Productivity***:**

A speaking activity should be wholly language productive in order to pave the way to the learner's autonomous language use. If students can do an information gap task by simply exchanging isolated words, or if only a couple of learners participate in a group discussion , the tasks may hardly justify the time spent setting them up. This is also the case, of course, if learners are speaking in their L1.

Purposefulness:

Generally speaking, language productivity can be increased by setting a clear outcome to the speaking activity, mainly one that requires learners to work collaboratively to achieve a common purpose.

Interactivity:

The activities in which the learner is involved should raise in him the awareness of the effects he is having on his audience. Otherwise they are not considered as activities that prepare the learner for real life language use. Even formal mono-logic speaking tasks such as presentations should be performed in situations where there is at least the possibility of interaction, example; where there is an audience present, one which can demonstrate interest, understanding, and even ask questions and make comments at the end of the presentation.

Challenge:

The task should enable the learners to use their available communicative resources to achieve the outcome. This will help them experience the sense of achievement, even excitement that is part of autonomous language use. Of course if

the level of challenge is too high, this can be counterproductive, inhibiting learners or compelling them to speaking in their L1.

Safety:

While learners should be challenged, they also need to be confidential. That is to say, while meeting those challenges and attempts to autonomous language use, they can do it without too much risk. The classroom should provide the right conditions for experimentation, including the right classroom dynamic and a non-judgemental attitude to error on the part of the teacher.

Authenticity:

The tasks should have some relation to real life language use. If not, they are poor preparation for autonomy. In order to become autonomous, learners will need to experience a quality of communication in the classroom that is essentially the same as communication outside the classroom. It means that the kinds of topics, genres, and situations that are selected for classroom sessions bear some relation to the learners' perceived needs and interests. (Thornbury, 2005:90-91)

6.5 Learner Centred Sample Unit

In this part of the recommendations phase a sample of a unit lay out that fits within the criteria of mediating autonomous learning is presented.The choice has fallen on unit one entitled *Getting Through*.The main theme in this unit is the recent means of communication such the telepehone and the Internet.The structure of the unit is kept as it is in its original form as far as the sequences are concerned, and additons are brought at the level of tasks and activities and the type of instruction.See (appendix) to compare the unit as it is presented in At the Crossroads and the one proposed here.

Unit Preview

In this unit you will learn to…

Sequence One

Listen to, respond to, and give instructions using sequencers.

Express and justify a point of view .

Express preferences and purpose.

Make requests with appropriate intonation

Pronounce two syllable words

Use the comparative forms of adjectives and adverbs

Sequence two

Read and respond to an e-mail

Write an e-mail

Describe a place and people's regular activities

Use the simple present tense+frequency adverbs

Use degree adverbs and reflexive pronouns

Use propositions of place

Sequence three

Listen and respond to telephone messages

Read and respond to short meassages

Write a letter of inquiry

Express obligation and necessity

Write short notes (invitations,apologies…etc)

Stop and Consider

Use link words (to- in order to-so as to)

Use articles: Definite, indefinite,and zero articles)

Use **both**…**and**….**either** …**or** ….and **neither**…. **Nor**

Use modals have to, must, had to

Use reflexive pronouns

Sequence Four

Fill in an application form and write a letter of application

Write a curriculum vitae

Project work shop

You will either…

Make a job application Booklet

Or write an internet users guide for Beginners

Final Objective of the Unit

Through this unit you will develop some competencies that will allow you to re-use in your project workshop what you have learnt in class.You will also devlop social competencies that will enable you to collaborate with your partners to realize tasks inside and outside the classroom.You will also acquire tactics how to check and evaluate your learning and take decision on how you can improve on it.

Sequence 1 : Listening and Speaking

Anticipate

Work with your partner and choose from the words in the box below to label the different constiuents of the computer.

Screeen- floppy disc (First type of USB drive)-central unit-keyboard-monitor-mouse-printer-disk drive-loud speaker
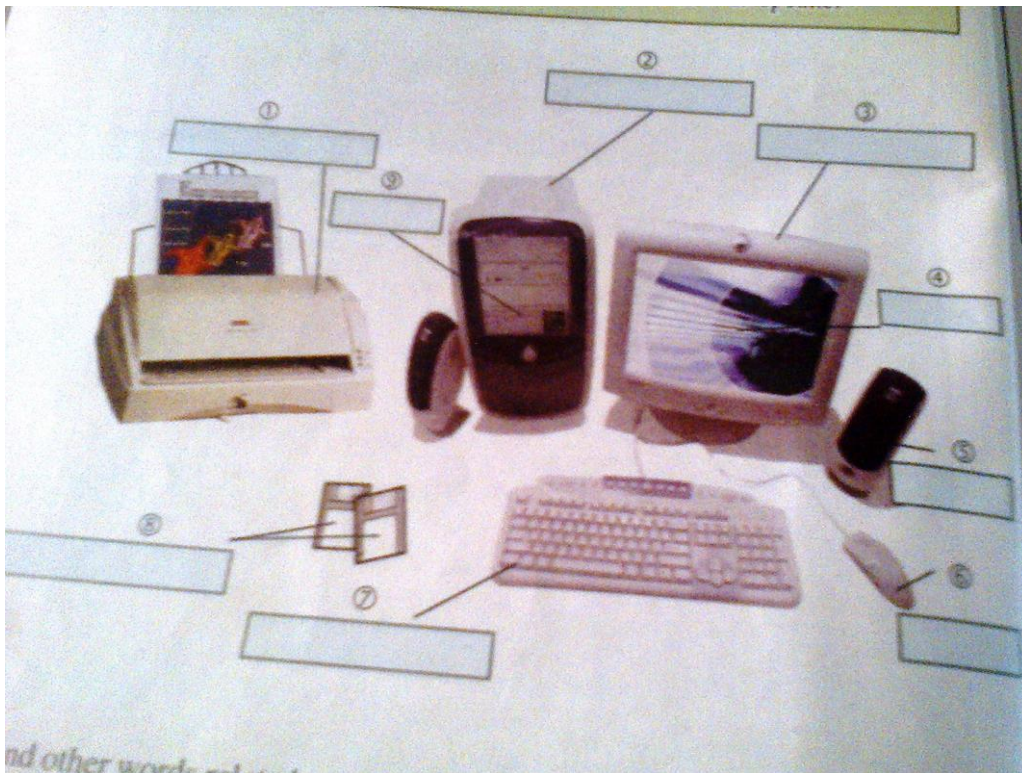
Work in small groups to discuss what these constituents are used for and think about other parts that are not included in the picture above.

(Whole class activity):How do you read the e-mail address below?Take turn to say your own e-mail to your partners.

Englishlearner@yahoo.fr

Listen and Check

1-(Group work) The sentences below are not in order.Re-order them to get coherent instructions for accessing   e-mail.Write numbers 1-7 in the blanks.

A computer class
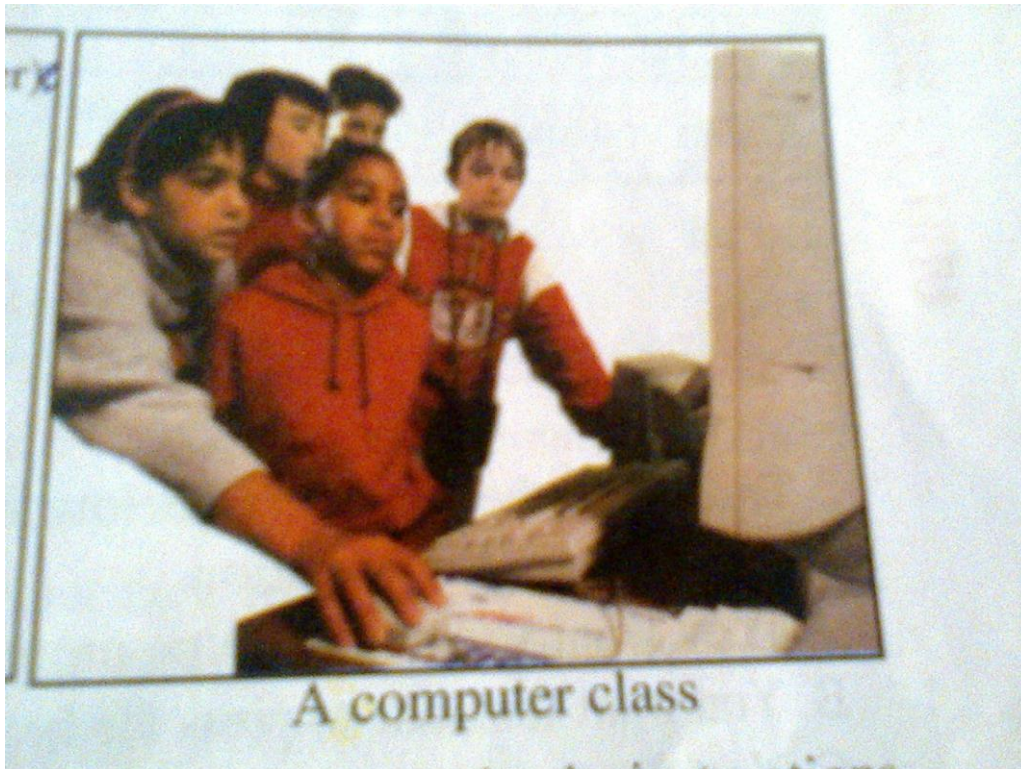
A-Select an ISP (Internet Service Provider from the menu---------

B Switch on the Computer -----------

C-Click on e-mail.-----------------

D- Sign in.-------------

E-Click on "read" or "send" to check or write your messages-------------

F.Enter your ID and password--------------

G.Wait for the connection to your e-mail in-box--------------

2- (Individual work) Listen to the script read by your teacher, and check your answers to exercise 1 above.Then rewrite the instruction using these sequencers: first, then, next, after that, and finally. Exchange your paragraph with your partner for peer reviewing before whole class correction.

Start like this: In order to access e-mail, you need to do the following….

3- The table below compares e-mail with snail mail (classical mail).Listen to your teacher stimulating an interview and tick what interviewees A and B think about e-mail and snail mail.

<center>Interterviewee 'A'   Interviewee 'B'</center>

Features	E-MAIL	Snail Mail	E-MAIL	Snail Mail
Faster				
Cheaper				
More Interesting				
Less Personal				
Less Convenient				

4-(Whole class discussion) Do you agree with Interviewee A or with Interviewee B? Justify your position.(Whole class discussion) Use the expressions (I agree with-I disagree with-I totally agree with-I totally disagree with) to comment on your class partners views.

5- Write a short paragraph about your preferences using the information in the table above. Exchange your paragraph with one of your partners in classroom for peer evaluation, then read it to the whole class.

   Start like this:

I prefer e-mailing messages to sending them by ordinary e-mail./

I prefer to send messages by snail-mail rather than (send) them by e-mail./

I prefer e-mail (to snail-mail).This is because………………..

SAY IT CLEAR

1-Listen to your teacher and use the appropriate arrow (↘ or ↗) to mark the intonation at the end of the requests in the table below.

Informal requests	Formal requests
A. Can you speak louder, please?	A. Could you go less quickly, please?
B.Can you say that more clearly, please?	B-Could you speak more slowly, please?

2-(Pair work) Transform the statements below into formal and informal requests and say them with the right intonation. What rule can you draw from exercise 1 and 2.

You want someone to type more/less quickly(than he/she does).

You want someone to press the key more/less smoothly (than he/she does).

You want someone to use the computer more /less frequently(than he/she does).

You want someone to arrive earlier (than he/she does).

3-Listen and write the words in the box below in column A or column B according to their stress pattern. Discuss with your partners around you and say what you notice.

Browser-modem –erase-cursor-pointer-escape-windows-floppy-icon-keyboard-remove-connect	
Column A	Column B
Browser	

The Hidden Message

Decipher the message below and use the letters of the alphabet to write it. (group work)

/jɔ: ˈflɒpɪdɪsk kənˈteinz ə ˈvaiərəs. rimu:v it frəm mai kəmˈpju:tə/.

It's Your Turn

1-Match clauses in A (1-4) with those in column B (A-D) to get correct sentences.

A	B
1-In order to start the computer	A.You must click on the e-mail option in the menu.
2-if you want to create an e-mail acount,	
3-to choose a site,	B.You have to switch on the central unit and the monitor.
4-you need to click on the 'signup' icon	C.In order to open the page for personal details.
	D.You need to go to the address section.

2- Now, re-order the sentences in exercise 1 above to get coherent instructions for creating an e-mail account.When you finish compare your work with that of one of your class mates.

Pair work: Act a dialogue with your partner who wants to open an e-mail account. Use the modals: must, need to and have to.

Say it in writing

Use the notes on the computer screen below to write a short speech about the usefulness of the internet and its hidden dangers.

Start like this:

I think that the internet is a very useful invention.First,…………paragrah1

The internet can also be dangerous.First,………………….......paragraph2

navigate
search for information
correspond with keypals
send and receive messages
read electronic newspapers
listen to music /chat
play games
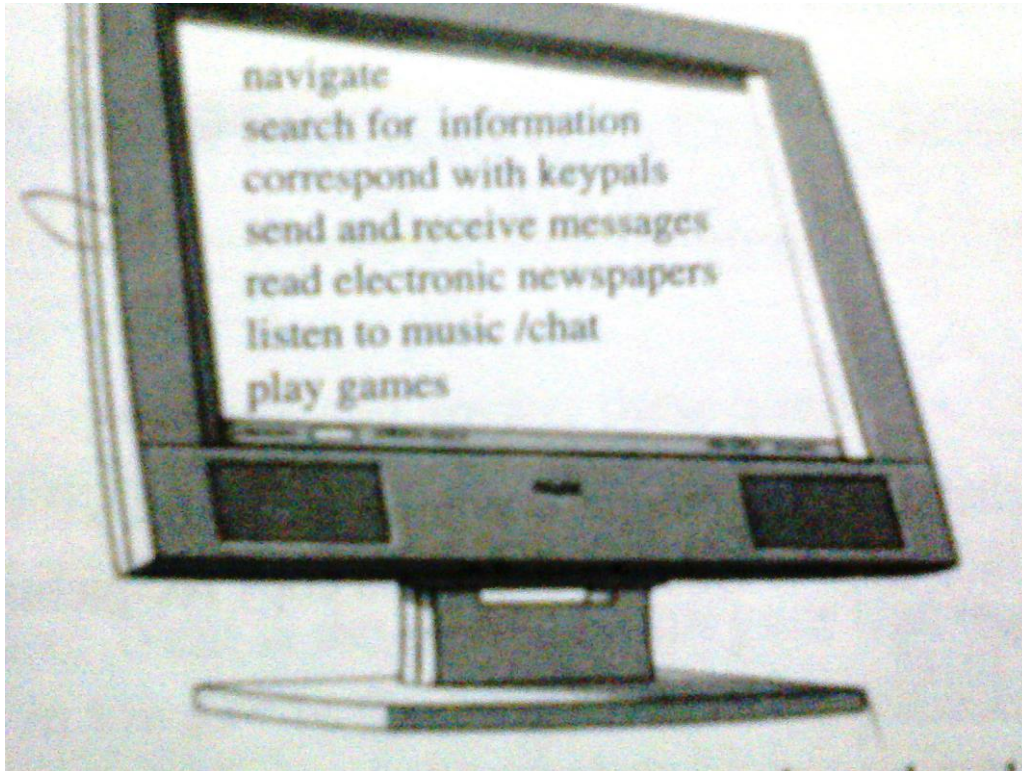
Exchange your speech with one of your classmates for any correction before reading it to the class.

Think about what you learnt

1 . Fill in the progress portfolio below

I can	Very well	Fairly well	A Little
Use the sequencers to give instructions			
Use the comparative form with short and long adjectives			
Use formal and informal requests			
Use the right intonation for formal and informal intonation			
put the stress in two syllable words			

2. Study your progress portfolio and consult the following internet links to work on the items you did not grasp well in class. Do not forget to do the exercises that are in the check your progress part of this unit.You can also consult your school library for such language items.

Sequencers:

  http://ourbasic1.blogspot.com/2010/03/connectors-and sequencers.html

Short and long adjectives in the copmarative form:

http://www.enchantedlearning.com/grammar/partsofspeech/adjectives/comparatives.shtml

Formal and informal requests:

http://usefulenglish.ru/grammar/modal-verbs-exercise-four

Intonation in Formal and informal requests

https://www.youtube.com/watch?v=qLGJb63mkyA (Video comprising listing and pronounciation activities)

Stress in two syllable words

http://www.pronuncian.com/Lessons/Default.aspx?Lesson=4

Use your portfolio and talk about your learning experiences.

You can start like this:

During this sequence I have learnt to…………..I can use ……..to …………./

The activitiy I liked the most is the one which….. …….because…………./

However, I didn't like working on the activity that………Next time I will try to …………..so as to avoid …………………

Sequence Two: Reading and Writing

ANTICIPATE

1-Match icon 1-6 in the screenshot with their functions(A-F)

A – to return to your web browse's home page. (   )

B- to mark aweb site for future use. (   )

C-to move down the page.   (   )

D-To connect to abeb site giving information about keypals/penfriends.(   )

E-to type in a web site address or URL (information resource location). (   )

F. to go back to the previous page. (   )
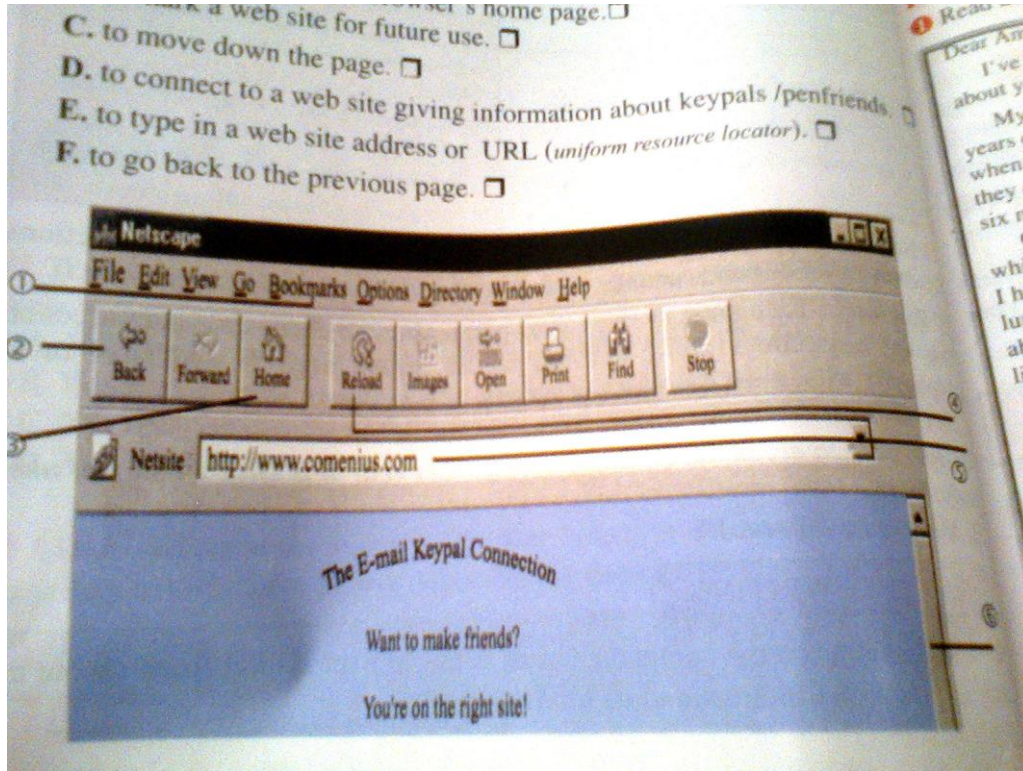
2- Look at the screenshot above and guess what kind(s) of internauts are most likely to visit the advertised web site.

READ AND CHECK

1-Read the e-mail below (see appendix 8.2) and check your answer to question 2 on the previous page.

2-Read the e-mail above again and answer the questions

What nationality is Kirsy?

Why does she want to correspond with Amel?

What is a sauna?What is the equivalent in your language?

Does she live in town or in the countryside?Justify your answer.

How often does she go out at the week-end?

3. Work with your partner and say what the words in bold refer to in the sentences.

DISCOVER THE LANGUAGE

1.(Group work) Read the e-mail and pick up the adverbs that tell us about the frequency Kirsi does an activity.Write the sentences on your copy book and grade these activities from the most to least frequent one.Say why you have decided on such ranking. Pay attention to the position of the adverb in the sentence and draw the rule.

2.(Pair work): Take turns to interview each other about the activities you do during a week day or during the week-end.You can also choose to ask him about one typical day during the summer holidays**.**

Example:

Hello, I'm doing a survey about students' ……………activities.Would you mind answering some of my questions?

No, not at all.You are welcome.

Well, my first question is …………………………………

Now, report your findings about your partners'…………..activities to the class.Start like this: Hamid (frequency adverb) gets up…………..He…..

3.Read the e-mail again and pick up 4 'extreme' adjectives,i.e.,which mean:

A.very angry   B.very small   c.very bad   d.very cold

4. Match the ordinary adjectives 1-8 with extreme adjectives A-H.Then use (4)

        ordinary adjectives with degree adverbs in sentences of your own.

        1.good   A.huge   5. Large   E. brilliant

        2.hot   B. excellent   6. Sad   F.hilarious

        3. tired C. tragic   7.funny   G.fascinating

        4. interesting   D. exhausted   8.clever   H. boiling

WRITE IT RIGHT

1.Read Kirsi's e-mail and write a short reply following the plan below.

Plan: A. Say thank you. Then introduce yourself briefly.

Describe your regular activities using frequency adverbs.
Introduce your family.
Talk about the town you live in and your country.

2.Correct your mistakes then exchange drafts with your partner for peer correction and evaluation before writing a final version of your reply.

THINK ABOUT WHAT YOU LEARNT

1 . Fill in the progress portfolio below

I can	Very well	Fairly well	A Little
Read a simple e-mail and understand its content.			
Describe people's regular activities.			
Use the present tense with frequency adverbs.			
Use degree adverbs.			
Respond to an e-amail			

2. Study your progress portfolio and consult the following internet links to work on the items you did not grasp well in class. Do not forget to do the exercises that are in the check your progress part of this unit.You can also consult your school library for such language items.

Improve your reading comprehension skills:

https://www.teachervision.com/reading-comprehension/skill-builder/55665.html

Reglar activities+present tense

https://rerisra.wordpress.com/2010/01/04/my-daily-routine/

Degree adverbs

http://www.grammar-quizzes.com/adv_degree.html

3.Use your portfolio to talk about your learning experiences during this sequence.

SEQUENCE Three: DEVELOPING SKILLS

NB. All the exercises in this sequence are kept the same as in the book(see page24-25-26-27-28)

THINK ABOUT WHAT YOU LEARNT

1 . Fill in the progress portfolio below

I can	Very well	Fairly well	A Little
Liten and respond to telephone messages			
Read and respond to short messages			
Write a letter of inquiry			
Express obligation and necessity			
Write short notes (invitations,apologies,etc)			

2. Study your progress portfolio and consult the following internet links to work on the items you did not grasp well in class. Do not forget to do the exercises that are in the check your progress part of this unit.You can also consult your school library for such language items.

Inquiry letters

https://www.google.dz/search?q=inquiry+letters+examples

Inviting, apologizing

http://www.readingrockets.org/article/introduction-letter-writing

3.Use your portfolio to reflect on the content of your learning and your learning experiences.

STOP AND CONSIDER

(Individual work +Group work) Read sentences A-D in the box below.Then answer questions A-C.When you finish see what your partners around you have done, discuss with them why they/you are right or wrong.

> **A**.I am writing **to** inform you that we are pleased to offer you the job of Computer Operator at a starting salary of £2,000 a month.**In order** for us **to** process your personal file, please fill in the job application form enclosed here and send it back to us as soon as possible.
>
> **B.** This is just a reminder. **In order not to** lose the forthcoming game, you have to attend regularly all training sessions.
>
> **C.** She has taken the bus **so as to** arrive at school earlier than usual.
>
> **D.So as not to** repeat the year, the students are advised to work harder than they have done so far.

Questions

Which part of the sentences above express purpose?Underline them.

In which two positions can the link words in bold occur?

What are the negative forms of 'in order' and 'so as to'?What conclusion can you draw?

Check your answers to question 1 with the reminder that follows.

REMINDER I

> We use '**to', 'so as to'** and '**in order to**'to express **purpose**.
>
> Example: A.Why did you send him/her a message?
>
>   B.I sent her a message **to/so as to/in order** to congratulate him/her.
>
> The negatives are: **not to, in order not to,** and **so as not to.**
>
> Example:- I sent her a message **not to** invite her, but **to** congratulate her.
>
>   -**So as not to** be late for the party, you have to start now.
>
>   -You have to start now **in order not to** be late for the party.

1. (Individual work)Fill in the blanks in message (A-D) below with 'to' 'in order to','so as to' or their negative forms.There may be several choices.

We are writing ----------------to congratulate you for your success in the competition.

---------------complete your registration, you have to pay the fees before september 12.

I will go to university……………study mathematics, but----------------study literature.

Read your message silently---------------------disturb the other internauts.

2.Check your answers with those of your classmate sitting by your side before reading your sentences to the whole class.

3.Fill in the blanks in the sentences below with reflexive pronouns(himself, herself,itself, yourself, ourselves, themselves)

Example:
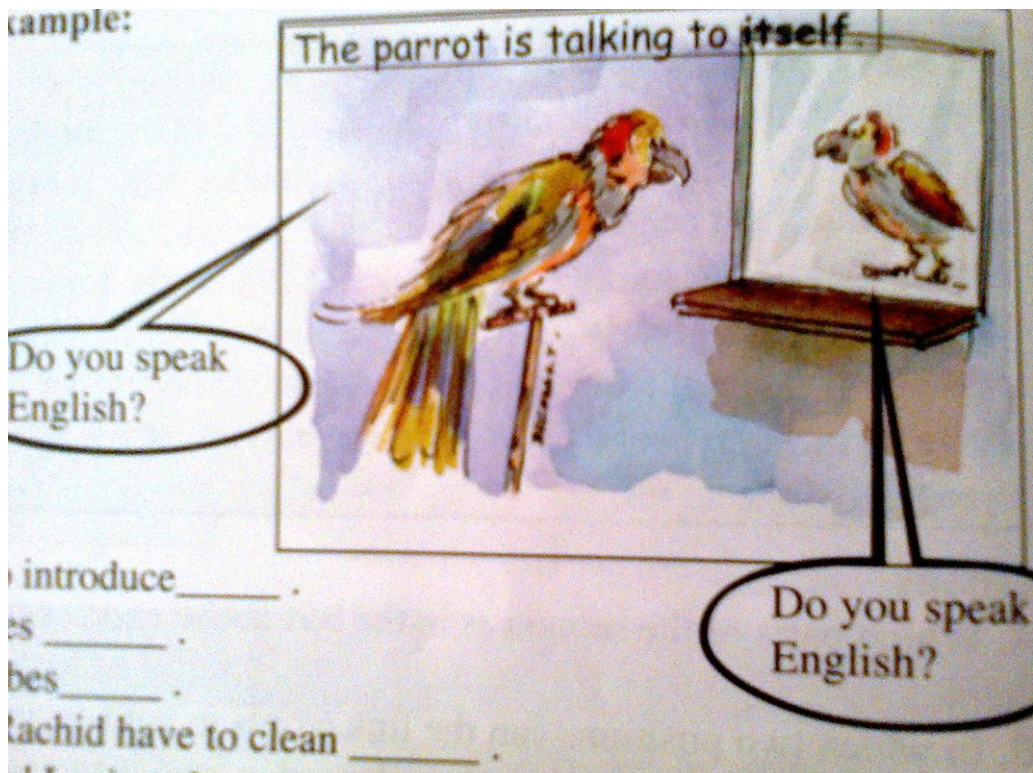
You have to introduce-----------------.

Farid admires---------------.

Amel describes---------------.

Karim and Rachid have to clean---------------.

My friend and I enjoyed-------------------very much at the party.

The parrot is looking at---------------in the mirror.

Check your answer to the exercise above with the reminder below

REMINDER II

Reflexive pronouns are used with some verbs in English when the **object** of the verb is the **same** as the **subject.**

Example: I have to introduce **myself.**

Personal pronoun subject	Personal pronoun object	Possessive adjective	Reflexive pronoun
I You He She It We You They	Me You **Him** **Her** **It** Us You **Them**	**My** **Your** His Her Its **Our** **Your** Their	**My**self **Your**self **Him**self **Her**self **It**self **Our**selves **Your**selves **Them**selves

4. Read the rminder below and do exercise 1 and 2 that follow.

REMINDER III

1. We use affirmative and question forms of 'must' and 'have to' to express obligation.

Example: You must start from here.Do I have to start from here?

2.We use 'must not'/'mustn't' to express prohibition.

Example:You mustn't switch off the computer before closing down the program.

3. We use 'need not/ needn't' and 'do/does not have to' to say that there is no obligation to do something.

Example: You needn't/ don't have to send a message.Just phone them.

Note: There is no past form of must.We use 'had to' and 'did not/didn't have to' to express obligation and absence of obligation in the past.

Example: I missed the bus yesterday.So I had to walk to school.

School Rules

5. (Group work) : Write some rules for the class and the school under three headings.You can include these subjects:punctuality, politeness, eating, studying, sport, uniform, cellphone, homework,etc.

Homework: Ask your parents about the shool rules at the time they were still pupils. Don' forget to use the appropriate modals from Reminder III above.Write at least five sentences.
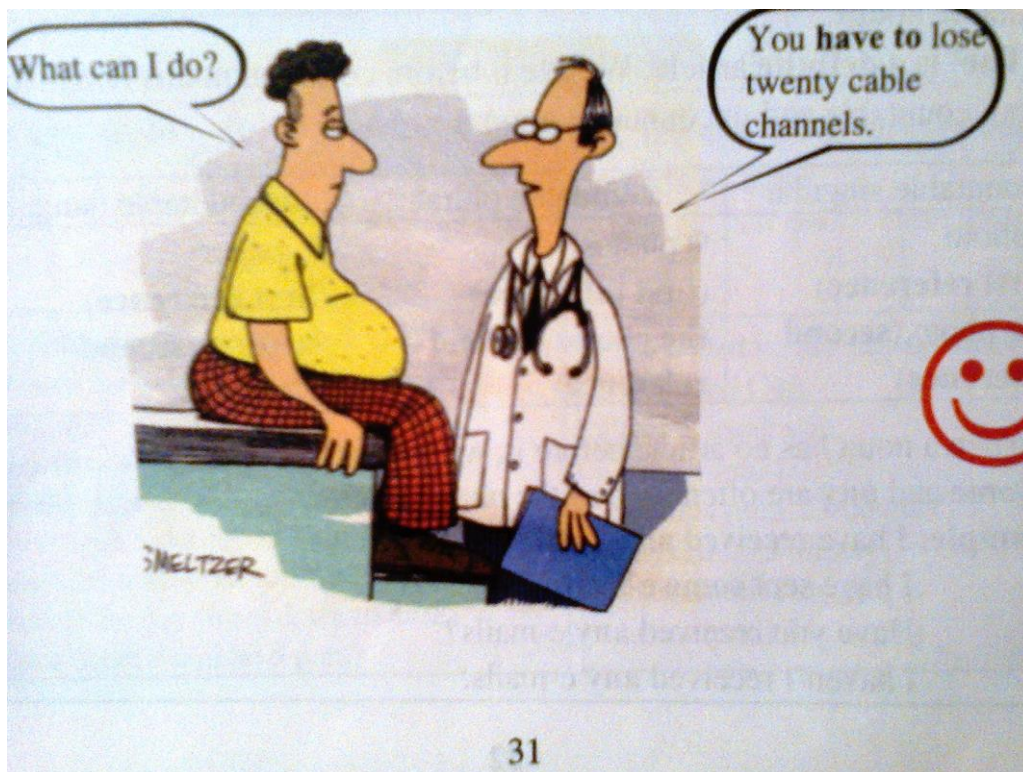
6-(Group work) Activity 3 page 32.The activity is kept as it is, but the pupils have to do it in groups.It's about definite and indefinite articles.

7-Check your answers with the Reminder IV on page 32.

8-Study the following sentences and find the right ones that Kirsi used in her e-mail. Then pick up the words that helped Kirsi avoid the repetitions that are in the sentences below.

Kirsy sometimes has lunch at the school canteen./Kirsy sometimes has lunch at a fastfood restaurant.

They have a dog and a parrot./The parrot doesn't belong to Kirsi./The dog doesn't belong to Kirsi.

The dog belongs to Jari./The parrot belongs to Jari.

9.Compare your findings with the REMINDERVI below.

> A- we use **both….and….,neither…..nor**…..and **either……or** to talk about two alternatives.
>
> Example:Jerry is **neither** rich **nor** famous
>
> B-We can also use **both of….neither of**….., and **either of**.When we use **of** we always need **the , these,those,my,your,them,us,**etc.
>
> Example:**Both of** them are champions.

10-**Combine the following pairs of sentences using either…or , neither…nor, both… and**

1. I don't like Stephen. I don't like Peter.

2. He keeps the keys himself. Or he leaves them with his wife.

3. He did not come. He did not call.

4. He wasn't wearing a shirt. He wasn't wearing a coat.

5. He will not come here. He will not send a representative.

6. He may attend the function. Or his wife may attend the function.

7. Give me freedom. Or give me death.

8. He must have done this. Or his brother must have done this.

9.Arabic is spoken in Algeria. French is spoken in Algeria

10.My country is very wide. My country is beautiful.

THINK ABOUT WHAT YOU LEARNT

1 . Fill in the progress portfolio below

I can	Very well	Fairly well	A Little
Use **in order to/in order not to/so as to/so as not** while I write			
Use reflexive pronouns while I write			
Use have to/must /needn't in their appropriate contexts			
Use a/an/the/Φ articles appropriately			
Use either….or/neither….nor/ both....and to express alternatives			

2. Study your progress portfolio and consult the following internet links to work on the items you did not grasp well in class.Do not forget to do the exercises that are in the check your progress part of this unit.You can also consult your school library for such language items.

-Expresssing purpose:

http://www.myenglishpages.com/site_php_files/grammar-lesson-purpose.php#.VQTA5tKG_kU

-Reflexive pronouns:

http://www.myenglishpages.com/site_php_files/grammar-exercise-reflexive-pronouns.php#.VQTBYtKG_kU

-Expressing obligation/prohibition/Absence of obligation

http://www.ecenglish.com/learnenglish/lessons/modal-verbs-1-permission-prohibition-obligation-no-obligation

-Definite and indefinite articles:

https://www.tesol-direct.com/guide-to-english-grammar/definite-and-indefinite-articles

-Correlative conjunctions:

http://www.gingersoftware.com/content/grammar-rules/conjunctions/correlative-conjunctions/

http://speakspeak.com/resources/english-grammar-rules/conjunctions/correlative

SEQUENCE FOUR:CONSOLIDATION AND EXTENSION

WRITE IT OUT/WORK IT OUT RUBRICS

NB: All the activities in this sequence are retained as they are presented in the textbook since most of them mainly summarise what has been seen previously in addition to one more task which is learning how to fill in a 'RESUME'.

PROJECT WORKSHOP

NB.The tasks retained for this unit's project are the same as the ones proposed in the textbook.

6.6 Project Model for Secondary School Learners

Competency-based Learning is motivated by the idea that the classroom should prepare learners for life. It enables Learners to acquire knowledge and develop skills and strategies that help them complete the kind of tasks they would do in real life .The actual English syllabi for all school levels require from learners to   prepare a project for each unit to show that they have learnt something in class and that they can autonomously apply it in their collaborative projects away from

their teacher.It is commonly agreed among scholars that a successful project realization goes through a well planned process. In fact, preparing learners to create a successful project starts before its assignment and goes along with the unfolding of the unit until it is totally completed. Here is a project model that is likely to mediate autonomous learning.

6.6.1 Before Announcement

While preparing the different sequences of the unit, the teacher has to continuously keep in mind the project requirements and plans his lessons accordingly so as to meet the learners needs in terms of project realisation. Here is a list of activities the teacher should consider while planning his lessons:

Activities where learners alone or in collaboration with their peers discover and practise:

- Grammatical forms that are supposed to be re- used during the project writing.
- Most common vocabulary that learners may use in their project.
- Pronunciation for at least the key words to their project.
- Questioning, answering, agreeing, disagreeing, paraphrasing and reporting (in case they have to do surveys for instance)
- Activivities where learners are involved in discussing, negotiating,and sharing ideas to engage social learning and to develop creative writings.
- Activities that require whole class cooperation and sharing. In this kind of activity the teacher can set the classroom in four or five goups and attributes part of the activity to each one.The learners work within their groups and when the tasks are completed they join their works together to have one complete work. For instance, to introduce writing a biography about a famous writer the pupils know, teacher can ask a group to write about his childhood and parents; the second group about his education; the third group about his family life (wife and children) and the last group about his

common achievements. The teacher should set the learner free to move from one group to the other to ask for information.When all the goups finish their works they join them to have a full biography.

- Activities where learners are involved in answering and comparing their answers with those of their mates.

- From time to time, it is also important to make learners free to choose among classroom activities (for example to ask puplils choose bstween their favourite musician, football player, actor, actress or writer and write about him/her.)

Plan   activities that encourage detachment from the teacher;forexample, vocabulary activities where learners use the dictionary instead of asking the teacher about the meaning of unfamiliar words.Pupils can bring dictionaries from the school library.Oxford pocket dictionarries are available in almost all the school libraries.

Actually the list is not exhaustive and the teacher should think of introducing activities that encourage discovery learning, collaboration, negotiation of meaning, thinking and sharing, evaluating, reflection on the content of learning, reflection on the learning experiences. Otherwise,   unless the teacher introduces those fundamental functions within his lessons, learners will probably have a difficult time working in groups, preparing their projects and learner autonomy willl in no way have a chance to be fostered.

6.6.2 While Announcing

Although the layout of the project in SE1 text-book is positioned at the end of the unit, project work is assumed to run in parallel with the unfolding of the lessons. Therefore, it is the teachers' role to present it to their learners at the beginning of the unit so as to allow them to put into practice what they have learnt in class. Announcing the project at the beginning of the unit aims at raising the learner's awareness about his responsibility to take in charge his own learning at least for the project realization. That will make him start to think, together with his partners, about what to do, where to bring the information from, how to organize

them, and what language forms to use from the very beginning of the unit. The teacher's role during the project realisation is multifaceted. Here are some of the things the teacher and learners should do to succeed a project realisation that may foster learner autonomy:

- The teacher should refer the learners to the text-book page where the project is positioned and set them in small groups to read silently its instruction(s).
- When they have finished reading, the teacher launches a discussion with the learners about what they are supposed to do during this project. This step will allow pupils to talk, explain, ask for clarifications and get things clearer for an eventual successful project preparation.
- The learners should talk about the different tasks of the project and their gradation.
- Teachers should set the learners free to change the gradation of the project tasks and/ or add any other task they see enriching to their project realisation.
- While things are made clear, the teacher should ask the learners to re-join their groups and spot the things they know, the things they don't know and where they intend to bring the information from. The teacher can help by drawing the following table on the board that the learners will complete in their respective groups.

Table 6.1 Tasks, sources of information, and material needed for the project

Things we know	Things we do not know	Source of information	Material we need.
(example) -part one in task two -part two and four in task three	(example) -the remaining tasks	(example) - library -internet -history text-book -ask Ahmed's father who is specialist in the field	(example) -pens -Writing paper -hard paper -glue -the school video -the school data show -a tape recorder

After learners have completed the table, they should divide the tasks. At this

level, the teacher should not tell each pupil within the group what to do, but ought to set them free to decide who will do what as this may certainly be a step towards taking responsibility for their own decisions. It is advisable that learners provide the teacher with the names of the learners within the groups and the task assigned to each of them so as the teacher knows who will do what and to avoid that the same pupils perform the same task for the next project. It will not be of any help if a slow learner keeps doing only the non-linguistic tasks such as drawing or finding photos, those will be convenient starting activities to involve him in the process of social learning, but should move on towards more challenging tasks as he shifts away from one project to another.

After deciding who will do what, pupils should agree about a time table to meet out of the classroom. Here also they are required to decide when and where they should meet to read, check and correct one another's work. If a group finds difficulties to meet, the teacher should get involved in the discussion and tries to propose practical solutions such as talking to the head master of the school to allow them to stay in the classroom or in the library when they have a free time to work on their project.

Bearing in mind the nature and the objectives of the project, learners and teacher determine its final outcome (example: bulletin board display, written report, debate, brochure, letter, handbook, oral presentation, video, multimedia presentation, theatrical performance). At this level, learners and teacher negotiate the most suitable audience for their performance. (classmates, other pupils, parents, headmaster, mayor, police officers...etc)

Now that every thing is decided, pupils should make an action plan with priorities and deadlines, i.e. they should decide which tasks to do first, which to do later and when to prepare every task and finish the whole work.

Once all the previous points are made clear and agreed up on, the teacher gives to each learner an evaluation grid written in English as well as in Arabic. The one written in Arabic can make things clear for the parents if they want to know how their child is being evaluated. The criteria included within these evaluation grids help learners to concentrate on the process, thus   pay more attention to their lessons mainly the parts that are included in the project so as to successfully re-use them in their collaborative works. *Here are examples of project evaluation grids:*

Table 6.2 Project evaluation grid: Sample 1*(Oswald, 2005)*

CRITERIA	Thinking and planning skills				Language skills		
	Independent research 20 points	Information processing (application, analysis, synthesis, evaluation) 20 points	Visual support (drawings, photos, graphic organizers) 15 points	Audience design 15 points	Tenses 10 points	Different language forms seen in the unit 10 points	Spelling and punctuation 10 points
EXCELLENT	Significant out of classroom research. **17-20**	All information is processed **17-20**	Good visual support for information **13-15**	Project is interesting for classmates **11-15**	No mistakes **09-10**	No mistakes **09-10**	No mistakes **09-10**
GOOD	Some out of classroom research **13-16**	Some information processed, some is only copied **13-16**	Some visual support for information **10-12**	Mostly interesting for classmates **10-12**	Fewer than two mistakes **07-08**	Fewer than two mistakes **07-08**	Fewer than four mistakes **07-08**
FAIR	Little or no out of classroom research **09-12**	Most information copied. Little processing done **09-12**	Visual support limited or not appropriate **07-09**	Somewhat Interesting for classmates **07-09**	Fewer than four mistakes **05-06**	Fewer than four mistakes **05-06**	Fewer than seven mistakes **05-06**
POOR	Information from class/text **00-08**	Information only copied, no processing **00-08**	The project does not have visual support **00-06**	Not interesting for classmates **00-06**	Fewer than six mistakes **00-04**	Fewer than six mistakes **00-04**	Fewer than ten mistakes **00-04**
MARK: learners' total score ____ / 5 = ____ points of 20							

Table 6.3 Project evaluation grid: Sample 2 *(Oswald, 2005)*

Did learners…	No	Slightly	Generally	Mostly	Yes
1. Do independent research to find information for their project?	01	02	03	04	05
2. Apply, analyze, synthesize, evaluate somehow process the information?	01	02	03	04	05
3. Support their work with pictures, drawing, photographs or graphic organizers (charts, graphs, mind maps, Venn diagrams, ect)?	01	02	03	04	05
4. Prepare a project that is interesting for their classmates?	01	02	03	04	05
5. Include the planning tool they used to collect and organize their ideas?	01	02	03	04	05
6. Correctly use the required Tense to develop their project writings?	01	02	03	04	05
7. Correctly use the language forms seen in the unit to develop their project writings?	01	02	03	04	05
8. Spell and punctuate their work correctly?	01	02	03	04	05
MARK: learners' total score ____/ 2 = ____ points of 20					

Now that all these steps have been undergone, the teacher can begin the presentation of the unit and the learners on their side can start their preliminary steps into the project realisation.

6.6.3 During the Realisation

Now that the project has been launched and that the teacher has started presenting his lessons, many other practices are to be performed by both parts in the classroom and out of the classroom. The following ones are some of them:

-At this level teacher should introduce learners to language forms, skills, and strategies that match the nature of the information gathering. If for example, the learners have to conduct interviews to collect information, the teacher may plan activities in which the learners learn how to form questions, requests, clarifications and take notes. If the learners are supposed to write letters, the teacher should review the way letters are conceived. If they have to apply for a job, teacher may introduce the way applications are written.

-Teacher should remind the learners about the project whenever they are well equipped in terms of skills to do so.That is to say, whenever the learners come across a language point or a writing format that is supposed to be used in the project, then it is the teacher's responsibility to keep them aware of the fact.

-Following this phase of practicing the skills, strategies, and language forms needed for gathering information, learners are ready to gather information and organize it.

-At this level, the learners need to master the language, skills, and strategies required for the compilation, the analysis, and syntheses of the information they have gathered from different sources. Teacher prepares learners to do this on their own through activities that involve, for example, categorization, making comparisons, and using graphic organizers such as charts.

-Whenever a pupil has performed a task he should meet with his group members to discuss,check and correct eventual mistakes or even bring improvements on it.

Teacher should encourage the learners to use a group diary to keep track and record of their work when they meet. This document can help teacher have evidence of the learners' meetings out of school and also on their on-going planning. This group diary can include the following information:

Meeting Date: ....

Timing: ....

Name of the Performer of the task: ....

Project Title: ....

Task Title: ………….…………..

The original copy of the task performed by the pupil

....

....

....

....

....

The Collective corrected version of the task

....

....

....

....

....

Remarks: This part may include types of mistakes the learner has commited

Grammatical mistakes: (for example , tense used when narrating is the simple past rather than the simple present)

Spelling mistakes: (refer to dictionary)

Format of writing: (refer to lesson done in the classroom for example about how to write a letter)

What have we done in this meeting*?*

We have...........................

We have...........................

We have...........................

What have we learnt in this meeting?

We have ....

We have..........................

We have ....

Next task to be prepared and corrected: …………………… (Title)

Name of the Performer: …………….

Meeting Date and Place: ....

Timing: ……………..………...

Though the over loaded syllabus does not permit teachers to spend full sessions to deal with the project in the class room, we see it a sine qua non that teachers devote at least half an hour a week to interact with learners about their project development and see what they have achieved. It is true that the project is

aimed to be prepared out of the teacher's sight but should not be out of his mind otherwise all the work will not be worth the trouble.

Before handing in their project to the teacher, learners should check whether their project meets all the necessary criteria (correct use of grammar, creative work,visual support of information) and change it if necessary.

After the teacher spots the mistakes and gives back the works to the pupils, they must meet again somewhere to correct and rewrite their final works.

6.6.4 During the Presentation

Now that the learners have read, corrected and completed their project, they can present it in front of their classmates and the guests they have decided to invite. However, the learners should prepare themselves beforehand to their classroom mates questions.To get around their friends tricky questions learners can follow the strategies below:

Before presenting the project,the learners can predict a list of questions that their class mates in the other group may ask and work on them to provide the suitable answers.

Every pupil within the same group reads his mate's work and asks questions to the whole group members.This will allow them practise questions, explanations and negotiation of meanings before the presentation day is there.

6.6.5 After the Presentation

Although teacher and learners view that the presentation of the collaborative work as the final stage of the project work process, it is almost very beneficial to ask learners reflect on this experience as the last step. Learners reflect on the language mastered to complete the project, the content that they have learned about the targeted topic, the steps that they have followed to fulfil their work, and the effectiveness of their final product. Learners can suggest new things for coming

projects and answer questions such as: what did we do in this project, what was the easiest part of the project, what was the most difficult, what did we like best/worst in the project and why? Would we change anything next time - if so what? What advice would we give to another group doing the same project? As learners reflect on what worked well, what did not, and how they can learn from their experiences, they become better monitors of their own learning; they develop more confidence, and self-awareness as they use their own strength to demonstrate learning and understanding rather than simply showing their ability to recall memorised information during a formal class situation.

In addition to reflecting on their own works,self assessement and peer assessement is something very essential to fostering learner autonomy that learners should be encouraged to perform. Therefore the teacher should allow the learners assess their works and that of their mates in the other groups taking into consideration the criteria in the evaluation grid. To do it, after each performance there can be a short break for consultation and each group has to decide the score they want to give. The teacher (or a chosen student) then counts out loud 'three,two,one!' and at that moment all the groups have to show their score cards. Someone who has been appointed scorer counts the scores and writes them on the board. They all vote at the same time, to make groups decide independently and not be influenced by another group's score. Of course, the teacher will judge if the mark given is fair enough or not.

6.7 Conclusion

In spite of the fact that learner autonomy has become an objective for many educational systems, its application is very rarely noticed in schools. This is not because teachers and learners have tried and failed, but in reality in most institution the attempt has still to be made. This is not surprising as learner autonomy application represents a real threat to teacher fronted classes which is still dominant today as is the case in Algerian schools. Teachers are not the only ones to blame for this situation, but authorities who have set learner autonomy as a curriculum goal,

too. Authorities are guilty of two types of failure. First, they have neglected to tease out the implications of this policy not only for classroom practice, but for teacher development and teacher training. Second, they have failed to take the practical steps that those implications demand. In other words, they have done very little to support the culture change that is necessary if learner autonomy is to become a reality for the majority. Thus, this chapter is an attempt to present the most basic theoretical principles that may help sustain those new approaches' principles towards attaining leaner autonomy, as well as presenting some practical tasks and activities that channel the factors mediating autonomous learning.

General Conclusion

The educational reform that the Algerian schools have lately noticed holds within its aspects some new principles and beliefs towards the way languages are learnt. These principles have generated new roles for both the teachers and their learners. The teacher is no more that unquestionable entity that holds knowledge, but is considered as a co-learner, a participant and a guide. The learner is no more that passive individual whose role is to sit quietly and stores the information that the teacher provides to him, but is rather that active element who brings his pre-requisite knowledge to class, works in group, negotiates meaning, constructs new knowledge, and learns new things in class that he re-invests out of the school walls while working alone or with his partners on their project assignments. The learner in this approach is pushed to develop those cognitive, meta-cognitive, social, and affective factors that will enable him become an autonomous learner. This is part of the philosophy that the reform in the Algerian Educational system has come with and set it as an objective to be reached throughout the implementation of the CBA to teach English as foreign language in its schools. This new vision to the Algerian language learner is not to come from vacuum, but has to be the result of planned efforts both from the side of the teachers and the syllabus designers who have to make these aforementioned factors visible in the ELT textbooks through the introduction of tasks and activities that will help the emergence of such skills. Thus, the issue raised in this research is about trying to see whether or not the ELT textbook for SE1 is conceived in such a way to mediate autonomous learning. Therefore, this study is an analysis of At the Crossroads, a textbook that has been in use in secondary school classes here is now more than a decade. The six research questions developed to conduct this study are:

- Are the cognitive factors mediating learner autonomy represented in secondary school year one (SE1)ELT Text-book   At the Crossroads?

- Are the learners meta-cognitively engaged through different tasks and activities while working with At the Crossroads in class and out of it?

- How far is the socio-constructivist approach reflected within the above mentioned textbook layout?

- Have the textbook designers thought about involving the learners affectively in their learning processes?

- How often do these cognitive, meta-cognitive, social, and affective factors mediating learner autonomy appear in the layout of the different units of At the Crossroads?

- How far are pupils and teachers knowledgeable about the existence and the role played by the above stated factors within the textbook and what kind of attitudes and beliefs towards learner autonomy do they have?

These research questions generated the following hypotheses:

- At the Crossroads is elaborated in such a way to foster autonomous learning by engaging the learners cognitively through different tasks and activities, but teachers and learners classroom practices are not congruent with the principles of the approach.

- At the crossroads embodies tools that might develop the learners' meta-cognitive strategies, but neither their position throughout the textbook nor the teachers' and the learners' classroom practices facilitate the right and appropriate investment they are meant for.

- The textbook proposes different kinds of learning situations where learners work individually, in pairs, in groups so as to do different classroom activities, and collaboratively so as to realize assignments such as the project work.

- The designers of At the Crossroads have not thought about introducing types of tools such as portfolios, diaries and journals that encourage the learners to speak about their learning experiences through which they express their feelings about what they learn in class and out of it.

- Some factors do appear so frequently but others which are so important to fostering autonomy are nearly totally neglected.

- The text book is conceived in such a way to fit one of the most basic aims of the Competency –based Approach, autonomous learning, but neither the teachers nor the pupils see what the benefits of such factors present in the textbook are. In addition to that, their beliefs and attitudes towards learner autonomy makes it that they very often swing to traditional teaching/learning approaches that hinder the development of this type of learning.

For the analysis of the textbook a checklist in the form of a referential was elaborated. This referential contained the four factors under question represented under the labeling of domains, and each domain was formed by references and criteria that the textbook designers should have thought of while elaborating the textbook so as to facilitate the transfer of roles from teachers to learners. The whole textbook was studied in search for proofs about those references and the referential was filled in in parallel. The second research instrument that was used to crosscheck the findings in the referential was a questionnaire to the secondary school teachers who are or who had taught first year pupils. The third tool for data collection was also a questionnaire attributed to SE1 pupils. The aim behind these two questionnaires was to see how the respondents use the textbook, what kind of classroom practices they hold, and what their attitudes and beliefs towards learner centeredness were. Seventy-four (74) teachers and (204) pupils belonging to different Algerian schools who took part in this study from different Algerian schools were used as a sample population for this study. The data gathered in these two questionnaires were treated and analyzed through a statistical software 'SPSS'.

The thesis as a whole comprises six inter-related chapters that range from theoretical to practical ones.

The first chapter highlighted the literature in tight relation with the concept of Learner Autonomy. It, in general, presented explanations about what autonomous learning is, how it could be achieved, and what the learning environments and

teaching practices suitable to its enhancement are. The principles behind such a view to language learning were listed within the cognitivist and constructivist approaches to language learning that the researcher had included within this part of the research. A historical track to the starting of learner autonomy was also traced.

The second chapter analyzed the English language teaching situation in Algerian secondary schools, discussed the approach adopted by the Algerian education system, and clarified the objectives behind learning English in schools through such an approach. A detailed description of the ELT Textbook <u>At the Crossroads</u> was presented all along with the layout of the units that it held within its pages.

The third chapter contained two parts. The first one tackled the empirical phase of the study. The methodology followed in handling this research was explained, and the reasons behind choosing such research instruments were clarified. It also gave an idea about the type of data collected within the three different research instruments used in this study. However, the second part dealt with the main part in this research since it was about the textbook analysis. It is to be mentioned that the checklist used for the analysis was a referential developed by the researcher in relation to what was generally said in the literature about the factors mediating learner autonomy.

The fourth chapter was as important as the previous one because it presented the teachers' and the learners' questionnaires analysis and provided data that were used to crosscheck the data gathered in the referential and helped to bring answers for the research questions posed at the beginning of this research.

The fifth chapter represented a general discussion about the findings drawn from the textbook analysis, the learners' questionnaire analysis and the teachers' questionnaire analysis. It also discussed the research questions and their hypotheses in reference to what the research instruments revealed.

The last chapter embodied some recommendations to language teaching practitioners, textbook writers, and eventually language learners. It also proposed a sample unit where the four factors mediating autonomous learning are represented through tasks and activities. A model project work realization was also proposed to both teachers and learners to follow.

This study allowed the researcher to come out with some findings related to the textbook under study and its users. It was found that cognitive criteria that help shift responsibility from teachers to learners were represented in the textbook, some examples are, the existence of ' a book map' and a 'unit preview' that present the language content the pupils are supposed to learn during the whole year within each unit and sequence. The aim behind each sequence is also mentioned in the unit preview, but not the final objective of the whole unit. Another criterion is that the learners are put in a problem solving situation through tasks and activities that are in the textbook. These are but some criteria among others listed here, still (86, 3%) of the learners recognized they never read the 'book map', and (72,1%) of them said that they never consulted the unit preview. Proofs about raising learners' awareness were also depicted and are represented in the form of activities mainly found in the Listen and Check and Read and Check sequences. Unfortunately, the textbook does not provide the learners with diversified activities from which they can choose so as to learn a language point. The same remark was raised with (84, 4%) of the learners who recognized that their teachers never involved them to decide about what to learn, and (58,1%) of the teachers did confirm the same thing. The textbook holds a very important tool for raising learners' awareness which is the progress portfolio, unfortunately, (56, 8%) of the teachers recognized that they never told their pupils to fill in it, and (87,3%) of the learners recognized never to complete these self-evaluation tools. However, as far as the meta-cognitive factor is concerned, and more precisely raising learners' awareness about their learning, the textbook presents a progress portfolio but no kind of activities that train the learners on how to set objectives and make plans to achieve them. Nevertheless, remedial activities are proposed in the textbook. It is to be mentioned that activities that encourage learners' reflection on the learning process are also missing. The social factors are

present in the textbook through pair-work and group work activities and also through project workshops. However, these interactive activities are very limited in number and the project is not tackled in the way that favours collaboration, negotiation of meaning, scaffolding and knowledge construction. The affective factor is totally neglected in <u>At the Crossroads</u>. Thus, it can be concluded that first four hypotheses put forward were totally validated as the factors mediating learner autonomy were represented in the textbook, apart from the affective factor that was not. It was also found that it is only a matter of teachers' and learners' classroom inadequate practices and also their inappropriate beliefs and negative attitudes towards learner centeredness that represented a barrier hindering the application and the realization of those existing factors meant to mediate autonomous learning.

The data also showed that some of the factors mediating learner autonomy in the textbook do frequently appear within each unit, but others are rarely represented and many have been neglected and appear nowhere in the course-book. A good example, is the presence of a progress portfolio for each unit, and also the presence of discovery learning activities through implicit learning. Whereas, a good example, for the factors that appear very rarely in the textbook is the very limited number of pair work and group work activities that are included in the textbook, which proves that the textbook is not interactive. The affective factor, not represented at all, proves that the learners are not given the chance to talk about their learning experiences, the criterion that is very essential to raising their awareness about taking in charge their own learning.

The last hypothesis related to teaching and learning practices, as well as teachers' and learners' beliefs and attitudes towards autonomous learning was also validated. The data collected through the questionnaires proved that teachers' and the learners' classroom practices were not congruent with the main principles of the approach. Their beliefs and attitude towards learner autonomy have also affected the learning process inside and outside the classroom. If we consider questions(2,3,4,5,6) we will notice that the teachers' attitudes towards the 'Book Map' and the 'Unit Preview' were rather positive, and even their beliefs towards the

importance of such tools for their learners was also positive and most of them claimed that the learners should read them before starting to study the unit. However, when it came to analyzing the learners' classroom practices, a big majority recognized never to read those tools. Another very important remark is that the teachers were not knowledgeable about the importance of the progress portfolio and its role in improving the learners' level and fostering their autonomy. The data collected show that the majority of the teachers did not tell their pupils to fill in the progress portfolio and the learners themselves confirmed that they generally did not fill in it. Another very striking attitude of the teachers towards their learners responsibility over their learning is that (78,3%) of them believed that learners should not be responsible over their learning, but teachers should be. In addition to that, most teachers recognized that they used explicit learning, which is rather a traditional way of teaching, instead of implicit learning on which the CBA is based. Not only that, but when asked about their opinion about the view that the teacher is the one who makes himself progressively unnecessary, most respondents showed their disagreement about it.

To sum up, it can be said that the actual layout of the textbook and its content do not help to foster autonomous learning. Thus, new adjustments have to be made and additional activities taking into account those missing factors have to be introduced. Hence, one can say that a lot remains to be done on the side of textbook designers so as to elaborate learning material which is suitable to and at the level of the actual national education objectives and expectations. Whereas for teachers and learners, in spite of the fact that they have shown some signs of adaptation to the new approach, they still have to do more efforts to adjust their practices to the demands of this new learning culture.

To make it clear, according to Cortazzi (1996) a culture of learning generally refers to the expectations, attitudes, values and beliefs about what constitutes good learning, about how to learn, how to ask questions, and what textbooks are for. In many classrooms both teachers and learners are unaware that such a culture of

learning may influence the process of teaching and learning. A culture of learning is, thus, part of the hidden curriculum.

Most teaching methodologies in various countries contain characterizations of the culture of learning. For instance, in Algeria, children are socialized into a culture of learning based on memory, imitation, and repetitive practices, at an early age. The Koranic schools represent a striking illustration of this culture of learning.

When it comes to our present institutions, from primary to higher education, we frequently come across aspects of more 'modern' cultures of learning included in the teaching methodologies. For example, volunteering in class is perceived differently by both teachers and learners; for some, it is a sign of strong interest and activity, whereas for others, it is a kind of showing off. Another example concerns pair-work and group discussion which are useful interactive and learner centered activities that many Chinese students regard as being fruitless. This attitude is in complete contrast with the development of learner autonomy. The Algerian and the Chinese cultures of learning are quite different, in many aspects, from the western one.

Some of these differences are highlighted by Flowerdew and Miller (1995) who state that Chinese students show respect for the authority of the lecturer whereas western students value him/her as a guide and facilitator. They also think that the teacher should not be questioned whereas for western students a teacher is open to challenge. Chinese students also place positive value on keeping silent and unnoticed during a lecture, whereas the western ones place a positive value on self-expression of ideas.

Where do we stand in Algeria as far as culture of learning is concerned? Our situation seems to be a little bit complex as many of the characteristics of both cultures appear in ours. We are aware of the fact that some aspects do not promote learner autonomy such as rote learning, memorization, imitation and so on. We are also aware that methodologies and classroom materials for the acquisition of a foreign language are highly influenced by first language literacy learning, and

belong to the past. A third aspect which holds a less positive view on our culture of learning is the stereotypical images put forward by westerners depicting our educational system as lacking creativity, problem solving skills, reasoning…etc. Kubota argues in this respect that '**labels that symbolize a cultural dichotomy serve to create and perpetuate, rather than reflect cultural difference'** (1999:16).She also maintains that **'…this is a construction of otherness, and the construction of otherness is part of the colonial discourse'**. In other words, it is an artificial view of the 'other as being what the colonizer is not'. The other appears as having negative qualities as backwardness, opacity, lack of reason, and many other degrading attributes.

Taking into account these issues and reacting to these negative attitudes and criticism, our culture of learning is gradually operating a lot of changes in order to be no longer considered as lagging behind. For this purpose and with the advent of CLT the Algerian Ministry of Education placed the promotion of the two skills 'listening' and 'speaking' as primary aims in the new curricula in order to develop the communicative language ability in the learners. This is what happened in the 1990's with the production of the following classroom material. <u>COMET</u> SE3 classes, the <u>New Midlines</u> for SE2 classes, and <u>New Lines</u> for SE1classes. These textbooks have clearly not only served the promotion of the CLT and the CLL but also reacted against mechanical learning through the introduction of procedures and activities leading to autonomous learning. In the new curricula it is clearly stated that one of the goals of language learning is to 'develop the learners' communicative competence…through meaningful activities…using authentic materials…'. Teachers within this approach are encouraged to use and organize materials based on students' needs and to shift from teacher-centered to a learner-centered classes.

In spite of the lack in the curriculum alignment that this approach has noticed within our educational system mainly in what concerns assessing oral production during official exams, the above stated beliefs are gradually being adopted and adapted by our teachers, for some, consciously and for others, unconsciously, in

their every day practices. And the culture of learning is now trying to be congruent with the culture of teaching ,i.e., with the new methodology prescribed in the new textbooks: <u>At the Crossroads</u> SE1, <u>Getting Through</u> SE2, <u>New Prospects</u> SE3, there are some new notions and new techniques introduced in the field of language learning that the teachers are now struggling with, trying to apply them with their learners in their classes. It is not totally wrong to state that, considering the linguistic situation today, the CBA found strong assets already anchored in the field of foreign language teaching. It is not totally wrong either to say that the CLT approach paved the way to the CBA, regardless of the fact that some linguists criticized it. It should be mentioned that in spite of their lack of relevant training, at both linguistic and professional levels, many teachers show that they are not only familiar with the new ideas but they are also able to apply them in their teaching contexts, or at least to try them out in order to break down the standard routines developed through their years of teaching. These new ideas are changing both our culture of teaching and learning. Our students are more and more aware of the importance of learning languages, especially English in a globalized world. The CBA is here to teach them how to undertake a project within a group of pupils and how to solve problem situations using their competencies at the level of the language skills, the study skills and the thinking skills. They enjoy being involved in pair-work, group work, role play, and dramatization. They feel a giddy round of pleasures when they play games, solve riddles, say jokes, and sing songs in the foreign language.

This is what is changing in our culture of learning as far as our students are concerned. On the other hand, teachers at various levels are more and more aware of the importance of team work. Coordination meetings are more frequent than they used to be. They know the importance of using pair work and group work at least every now and then, and have been introduced to a new learning activity which is the project work. In so doing, they are conscious that they are shifting from a teacher-centered class to a learner centered class. Most teachers teach the four language skills in a different way than before, because these skills are no longer presented in a separate way as in traditional ELT textbook, but they are presented in

an integrated form through the new ELT textbooks. They teach their pupils how to tackle a problem-solving situation or how to communicate with a piece of literature, a poem or a passage from a novel at discourse level. They also show them how to use a dictionary, how to make research for their project work, how to organize their time, set deadlines, and how to divide the labor for project realization. Implicit learning has become the way their learners discover language, and they are no more the ones who have to give rules every time there is a new lesson or a new language point to be presented.

Thus, most of these changes in the culture of teaching and learning can lead to the development of learners' autonomy. But, the questions that come to mind are how can autonomy be assessed? How can we know the degree of autonomy that our learners have reached? What can we do with learners who have very little access to ICT's and are living in isolated areas where even the school library is short of the most basic books and dictionaries that the children can use for their research and their project realization? Should these students and their teachers living in remote areas still be considered as being part of the Algerian Education system and treated just as those living in 'privileged areas' or should they be treated apart and be allowed to stick to traditional ways of language teaching? These are all questions and issues worth to be taken into consideration while launching new learning approaches, and could also be used for further research in the field of EFL and most specifically the area of autonomous learning.

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APPENDICES

Appendix1 : The Referential

DOMAINS	REFERENCEs	Criteria	Proofs	Sources	Findings
Domain One:CognitiveFactors					
REF1	The text-book facilitates the transfer of responsibility From teachers to learners				
	Cr1	Language learning objectives for each unit are clearly stated in the text-book.			
		Pr1	The final objective of each unit is mentioned in the book	Text-book	Negative
		pr2	The sequences within the different units have their specific objectives.	Text-book	positive (Book map pages 3-4-5-6-7)
	Cr2	The content of the language points to be studied for the whole year is clearly defined in the textbook			
		Pr1	The content of the different units in terms of language learning points is described in the book map.	Textbook	positive (Book map pages:3-4-5-6-7)
	Cr3	The statement of the different language learning points for each unit is clearly stated and visible in the text-book.			
		Pr1	The existence of a preview for each unit,	Textbook-Unit entrance	positive (pages:15-47-77-109-139)

	Cr4	The pupils construct knowledge about language through discovery learning.			
	pr1	The textbook embodies activities that put the learner in a problem solving situation that leads him to discover new language forms.	Number of such activities within the different units.	(Unit one:ex2p18/9p23/1p24/1p29)(Unit2:1-2 p54)(Unit3:2p84)(Unit4:1-3p116)(unit5:1-2-3p146)
	Pr2	Such activities are done in group to foster negotiation of meaning and encourage scaffolding,	instruction of the activity(Individual, pair or group work	Not specified for all activities mentioned above,
Ref2	The text-book is a means to raise learners' awareness about taking in charge their own learning.				
	cr1	The textbook encourages critical reflection.			
	pr1	Activities that put the learner in a situation where he checks his knowledge about his own learning.	Number of such activities within a sample unit.	Positive(Listen and check/Read and check activities for all units)
	cr2	The learners are given the possibility to take decision about what to learn.			
	pr1	Different kinds of activities from which the learner can choose what to do.	Number of such activities within the different units.	Negative -apart from check your progress activities for all units,

			Topics of the collaborative projects are diversified and learners choose which one to do,	Textbook/ units project topics	Negative(Unit one: 2 topics- the rest of the units one topic for each project)
		pr2			
	cr3		Self- evaluation tools are part of the learning process.		
		pr1	Each unit contains a self- evaluation portfolio.	Text-book- A sample Copy of the portfolio	Positive(pages:43-73-104- 135-165)
	cr4		The text-book enhances self - study skills.		
		pr1	Remedial work activities are proposed for each language point studied in the different sequences.	Textbook	Positive(Stop and consider activities/Consolidation and extension activities)/Check your progress activities,
		Pr2	Extra references related to the studied language points (book titles- internet links) are suggested to the learners for individual consultation.	Text Book	Negative
Domain Two:Meta- cognitive Factors					
Ref 1	The textbook enables the learners to take control over the management of their own learning.				
	Cr1		The textbook involves learners in setting learning goals.		
		pr1	Strategies for spotting one's weaknesses and making plans for remediation.	textbook.	Negative

	Cr2	Pupils are given the opportunity to select specific material in the textbook or elsewhere to fulfil their planned objectives.			
		pr1	Suggested material (activities, tasks, internet links, book references...) to choose from for individual remedial work.	Text-book. A copy of such pages	Positive(Stop and consider activities/Consolidation and extension activities,/Negative for the rest.
	Cr3	The textbook presents tools for assessing achievement and progress.			
		pr1	Self- evaluation grid samples are proposed to be used while working out alone during a project realization for example,	Text-book. A copy of the grid(s).	Negative
Ref2	The text book compels the pupils to reflect on what they are learning.				
	Cr1	With the help of their teachers ,pupils practice how to keep journals			
		pr1	Model Journal activities that allow pupils to answer questions such as: What are we learning? Why are we learning it? What are we going to learn next?	Textbook	Negative
	Cr2	Self- regulation skills are part of the learning process.			

			pr1	Planning, monitoring and evaluating are ongoing and usual practices of the learners in the approach.	Textbook	Negative for planning and monitoring activities. Positive for evaluation(self-evaluation Portfolios for all units+ activities: 2p19/2p23/3p32/3p56/2p81/2p99/2p113/3p129/1p143)
Domain Three: Social Factors					
Ref1	Interaction is the predominant learning condition in the textbook.				
		Cr1	Pupils work together to perform tasks or do activities in class.		
			Pr1	The existence of pair work activities.	Number of pair-work activities within each unit.	Positive: Unit 1(3p19-4p22-4p24-4p26-2p37)Unit 2(4p50-1&2p613p62-3p66)Unit 3(1&2p84-3p91)Unit4(no activity)Unit 5(2p142-1p114)
			Pr2	The existence of group work activities.	Number of group work activities within each unit.	Positive: Unit 1: (1p31)Unit 2 (No activity)unit 3 (4p86) Unit 4 (no activity) Unit 5 (no activity)
			Pr3	The existence of whole class topic discussion activities.	Number of Whole class topic discussion activities within each unit.	No activity for all units
		Cr2	Pupils cooperate to assist each other reflect on task execution.		

		pr1	The existence of group work problem solving activities.	Number of such kind of activities within each unit.	None
		cr3	pupils scaffold one another's' learning within a ZPD.		
		pr1	Group work activities that encourage interdependence.	Number of such kind of activities within each unit.	Unit 1: (1p31)Unit 3 (4p86)
	Ref2	Collaborative Learning is the most visible principle that shapes the design of the textbook.			
		cr1	Pupils are set to perform collaborative assignments.		
		pr1	Group work activities where learners collaborate to learn new language points in classroom.	Number of such activities within each unit.	Unit 1: (ex.1p31)　　Unit 3 (ex.4p86)
		Pr2	Collaborative project works are assigned at the beginning of each unit. The instruction stresses the importance of doing the work collaboratively.	Existence of such assignments for each unit and the type of instruction for each project.	Positive /Instruction not specified.
Domain Four: Affective Factors					
	Ref1	The textbook encourages reflection on the learning process.			
		Cr1	The learners' affective side is taken into consideration.			

		pr1	Portfolios stating how well/badly the learner has worked. The group liked didn't like a task or a project…..	Portfolios in the book	Negative
	cr2	Pupils are given room to express themselves about the specific quality of the learning experience that gave rise to positive or negative feelings.			
		pr1	Portfolio inciting pupils to speak about how they worked well/badly. Why the learner(s) liked or didn't like the task or the project. What made the learner(s) happy or unhappy about the work at hand….	Model portfolios in the book	Negative

Appendix2: Learners' Questionnaire

Questionnaire for Algerian First Year Secondary School Pupils.

Dear Pupils,

This questionnaire is meant for a scientific research about your English textbook <u>At the Crossroads</u>. Unless you answer honestly, my findings will be falsified. This is why I beg you take all your time and provide as far objective answers as possible. No one will know who you are or where you are from since you don't have to write your names nor that of your school. If a question is unclear to you, do please, consult the accompanying version written in Arabic.

Part One

Level: Age:

Gender: Female☐   Male ☐

Part Two: Tick (   ) the answer that is most appropriate to you.

1. Do you use the text-book <u>At the Crossroads</u>to study English in class?

    Always☐sometimes ☐rarely   ☐never☐

2. Have you ever read the content of '*the book map*' on page two of <u>At The Crossroads</u>?

        Yes ☐I am not sure☐ No ☐

3. Do you read the 'Unit Preview' at the beginning of each unit?

        Always ☐sometimes ☐ rarely   ☐never☐

4. Do you try to know what the unit content is about before starting it?

        Always ☐sometimes ☐ rarely   ☐never☐

5. Do you check your progress as you move from one sequence to the other?

        Always☐sometimes☐rarely☐never☐

6. Do you do the exercises that are in the check your progress part of each unit?

        Always ☐sometimes☐rarely☐never☐

7. Do you fill in the check your progress   portfolio that is by the end of each unit?
   (If your answer is **never** don't answer questions:**8,9,10**)

   Always ☐   Sometimes ☐   rarely ☐   never☐

8. If yes, do you hand a copy of it to your teacher?

Always ☐   Sometimes ☐   Rarely ☐   Never☐

9. What action do you take after filling in the check your progress Portfolio?

   a-I do nothing to remedy my weaknesses. ☐

   b-I do more exercises at home to remedy my weaknesses.☐

   c-I ask my teacher to do the lesson again. ☐

   d-I spot my weaknesses, set objectives and make plans to remedy

   my failures.☐

10. What action does your teacher take after you fill in the check your progress
    Portfolio?

    a-He does nothing. ☐

    b-He directs us towards extra material where we can remedy our
weaknesses.☐

    c-He spots our common weaknesses and performs extra lectures
accordingly.☐

d- He trains us to spot our weaknesses, set objectives and make plans to improveour
level.☐

11. Who do you blame when you don't do well in learning the English language?

    The teacher ☐   The text book ☐ Myself ☐   No one ☐

12. Do you think that pupils should be responsible for their own learning so as to
    succeed?

strongly agree☐agree☐undecided☐disagree☐   strongly disagree☐

13. Do you think that teachers should be responsible for their pupils' learning?

    strongly agree☐agree☐ undecided☐disagree☐   strongly disagree☐

14. How do you find your book of English?

    a- Not useful at all ☐

    b- Not useful ☐

    c- Useful ☐

    d- Very useful   ☐

15. Do you do the tasks and the activities as they are presented in the textbook?

Always ☐ sometimes ☐ rarely ☐ never ☐

16. Does the teacher change the form and the content of some tasks in the book which you are supposed to do in classroom?

    Always ☐ sometimes ☐ rarely ☐   never ☐

17. Does the teacher involve you to decide about what to learn in classroom?

    Always ☐   sometimes ☐   rarely ☐   never ☐

18. Which of the following classroom learning situations you are mostly faced wih? Rank

    them from the most to the least frequent one using numbers (**1** for the most frequent

and **4** for the least frequent).

    a- Group work   (   )

    b- Pair work   (   )

    c- Individual work   (   )

    d- Whole class discussion (   )

19. How do you often work on the hidden message, anticipate and discover the language tasks?

    a- Individually ☐

    b- With a Partner ☐

    c- In a group   ☐

    d- Whole class   ☐

20. How often do you do projects for English? (If your answer is **no unit** do not answer the remaining questions)

For each unit☐   For some units☐   for few units☐   for no unit☐

21. When are you asked to start working on your projects?

a-At the beginning of the unit.☐

b-In the Middle of the unit.☐

c- By the end of the Unit.☐

d- When the unit is totally over.   ☐

22. Where do you get the topic of the project from?

 a- The one mentioned in the book.

 b- The teacher proposes a different topic from that mentioned in the book.

  c- The teachers proses many topics and we choose the one that suits us most.

  d- We are free to come out with our own topics.

 23. How do you do your projects?

- a- Individually☐
- b- In pairs   ☐
- c- In groups ☐
- d- Whole class☐

 24.Who does the work If you do your projects in groups?

- a- Every pupil does the task allotted to him.   ☐
- b- One pupil does the whole work for the rest of the group.   ☐
- c- We get it ready made in a cyber space.   ☐
- d- We just copy the works done by other groups in other classes.☐

 25. In case you have chosen answer (a),how often do you meet to check and reflect upon what your partners have done for the project realisation ?

a-Once ☐**b**-Twice ☐**c**-Three times and more ☐**f**-Never☐

26. Does your teacher give you a project evaluation grid so that you know how you are going to be graded?

        Always ☐   sometimes ☐   rarely ☐   never ☐

27. Do you present your project in classroom when you finish it?

    Always☐   sometimes☐   rarely☐ never☐

28. Do you and your group members talk about the positive and the negative sides of your project when you present it?

Always☐   sometimes ☐   rarely ☐never☐

THANK YOU VERY MUCH FOR YOUR COLLABORATION AND HELP

Appendix 3: Learners' Questionnaire Arabic Version

<div dir="rtl">

استبيان تلاميذ السنة أولى ثانوي، الجزائريون

أعزائي الطلبة،

هذا الاستبيان سيستعمل في بحث علمي يخص كتابكم للغة الانجليزية « At the crossroads » إن لم تجيبوا بكل صدق، فبحثي سيكون خاطئا،لذا اطلب منكم أخذ كل وقتكم والإجابة بكل موضوعية.لا أحد سيعرف من تكونون أو من أين أنتم بما أنكم لستم مطالبون بكتابة أسمائكم ولا أسماء مؤسساتكم.إذا وجدتم سؤالا غير مفهوم باللغة الانجليزية ، انظروا إلى هذه النسخة العربية.

الفصل الأول:

المستوى: ....

السن: ....

الجنس: ذكر ☐ أنثى ☐

الفصل الثانيأرمز (✗)إلى الاجابة التي تناسبك أكثر:

1. هل تستعمل الكتاب المدرسي لدراسة اللغة الانجليزية في القسم؟

دائما ☐ أحيانا ☐ نادرا ☐ أبدا ☐

2. هل سبق لك وأن قرأت "خارطة الكتاب" على الصفحة الثانية؟

نعم ☐ لا أدري ☐ لا ☐

3. هل تقرأ "خارطة الوحدة" في بداية كل وحدة؟

دائما ☐ أحيانا ☐ نادرا ☐ أبدا ☐

4. هل تحاول معرفة محتوى الوحدة قبل أن تبدأها؟

دائما ☐ أحيانا ☐ نادرا ☐ أبدا ☐

5.هل تراقب تطورك لما تنتقل من محور إلى آخر؟

دائما ☐ أحيانا ☐ نادرا ☐ أبدا ☐

6.هل تقوم بحل التمارين التي هي في محور "راقب تطوُرك" لكل وحدة؟

دائما ☐ أحيانا ☐ نادرا ☐ أبدا ☐

7.هل تملأ قسيمة راقب تطورك الموجودة في نهاية كل وحدة؟(إذا كانت إجابتك "أبدا" لا تجب على الأسئلة 10،9،8)

دائما ☐ أحيانا ☐ نادرا ☐ أبدا ☐

8.إذا أجبت بنعم ،هل تعطي نسخة منها لأستاذك؟

دائما ☐ أحيانا ☐ نادرا ☐ أبدا ☐

</div>

9. أي إجراءات تأخذ لما تملأ قسيمة راقب تطورك؟

أ.   لا أفعل شيئا لأقوّم نقائصي. ☐

ب. أقوم بتمارين لأقوّم نقائصي. ☐

ج. أطلب من الأستاذ إعادة الدرس. ☐

د.   أحصر نقائصي،أضعأهدافا،و أخطّط لأقّوم نقائصي. ☐

10. أي إجراءات يأخذ أستاذكم بعد ما تملؤوا قسيمة التطور؟

أ.   لايفعل شيئا. ☐

ب. يوجهنا نحو مراجع أخرى لتقويم نقائصنا. ☐

ج. يحصر نقائصنا ،و يجري دروسا استدراكية. ☐

د.   يدربنا علي حصر نقائصنا ،وضع أهداف ،وإجراء مخططات لتحسين مستوانا. ☐

11. من توبخ لما تواجه صعوبات في تعلم اللغة الإنجليزية؟

الأستاذ ☐   الكتاب المدرسينف ☐   لا ☐   ☐

12. هل تظن أن التلاميذ يجب أن يكونوا مسؤولين عن تعلمهملكي ينجحوا؟

أوافق بشدة ☐   أوافق ☐   غير متأكد ☐   لا أوافق ☐   لا أوافق بشدة ☐

13. هل تظن أنه على الأساتذة أن يكونوا مسؤولين عن تعلّم تلامذتهم؟

أوافق بشدة ☐   أوافق ☐   غير متأكد ☐   لا أوافق ☐   لا أوافق بشدة ☐

14. كيف تجد كتابك للغة الإنجليزية ؟

غير مفيد على الإطلاق ☐   غير مفيد ☐   مفيدمفيـ[ا ☐   ☐

15. هل تقوم بحل التمارين و الاشغال كما هي في الكتاب؟

دائما ☐   أحيانا ☐   ن ☐   أبـ ☐

16. هل يغير الاستاذ من شكل ومحتوى التمارين والأشغال الموجودة في الكتاب؟

دائما ☐   أحيانا نادر ☐   أبدـ ☐

17. هل يشركك الاستاذ في تحديد ما تتعلمه في القسم؟

دائما ☐   أحيانا نادـ ☐   أبدا ☐

18. أي من هذه الوضعيات العلمية تتعرض لها أكثر في القسم؟رتب(1من الأكثر -4 إلى الأقلّ)

عمل جماعي ☐   عمل ثنائي ☐   عمل فردي ☐   كل القسم ☐

19. كيف تنجز الأعمال الآتية:"الرسالة المشفرة" ،"توقع واكتشف اللغة" ؟

بمفردي ☐   مع زميل ☐   في مجموعة ☐   مع كلّ القسم ☐

20.كم مرة تقوم بمشاريع في مادة اللغة الانجليزية(إذا كانت إجابتك "ولا لوحدة " لا تجب على الأسئلة المتبقية)

21.متى يطلب منك بداية إجراء المشروع؟

في بداية الوحدة ☐ وسط الوحدة ☐ ع نهاية الوحدة ☐ لمـ☐غ من إنجاز الوحدة ☐

22.من أين تأتي بموضوع المشروع؟

أ. الموضوع المقترح في الكتاب. ☐

ب. الأستاذ يقترح موضوع مختلف عن ذلك الموجود في الكتاب. ☐

ج. الأستاذ يقترح عدة مواضيع ونحن نختار الذي يناسبنا أكثر. ☐

د. نحن أحرار أن نجلب موضوعا من اختيارنا. ☐

23.كيف تنجز المشروع؟

بمفردي ☐ ثنائي ☐ مجموعات ☐ كل القسم ☐

24.من يقوم بالعمل عند إنجاز المشروع جماعيا؟

أ. كل تلميذ يقوم بالعمل المخول إليه. ☐

ب. تلميذ واحد يقوم بكل العمل لباقي التلاميذ. ☐

ج. نحن نأخذ المشروع من عند مقهى الإنترنت. ☐

د. نحن ننقل الأعمال و المشاريع المنجزة من طرف تلاميذ في الأقسام الأخرى. ☐

25.في حالة ما كانت إجابتك "أ"،كم مرة تلتقي مع أعضاء المشروع لتناقش ما أنجزه زملاءك؟

مرة واحدة ☐ مرتين ☐ ثلاث مرات أو أكثر ☐ أبدا ☐

26.هل يسلمكم الأستاذ قسيمة تقويم المشروع لمعرفة كيف ستنقط؟

دائما ☐ أحيانا ☐ نادرا ☐ أبدا ☐

27.هل تلقي على زملائك المشروع في القسم؟

دائما ☐ أحيانا ☐ نادرا ☐ أبدا ☐

28.هل تتكلّم على النقاط الإيجابية و السلبية مع أعضاء المشروع لمّا تلقيه؟

دائما ☐ أحيانا ☐ نادرا ☐ أبدا ☐

Appendix 4 : Teachers' Questionnaire

Questionnaire for Algerian Secondary School EFL Teachers

Dear Colleagues,

This questionnaire is meant for a scientific research about the English text-book <u>At the Crossroads</u>. I beg you take all your time and provide as far objective answers as possible. All the information you provide will remain confidential as you don't have to write your names nor that of the school you belong to. Thank you very much.

Part One

Gender: Male ☐ Female ☐

Position: Full Time Teacher ☐ Part Time Teacher☐

Teaching Experience:

a- From 1 to 10 years☐   b- From 11 to 20 years☐

c- From 21 to 30 years   d- 31 years and more☐

Part Two

1. Using the textbook is primordial to teaching English for pupils.

Strongly agree☐agree☐undecided☐   disagree☐   strongly disagree☐

2. 'The book map' on page two of <u>At the Crossroads</u> is of great importance to teachers.

Strongly agree☐agree☐undecided☐disagree☐strongly disagree☐

3. And so it is for learners.

Strongly agree ☐agree☐undecided☐disagree☐ strongly disagree☐

4. Teachers should carefully read the 'Unit Preview' at the beginning of each unit.
Strongly agree☐agree☐undecided☐disagree☐stronglydisagree☐

5. And so should their learners.
Strongly agree☐agree☐undecided☐disagree☐strongly disagree☐

6. Pupils should be aware of the unit content before starting it.
 Strongly agree☐agree☐undecided☐disagree☐strongly disagree☐

7.How often do you tell your pupils to do the exercises that are in the check your progress part of each unit?

For all the units☐for some units☐ for few units☐ for no unit☐

8.How often Do you tell your pupils to fill in the check your progress portfolio that is by the end of each unit?

For all units☐for some units☐   for few units☐   for no unit☐

9.If yes, do your pupils hand you a copy of it?

Always ☐ Sometimes☐ rarely ☐ never☐

10. What actions do you take after evaluating your pupils' progress portfolio?

a- I do nothing.☐

b- I direct them towards extra learning material for more practice.☐

c- I spot my pupils common failures and planlectures accordingly.☐

d- I train them to spot their weaknesses, set objectives and make plans to improve their level.☐

11. When my pupils don't do well in learning English, I rather blame:

The pupils themselves☐The textbook ☐Myself ☐No one☐

12. There are some scholars who believe that pupils should be responsible for their own language learning so as to succeed. What do you think?

strongly agree☐agree☐undecided☐disagree☐strongly disagree☐

13. Others claim that the teacher should be responsible for his pupils learning if they are to become successful language learners.What do you think?

Strongly agree☐agree☐undecided☐disagree☐   strongly disagree☐

14. How do you find <u>At The Crossroads</u>?

Not useful at all☐Not useful☐Don't know☐Useful☐ Very useful ☐

15. How far do you respect the lay out of the tasks and the activities in the book while teaching?

Always ☐generally☐   sometimes ☐rarely ☐never☐

16. Do you involve the learners to decide about what to learn in classroom?

Always☐sometimes ☐ rarely☐ never☐

17. Which of the following classroom learning situations are your pupils mostly faced with? Rank them from the most to the least frequent one using numbers (**1** for the **Most** frequent and **4**   for the **least** frequent).

      e- Group work(   )

      f- Pair work(   )

      g- Individual work   (   )

      h- Whole class discussion (   )

18. How do you set your pupils while dealing with a problem solving situation (eg.The hidden message, anticipate, and Discover the language tasks)?

      a- Individual work   ☐

      b- pair work   ☐

      c- Group work ☐

      d-Whole class work   ☐

19. How often do your pupils do their projects?

 For five units☐ For four units☐ for three units☐ for two units☐for one unit☐for No unit☐

20.How do they do them?

Individually☐In pairs☐In groups☐Whole class☐

21. Where do they get the topics for their projects from?

  a- The one proposed in the textbook.☐

  b- I propose a topic that is not in the textbook.☐

c- I provide the students with a list of topics and they choose the one that suits them best.☐

d- They can come out with a topic they have chosen themselves.☐

22. When do you tell the pupils to start working on the project?

a- At the very beginning of the unit. ☐

  b- In the middle of the unit.   ☐

  c- By the end of the unit.☐

d- When the unit is totally over.   ☐

23. Do you give your pupils a project evaluation grid?

    Always   ☐sometimes☐ rarely ☐   never ☐

24. Do your pupils present their project in classroom when they finish working on it?

Always☐   sometimes☐   rarely☐ never☐

25.Do your pupils receive feedback (evaluation) after presentation?

Always ☐   sometimes ☐   rarely ☐   never ☐

26. Which kind of evaluation is, according to you, most beneficial to their individual deveopment?Rank them from the most to the least valuable.(1 for most and 4 for least)

    a- Peer evaluation (   )

    b-No evaluation (   )

    c-Self evaluation (   )

    d- teacher's evaluation   (   )

27. The competency-based approach is more learner centred and favours implicit learning over the explicit one.Which of the two types do you apply ?

a-Implicit learning

Always ☐   sometimes ☐   rarely ☐   never ☐

b- Explicit Learning

Always ☐   sometimes ☐   rarely ☐   never ☐

28. A teacher is one who makes himself progressively unnecessary. What do you think?

strongly agree☐agree☐undecided☐disagree ☐strongly disagree☐

THANK YOU VERY MUCH FOR YOUR COLLABORATION AND HELP.

Appendix 5 : Learners' SPSS Questionnaire Variable View

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
1	age	Numeric	8	2		None	None	8	≡ Right	Scale
2	Gender	Numeric	8	2		{1,00, femal...	None	8	≡ Right	Scale
3	Q1	Numeric	8	2	1.Do you use t...	{1,00, Alwa...	None	8	≡ Right	Scale
4	Q2	Numeric	8	2	2. Have you eve...	{1,00, yes}...	None	8	≡ Right	Scale
5	Q3	Numeric	8	2	3. Do you read ...	{1,00, Alwa...	None	8	≡ Right	Scale
6	Q4	Numeric	8	2	4.Do you try to ...	{1,00, Alwa...	None	8	≡ Right	Scale
7	Q5	Numeric	8	2	5.Do you check...	{1,00, Alwa...	None	8	≡ Right	Scale
8	Q6	Numeric	8	2	6.Do you do th...	{1,00, Alwa...	None	8	≡ Right	Scale
9	Q7	Numeric	8	2	7.Do you fill in t...	{1,00, Alwa...	None	8	≡ Right	Scale
10	Q8	Numeric	8	2	8.If yes, do you...	{1,00, Alwa...	None	8	≡ Right	Scale
11	Q9	Numeric	8	2	9.What action ...	{1,00, I do n...	None	8	≡ Right	Scale
12	Q10	Numeric	8	2	10.What action...	{1,00, He do...	None	8	≡ Right	Scale
13	Q11	Numeric	8	2	11.Who do you...	{1,00, The t...	None	8	≡ Right	Scale
14	Q12	Numeric	8	2	12.Do you think...	{1,00, stron...	None	8	≡ Right	Scale
15	Q13	Numeric	8	2	13.Do you think...	{1,00, stron...	None	8	≡ Right	Scale
16	Q14	Numeric	8	2	14.How do you ...	{1,00, Not u...	None	8	≡ Right	Scale
17	Q15	Numeric	8	2	15.Do you do t...	{1,00, Alwa...	None	8	≡ Right	Scale
18	Q16	Numeric	8	2	16.Does the te...	{1,00, Alwa...	None	8	≡ Right	Scale
19	Q17	Numeric	8	2	17.Does the te...	{1,00, Alwa...	None	8	≡ Right	Scale
20	Q18.1	Numeric	8	2	18.1Which of th...	{1,00, Grou...	None	8	≡ Right	Scale
21	Q18.2	Numeric	8	2	18.2Which of th...	{1,00, Pair ...	None	8	≡ Right	Scale
22	Q18.3	Numeric	8	2	18.3Which of th...	{1,00, Indivi...	None	8	≡ Right	Scale
23	Q18.4	Numeric	8	2	18.4Which of th...	{1,00, Whol...	None	8	≡ Right	Scale
24	Q.19	Numeric	8	2	19.How do you ...	{1,00, Indivi...	None	8	≡ Right	Scale
25	Q.20	Numeric	8	2	20.How often d...	{1,00, For e...	None	8	≡ Right	Scale
26	Q21	Numeric	8	2	21.When are y...	{1,00, At th...	None	8	≡ Right	Scale
27	Q22	Numeric	8	2	22.Where do y...	{1,00, The o...	None	8	≡ Right	Scale
28	Q23	Numeric	8	2	23.How do you ...	{1,00, Indivi...	None	8	≡ Right	Scale
29	Q24	Numeric	8	2	24.Who does t...	{1,00, Every...	None	8	≡ Right	Scale
30	Q25	Numeric	8	2	25.In case you ...	{1,00, Once...	None	8	≡ Right	Scale
31	Q26	Numeric	8	2	26.Does your t...	{1,00, Alwa...	None	8	≡ Right	Scale
32	Q27	Numeric	8	2	27.Do you pres...	{1,00, Alwa...	None	8	≡ Right	Scale
33	Q28	Numeric	8	2	28.Do you and ...	{1,00, Alwa...	None	8	≡ Right	Scale

Appendix 6: Learners' SPSS Questionnaire Coded Data View

	age	Gender	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
1	17,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	2,00	1,00	1,00
2	17,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	3,00	.	.	.	3,00	2,00	1,00	2,00
3	19,00	2,00	1,00	1,00	4,00	2,00	4,00	2,00	4,00	.	.	.	3,00	2,00	1,00	3,00
4	16,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	1,00	1,00	2,00
5	19,00	2,00	3,00	3,00	3,00	3,00	4,00	3,00	3,00	3,00	2,00	2,00	3,00	2,00	2,00	3,00
6	19,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	2,00	1,00	2,00
7	19,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	1,00	1,00	3,00
8	16,00	2,00	2,00	3,00	2,00	4,00	4,00	4,00	4,00	.	.	.	2,00	4,00	2,00	3,00
9	17,00	1,00	2,00	3,00	3,00	3,00	4,00	2,00	2,00	2,00	1,00	1,00	3,00	4,00	1,00	4,00
10	16,00	2,00	2,00	3,00	3,00	3,00	4,00	2,00	2,00	4,00	3,00	3,00	1,00	2,00	1,00	3,00
11	17,00	2,00	3,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	2,00	2,00	3,00
12	18,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	1,00	1,00	4,00
13	16,00	1,00	2,00	3,00	4,00	4,00	4,00	3,00	4,00	.	.	.	4,00	1,00	1,00	3,00
14	16,00	1,00	2,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	4,00	1,00	1,00	3,00
15	17,00	1,00	1,00	3,00	3,00	1,00	4,00	3,00	4,00	.	.	.	4,00	5,00	4,00	3,00
16	15,00	1,00	1,00	2,00	3,00	2,00	4,00	1,00	2,00	.	.	.	4,00	2,00	1,00	4,00
17	18,00	2,00	2,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	1,00	1,00	1,00	3,00
18	18,00	2,00	1,00	3,00	4,00	4,00	3,00	4,00	4,00	.	.	.	3,00	1,00	1,00	3,00
19	17,00	2,00	1,00	3,00	4,00	2,00	4,00	4,00	4,00	.	.	.	3,00	2,00	2,00	3,00
20	18,00	2,00	2,00	3,00	4,00	1,00	4,00	2,00	4,00	.	.	.	3,00	1,00	2,00	4,00
21	18,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	4,00	1,00	1,00	3,00
22	17,00	2,00	2,00	3,00	4,00	4,00	4,00	2,00	4,00	.	.	.	1,00	1,00	1,00	3,00
23	19,00	2,00	4,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	4,00	1,00	1,00	3,00
24	15,00	1,00	2,00	3,00	3,00	4,00	4,00	4,00	4,00	.	.	.	3,00	1,00	1,00	3,00
25	16,00	1,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	1,00	1,00	3,00
26	16,00	1,00	2,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	1,00	1,00	4,00
27	18,00	2,00	2,00	3,00	4,00	4,00	4,00	2,00	3,00	4,00	4,00	1,00	3,00	1,00	2,00	3,00
28	15,00	2,00	1,00	3,00	3,00	4,00	4,00	3,00	4,00	.	.	.	3,00	1,00	2,00	3,00
29	18,00	2,00	1,00	3,00	4,00	4,00	4,00	3,00	4,00	.	.	.	3,00	3,00	2,00	3,00
30	18,00	2,00	3,00	2,00	4,00	4,00	3,00	2,00	4,00	.	.	.	3,00	1,00	3,00	3,00
31	16,00	1,00	1,00	3,00	3,00	4,00	4,00	4,00	4,00	.	.	.	1,00	1,00	1,00	2,00
32	17,00	1,00	3,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	1,00	3,00	1,00	2,00
33	16,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	1,00	5,00	1,00	1,00
34	18,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	3,00	1,00	1,00
35	17,00	2,00	1,00	3,00	4,00	4,00	4,00	2,00	4,00	.	.	.	4,00	3,00	1,00	2,00
36	16,00	2,00	1,00	3,00	3,00	4,00	3,00	2,00	4,00	.	.	.	3,00	1,00	2,00	3,00
37	16,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	3,00	4,00	1,00	3,00	1,00	5,00	5,00	2,00
38	18,00	2,00	2,00	3,00	4,00	4,00	3,00	3,00	4,00	.	.	.	1,00	1,00	1,00	4,00
39	20,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	1,00	2,00	1,00	1,00
40	16,00	1,00	2,00	2,00	3,00	4,00	4,00	1,00	4,00	.	.	.	3,00	1,00	2,00	4,00
41	17,00	1,00	1,00	3,00	4,00	4,00	4,00	1,00	4,00	.	.	.	3,00	2,00	2,00	3,00
42	15,00	2,00	4,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	1,00	2,00	1,00	3,00
43	15,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	1,00	5,00	4,00	1,00
44	15,00	2,00	2,00	3,00	4,00	4,00	3,00	2,00	4,00	.	.	.	3,00	2,00	3,00	3,00
45	19,00	2,00	1,00	3,00	4,00	4,00	3,00	3,00	4,00	.	.	.	1,00	3,00	2,00	3,00
46	17,00	2,00	3,00	3,00	4,00	2,00	4,00	2,00	4,00	.	.	.	1,00	1,00	1,00	1,00
47	21,00	1,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	3,00	2,00	1,00
48	17,00	1,00	2,00	2,00	3,00	3,00	4,00	1,00	4,00	.	.	.	3,00	1,00	2,00	3,00

	age	Gender	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
49	16,00	1,00	1,00	3,00	3,00	4,00	2,00	2,00	4,00	.	.	.	3,00	1,00	2,00	3,00
50	16,00	1,00	1,00	3,00	4,00	4,00	4,00	3,00	4,00	.	.	.	4,00	1,00	2,00	3,00
51	19,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	4,00	1,00	4,00	3,00
52	17,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	2,00	4,00	4,00
53	17,00	2,00	1,00	3,00	4,00	4,00	3,00	3,00	3,00	.	.	.	1,00	2,00	1,00	3,00
54	16,00	1,00	1,00	2,00	1,00	2,00	4,00	1,00	4,00	.	.	.	1,00	4,00	2,00	1,00
55	16,00	1,00	1,00	2,00	4,00	4,00	4,00	1,00	2,00	.	.	.	1,00	4,00	2,00	1,00
56	16,00	1,00	2,00	3,00	1,00	4,00	4,00	2,00	4,00	.	.	.	4,00	1,00	2,00	3,00
57	16,00	1,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	1,00	1,00	1,00	1,00
58	16,00	1,00	1,00	3,00	4,00	4,00	2,00	2,00	4,00	.	.	.	4,00	1,00	2,00	3,00
59	16,00	1,00	1,00	3,00	2,00	4,00	4,00	2,00	1,00	4,00	4,00	3,00	4,00	2,00	1,00	3,00
60	15,00	2,00	1,00	3,00	4,00	3,00	4,00	4,00	4,00	.	.	.	3,00	2,00	1,00	1,00
61	16,00	1,00	1,00	3,00	4,00	4,00	2,00	2,00	1,00	4,00	4,00	3,00	3,00	2,00	1,00	3,00
62	17,00	1,00	2,00	3,00	4,00	4,00	4,00	2,00	4,00	.	.	.	1,00	2,00	1,00	4,00
63	15,00	1,00	1,00	3,00	4,00	4,00	1,00	2,00	4,00	.	.	.	1,00	1,00	1,00	3,00
64	17,00	2,00	1,00	3,00	4,00	4,00	4,00	2,00	4,00	.	.	.	3,00	2,00	1,00	2,00
65	18,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	3,00	.	.	.	2,00	2,00	5,00	1,00
66	16,00	1,00	1,00	3,00	2,00	3,00	4,00	4,00	4,00	.	.	.	3,00	3,00	1,00	1,00
67	16,00	1,00	1,00	3,00	4,00	4,00	1,00	2,00	4,00	.	.	.	4,00	1,00	1,00	2,00
68	15,00	1,00	1,00	3,00	4,00	2,00	4,00	3,00	4,00	.	.	.	3,00	3,00	1,00	1,00
69	16,00	2,00	1,00	2,00	4,00	4,00	4,00	2,00	2,00	3,00	3,00	4,00	3,00	1,00	2,00	3,00
70	18,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	4,00	2,00	1,00	2,00
71	16,00	2,00	1,00	3,00	3,00	1,00	4,00	3,00	4,00	.	.	.	3,00	1,00	2,00	3,00
72	18,00	2,00	1,00	3,00	4,00	4,00	4,00	3,00	4,00	.	.	.	3,00	1,00	2,00	3,00
73	18,00	2,00	1,00	3,00	4,00	4,00	4,00	2,00	4,00	.	.	.	4,00	4,00	1,00	1,00
74	19,00	2,00	1,00	3,00	2,00	4,00	4,00	2,00	4,00	.	.	.	1,00	1,00	2,00	3,00
75	16,00	2,00	1,00	3,00	4,00	3,00	2,00	2,00	4,00	.	.	.	1,00	1,00	1,00	4,00
76	17,00	2,00	4,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	4,00	3,00	1,00	2,00
77	15,00	1,00	2,00	3,00	3,00	4,00	4,00	4,00	4,00	.	.	.	4,00	2,00	1,00	3,00
78	14,00	1,00	2,00	3,00	4,00	3,00	4,00	4,00	4,00	.	.	.	4,00	1,00	2,00	3,00
79	15,00	1,00	1,00	3,00	4,00	4,00	4,00	3,00	4,00	.	.	.	1,00	3,00	1,00	3,00
80	15,00	1,00	1,00	3,00	4,00	4,00	4,00	3,00	4,00	.	.	.	4,00	3,00	1,00	3,00
81	15,00	1,00	1,00	3,00	4,00	4,00	4,00	3,00	3,00	4,00	1,00	.	3,00	1,00	1,00	3,00
82	15,00	1,00	1,00	3,00	4,00	2,00	4,00	2,00	3,00	4,00	1,00	.	3,00	1,00	1,00	3,00
83	15,00	1,00	1,00	3,00	3,00	4,00	4,00	3,00	3,00	4,00	4,00	.	2,00	3,00	2,00	2,00
84	15,00	1,00	1,00	3,00	3,00	4,00	4,00	3,00	4,00	.	.	.	3,00	3,00	2,00	3,00
85	15,00	1,00	1,00	3,00	3,00	4,00	4,00	3,00	4,00	.	.	.	4,00	2,00	2,00	4,00
86	15,00	1,00	1,00	3,00	4,00	4,00	4,00	3,00	4,00	.	.	.	3,00	2,00	1,00	3,00
87	16,00	1,00	1,00	3,00	4,00	4,00	4,00	1,00	4,00	.	.	.	4,00	2,00	1,00	3,00
88	15,00	1,00	1,00	3,00	4,00	4,00	4,00	3,00	4,00	.	.	.	1,00	4,00	1,00	1,00
89	16,00	1,00	1,00	3,00	4,00	4,00	4,00	2,00	4,00	.	.	.	3,00	3,00	1,00	3,00
90	17,00	1,00	1,00	3,00	2,00	3,00	4,00	2,00	4,00	.	.	.	1,00	2,00	2,00	4,00
91	15,00	1,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	2,00	2,00	3,00
92	15,00	1,00	1,00	3,00	2,00	4,00	4,00	2,00	4,00	.	.	.	4,00	5,00	1,00	3,00
93	15,00	1,00	1,00	3,00	4,00	2,00	4,00	2,00	4,00	.	.	.	4,00	5,00	1,00	3,00
94	17,00	1,00	1,00	3,00	4,00	4,00	4,00	1,00	3,00	4,00	4,00	.	1,00	2,00	1,00	2,00
95	17,00	1,00	1,00	3,00	4,00	4,00	4,00	1,00	4,00	.	.	.	3,00	4,00	4,00	3,00
96	15,00	1,00	1,00	3,00	2,00	4,00	4,00	3,00	4,00	.	.	.	3,00	3,00	2,00	3,00

	age	Gender	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
144	16,00	2,00	3,00	3,00	2,00	4,00	3,00	2,00	4,00	.	.	.	3,00	2,00	2,00	3,00
145	17,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	3,00	2,00	2,00	2,00
146	15,00	2,00	1,00	3,00	4,00	1,00	4,00	1,00	4,00	.	.	.	4,00	1,00	1,00	3,00
147	18,00	2,00	4,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	4,00	4,00	1,00	1,00
148	17,00	1,00	1,00	3,00	4,00	4,00	4,00	2,00	4,00	.	.	.	3,00	2,00	1,00	2,00
149	15,00	1,00	2,00	3,00	4,00	3,00	1,00	4,00	4,00	.	.	.	3,00	3,00	3,00	3,00
150	17,00	1,00	3,00	3,00	2,00	3,00	4,00	2,00	4,00	.	.	.	3,00	1,00	3,00	4,00
151	17,00	1,00	2,00	3,00	4,00	4,00	4,00	2,00	4,00	.	.	.	4,00	1,00	2,00	4,00
152	19,00	2,00	4,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	1,00	1,00	1,00	4,00
153	20,00	2,00	1,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	1,00	3,00	3,00	3,00
154	21,00	2,00	4,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	4,00	1,00	2,00	4,00
155	17,00	1,00	1,00	3,00	4,00	2,00	4,00	4,00	4,00	.	.	.	1,00	1,00	1,00	3,00
156	17,00	2,00	1,00	3,00	4,00	1,00	4,00	4,00	4,00	.	.	.	3,00	1,00	2,00	4,00
157	17,00	2,00	3,00	3,00	3,00	4,00	4,00	2,00	3,00	.	.	.	3,00	1,00	1,00	4,00
158	15,00	1,00	3,00	3,00	2,00	4,00	4,00	2,00	4,00	.	.	.	3,00	2,00	1,00	3,00
159	17,00	2,00	1,00	3,00	2,00	3,00	4,00	1,00	4,00	.	.	.	3,00	2,00	5,00	2,00
160	17,00	1,00	3,00	3,00	4,00	2,00	4,00	2,00	4,00	.	.	.	3,00	1,00	2,00	3,00
161	17,00	2,00	2,00	3,00	2,00	3,00	4,00	3,00	4,00	.	.	.	3,00	1,00	3,00	3,00
162	17,00	2,00	2,00	3,00	4,00	3,00	4,00	1,00	4,00	.	.	.	3,00	1,00	3,00	3,00
163	18,00	2,00	2,00	3,00	4,00	4,00	1,00	4,00	4,00	.	.	.	3,00	1,00	1,00	4,00
164	19,00	2,00	2,00	3,00	4,00	2,00	4,00	2,00	4,00	.	.	.	3,00	1,00	1,00	4,00
165	18,00	2,00	4,00	3,00	1,00	4,00	3,00	2,00	4,00	.	.	.	3,00	1,00	5,00	4,00
166	16,00	1,00	2,00	3,00	4,00	1,00	3,00	1,00	4,00	.	.	.	1,00	2,00	1,00	3,00
167	16,00	1,00	2,00	3,00	4,00	3,00	4,00	2,00	4,00	.	.	.	3,00	2,00	1,00	3,00
168	16,00	1,00	3,00	3,00	4,00	3,00	4,00	1,00	4,00	.	.	.	3,00	1,00	1,00	3,00
169	17,00	1,00	3,00	3,00	4,00	4,00	4,00	4,00	4,00	.	.	.	4,00	3,00	2,00	1,00
170	20,00	1,00	1,00	3,00	4,00	3,00	4,00	1,00	4,00	.	.	.	3,00	1,00	2,00	4,00
171	19,00	2,00	1,00	3,00	4,00	4,00	4,00	3,00	4,00	.	.	.	1,00	1,00	1,00	3,00
172	17,00	1,00	3,00	3,00	3,00	2,00	3,00	2,00	3,00	.	.	.	3,00	2,00	1,00	3,00
173	17,00	2,00	1,00	3,00	2,00	3,00	4,00	1,00	4,00	.	.	.	4,00	3,00	5,00	3,00
174	17,00	2,00	1,00	3,00	4,00	3,00	4,00	4,00	4,00	.	.	.	4,00	3,00	5,00	1,00
175	17,00	1,00	1,00	3,00	4,00	3,00	3,00	2,00	4,00	.	.	.	1,00	1,00	3,00	3,00
176	16,00	1,00	2,00	3,00	4,00	3,00	4,00	1,00	4,00	.	.	.	1,00	1,00	1,00	4,00
177	17,00	2,00	3,00	3,00	4,00	4,00	4,00	3,00	4,00	.	.	.	4,00	1,00	1,00	2,00
178	16,00	1,00	1,00	3,00	3,00	4,00	4,00	1,00	4,00	.	.	.	3,00	1,00	1,00	4,00
179	17,00	1,00	2,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	3,00	1,00	1,00	3,00
180	17,00	2,00	1,00	3,00	3,00	4,00	4,00	4,00	4,00	.	.	.	3,00	1,00	3,00	4,00
181	16,00	2,00	1,00	3,00	3,00	2,00	3,00	1,00	4,00	.	.	.	3,00	1,00	2,00	4,00
182	16,00	2,00	1,00	3,00	4,00	4,00	3,00	1,00	4,00	.	.	.	3,00	1,00	1,00	3,00
183	15,00	2,00	1,00	3,00	4,00	4,00	4,00	2,00	4,00	.	.	.	3,00	1,00	1,00	1,00
184	16,00	1,00	2,00	3,00	4,00	4,00	4,00	2,00	4,00	.	.	.	3,00	1,00	1,00	3,00
185	15,00	1,00	1,00	3,00	1,00	4,00	4,00	4,00	4,00	.	.	.	3,00	1,00	1,00	3,00
186	18,00	1,00	1,00	3,00	4,00	4,00	4,00	1,00	4,00	.	.	.	3,00	2,00	2,00	3,00
187	16,00	1,00	1,00	3,00	4,00	3,00	4,00	1,00	4,00	.	.	.	3,00	1,00	1,00	3,00
188	16,00	1,00	1,00	3,00	4,00	3,00	4,00	1,00	4,00	.	.	.	3,00	1,00	2,00	3,00
189	15,00	1,00	1,00	3,00	3,00	4,00	4,00	1,00	4,00	.	.	.	1,00	1,00	3,00	2,00
190	15,00	1,00	1,00	3,00	2,00	3,00	4,00	1,00	4,00	.	.	.	1,00	1,00	1,00	2,00
191	15,00	2,00	3,00	2,00	3,00	4,00	4,00	2,00	4,00	.	.	.	3,00	2,00	1,00	2,00

	age	Gender	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
192	15,00	1,00	1,00	2,00	4,00	4,00	4,00	2,00	4,00	.	.	.	3,00	5,00	1,00	3,00
193	17,00	1,00	1,00	1,00	4,00	1,00	4,00	1,00	4,00	.	.	.	3,00	1,00	1,00	4,00
194	15,00	2,00	1,00	1,00	4,00	2,00	4,00	1,00	4,00	.	.	.	3,00	1,00	1,00	3,00
195	18,00	2,00	1,00	1,00	4,00	4,00	4,00	1,00	4,00	.	.	.	3,00	2,00	1,00	4,00
196	16,00	2,00	1,00	1,00	4,00	2,00	4,00	1,00	4,00	.	.	.	3,00	1,00	1,00	4,00
197	15,00	2,00	1,00	1,00	4,00	4,00	4,00	1,00	4,00	.	.	.	3,00	1,00	2,00	4,00
198	17,00	2,00	1,00	1,00	4,00	2,00	4,00	1,00	4,00	.	.	.	3,00	2,00	2,00	3,00
199	18,00	2,00	1,00	1,00	4,00	1,00	4,00	1,00	4,00	.	.	.	3,00	1,00	1,00	4,00
200	16,00	1,00	1,00	1,00	4,00	4,00	2,00	1,00	4,00	.	.	.	3,00	1,00	1,00	4,00
201	18,00	2,00	1,00	1,00	4,00	2,00	4,00	1,00	4,00	.	.	.	3,00	1,00	1,00	4,00
202	18,00	2,00	1,00	1,00	4,00	4,00	4,00	1,00	4,00	.	.	.	3,00	1,00	1,00	4,00
203	16,00	1,00	1,00	1,00	4,00	2,00	4,00	1,00	4,00	.	.	.	3,00	2,00	1,00	3,00
204	16,00	1,00	1,00	1,00	4,00	4,00	4,00	1,00	4,00	.	.	.	3,00	1,00	1,00	3,00

	Q15	Q16	Q17	Q18.1	Q18.2	Q18.3	Q18.4	Q.19	Q.20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28
1	2,00	4,00	4,00	3,00	2,00	1,00	4,00	1,00	1,00	3,00	1,00	2,00	.	.	4,00	1,00	4,00
2	2,00	4,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	2,00	2,00	3,00	1,00	4,00	4,00	1,00	2,00
3	2,00	2,00	2,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	.	.	.	.	.
4	2,00	4,00	4,00	3,00	1,00	2,00	4,00	1,00	3,00	1,00	1,00	2,00	.	.	4,00	3,00	4,00
5	4,00	4,00	3,00	3,00	1,00	2,00	4,00	2,00	3,00	1,00	3,00	3,00	3,00	.	4,00	4,00	3,00
6	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	.	.	.	.	.
7	1,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	.	.	.	.	.
8	2,00	2,00	2,00	3,00	2,00	1,00	4,00	2,00	3,00	1,00	3,00	2,00	.	.	4,00	2,00	1,00
9	3,00	4,00	4,00	3,00	2,00	1,00	4,00	1,00	2,00	2,00	1,00	3,00	1,00	2,00	4,00	2,00	2,00
10	2,00	4,00	3,00	3,00	2,00	1,00	4,00	1,00	1,00	4,00	1,00	2,00	.	.	4,00	1,00	1,00
11	4,00	2,00	4,00	3,00	1,00	2,00	4,00	1,00	1,00	2,00	4,00	2,00	.	.	4,00	2,00	4,00
12	4,00	3,00	4,00	3,00	1,00	2,00	4,00	1,00	1,00	3,00	1,00	2,00	.	.	4,00	1,00	1,00
13	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	2,00	2,00	1,00	2,00	.	.	4,00	4,00	4,00
14	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	2,00	2,00	1,00	2,00	.	.	4,00	4,00	4,00
15	2,00	3,00	4,00	2,00	1,00	3,00	4,00	2,00	2,00	1,00	1,00	3,00	1,00	3,00	4,00	4,00	2,00
16	2,00	3,00	4,00	3,00	2,00	1,00	4,00	1,00	2,00	2,00	1,00	3,00	1,00	3,00	4,00	4,00	2,00
17	3,00	2,00	4,00	3,00	1,00	2,00	4,00	4,00	3,00	3,00	1,00	3,00	1,00	4,00	4,00	2,00	1,00
18	2,00	3,00	4,00	4,00	2,00	1,00	3,00	1,00	3,00	4,00	2,00	2,00	.	.	1,00	1,00	1,00
19	3,00	4,00	4,00	3,00	1,00	4,00	2,00	1,00	2,00	2,00	1,00	3,00	1,00	4,00	4,00	4,00	2,00
20	1,00	2,00	4,00	2,00	4,00	1,00	3,00	2,00	1,00	2,00	1,00	2,00	.	.	4,00	2,00	1,00
21	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	.	.	.	.	.
22	2,00	2,00	4,00	3,00	4,00	2,00	1,00	1,00	2,00	1,00	1,00	3,00	1,00	3,00	4,00	2,00	2,00
23	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	2,00	2,00	4,00	2,00	.	.	4,00	2,00	2,00
24	2,00	2,00	4,00	2,00	3,00	4,00	1,00	1,00	1,00	2,00	1,00	3,00	2,00	.	4,00	4,00	2,00

	Q15	Q16	Q17	Q18.1	Q18.2	Q18.3	Q18.4	Q.19	Q.20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28
73	4,00	1,00	4,00	1,00	3,00	2,00	4,00	3,00	3,00	1,00	1,00	3,00	3,00	.	4,00	1,00	2,00
74	2,00	2,00	4,00	1,00	3,00	2,00	4,00	1,00	2,00	1,00	3,00	3,00	2,00	.	4,00	1,00	4,00
75	3,00	4,00	4,00	1,00	3,00	4,00	2,00	2,00	2,00	1,00	1,00	3,00	1,00	1,00	4,00	1,00	3,00
76	4,00	4,00	4,00	3,00	1,00	2,00	4,00	1,00	2,00	1,00	1,00	3,00	1,00	4,00	4,00	1,00	4,00
77	1,00	4,00	4,00	2,00	1,00	3,00	4,00	2,00	3,00	1,00	1,00	2,00		.	4,00	2,00	3,00
78	1,00	4,00	4,00	3,00	2,00	1,00	4,00	2,00	2,00	1,00	1,00	2,00		.	4,00	2,00	2,00
79	2,00	4,00	4,00	4,00	2,00	1,00	3,00	1,00	3,00	3,00	1,00	1,00	.	.	4,00	4,00	4,00
80	2,00	4,00	4,00	4,00	2,00	1,00	3,00	1,00	3,00	3,00	1,00	3,00	2,00	.	4,00	4,00	3,00
81	2,00	4,00	4,00	4,00	2,00	1,00	3,00	1,00	3,00	3,00	1,00	3,00	1,00	1,00	4,00	4,00	4,00
82	2,00	4,00	4,00	3,00	2,00	1,00	4,00	3,00	3,00	3,00	1,00	3,00	2,00	.	4,00	4,00	3,00
83	1,00	3,00	4,00	2,00	3,00	1,00	4,00	1,00	2,00	2,00	1,00	1,00		.	4,00	4,00	3,00
84	2,00	3,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	3,00	1,00	1,00	.	.	4,00	4,00	4,00
85	2,00	3,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	3,00	1,00	1,00	.	.	4,00	4,00	4,00
86	2,00	4,00	4,00	4,00	2,00	1,00	3,00	2,00	2,00	3,00	1,00	1,00	.	.	4,00	4,00	4,00
87	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	4,00	1,00	3,00	2,00	.	4,00	4,00	4,00
88	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	4,00	1,00	3,00	2,00	.	4,00	4,00	4,00
89	2,00	2,00	4,00	3,00	2,00	4,00	1,00	1,00	3,00	4,00	1,00	3,00	3,00	.	4,00	4,00	4,00
90	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	.	.	.	.	.
91	2,00	2,00	4,00	3,00	2,00	1,00	4,00	3,00	1,00	4,00	1,00	3,00	1,00	1,00	4,00	4,00	4,00
92	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	4,00	4,00	3,00
93	2,00	2,00	4,00	3,00	2,00	1,00	4,00	2,00	3,00	4,00	1,00	3,00	1,00	2,00	4,00	4,00	3,00
94	2,00	2,00	4,00	3,00	1,00	2,00	4,00	2,00	3,00	4,00	1,00	1,00	.	.	4,00	4,00	3,00
95	2,00	2,00	4,00	3,00	1,00	2,00	4,00	1,00	3,00	4,00	3,00	3,00	1,00	4,00	4,00	4,00	4,00
96	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	4,00	1,00	3,00	1,00	4,00	4,00	4,00	3,00
97	1,00	2,00	4,00	4,00	3,00	2,00	1,00	1,00	3,00	4,00	2,00	3,00	1,00	1,00	4,00	1,00	3,00
98	1,00	4,00	4,00	3,00	2,00	1,00	4,00	2,00	3,00	4,00	1,00	3,00	1,00	1,00	4,00	4,00	3,00
99	1,00	2,00	4,00	3,00	1,00	2,00	4,00	1,00	3,00	4,00	2,00	3,00	1,00	3,00	4,00	4,00	4,00
100	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	4,00	1,00	3,00	2,00	.	4,00	4,00	4,00
101	3,00	2,00	4,00	1,00	3,00	4,00	2,00	1,00	3,00	4,00	1,00	3,00	2,00	.	4,00	4,00	4,00
102	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	4,00	1,00	3,00	1,00	3,00	4,00	4,00	3,00
103	2,00	3,00	4,00	3,00	2,00	1,00	4,00	4,00	4,00	.	.	.	.	.	.	.	.
104	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	.	.	.	.	.
105	2,00	4,00	4,00	3,00	2,00	1,00	4,00	2,00	4,00	.	.	.	.	.	.	.	.
106	2,00	4,00	4,00	3,00	2,00	1,00	4,00	2,00	3,00	4,00	1,00	3,00	1,00	1,00	4,00	4,00	4,00
107	1,00	4,00	4,00	2,00	1,00	4,00	3,00	1,00	3,00	3,00	1,00	3,00	1,00	1,00	4,00	4,00	4,00
108	1,00	4,00	4,00	2,00	3,00	4,00	1,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	4,00	4,00	4,00
109	2,00	2,00	3,00	3,00	2,00	1,00	4,00	1,00	3,00	3,00	1,00	3,00	1,00	3,00	4,00	4,00	3,00
110	2,00	2,00	4,00	3,00	1,00	2,00	4,00	1,00	3,00	4,00	1,00	3,00	1,00	4,00	3,00	4,00	3,00
111	1,00	2,00	4,00	3,00	2,00	1,00	4,00	3,00	1,00	4,00	1,00	3,00	3,00	.	3,00	4,00	3,00
112	2,00	2,00	4,00	3,00	2,00	4,00	1,00	2,00	3,00	4,00	1,00	3,00	1,00	1,00	3,00	4,00	3,00
113	3,00	.	4,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	.	.	.	.	.
114	3,00	4,00	3,00	4,00	3,00	1,00	2,00	1,00	1,00	3,00	1,00	.	3,00	.	.	.	.
115	4,00	2,00	4,00	3,00	1,00	4,00	2,00	2,00	3,00	3,00	1,00	3,00	1,00	1,00	4,00	1,00	2,00
116	1,00	2,00	4,00	3,00	4,00	1,00	2,00	1,00	1,00	2,00	1,00	3,00	1,00	3,00	4,00	4,00	3,00
117	1,00	.	4,00	4,00	2,00	3,00	1,00	2,00	1,00	3,00	1,00	1,00	.	.	4,00	4,00	4,00
118	1,00	2,00	4,00	2,00	1,00	4,00	3,00	1,00	1,00	3,00	2,00	1,00	.	.	4,00	2,00	4,00
119	2,00	4,00	4,00	3,00	1,00	2,00	4,00	1,00	1,00	3,00	1,00	1,00	.	.	4,00	1,00	2,00
120	1,00	4,00	4,00	4,00	2,00	1,00	3,00	1,00	3,00	4,00	1,00	4,00	.	.	4,00	4,00	4,00
72	2,00	2,00	4,00	3,00	4,00	1,00	2,00	1,00	3,00	3,00	3,00	2,00	.	.	4,00	4,00	4,00

	Q15	Q16	Q17	Q18.1	Q18.2	Q18.3	Q18.4	Q.19	Q.20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28
121	1,00	4,00	4,00	1,00	2,00	4,00	3,00	1,00	1,00	4,00	1,00	1,00	.	.	4,00	4,00	4,00
122	3,00	2,00	4,00	4,00	1,00	3,00	2,00	2,00	3,00	4,00	1,00	1,00	.	.	4,00	4,00	2,00
123	4,00	4,00	4,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	.	.	.	.	.
124	4,00	4,00	2,00	3,00	2,00	1,00	4,00	1,00	1,00	1,00	1,00	1,00	.	.	4,00	1,00	2,00
125	1,00	3,00	4,00	3,00	2,00	1,00	4,00	2,00	1,00	3,00	1,00	1,00	.	.	2,00	1,00	1,00
126	3,00	3,00	4,00	2,00	1,00	3,00	4,00	2,00	1,00	3,00	1,00	1,00	.	.	4,00	3,00	2,00
127	3,00	2,00	2,00	3,00	2,00	1,00	4,00	2,00	3,00	3,00	1,00	1,00	.	.	2,00	1,00	2,00
128	3,00	2,00	1,00	3,00	2,00	1,00	4,00	3,00	1,00	1,00	1,00	3,00	1,00	2,00	3,00	2,00	1,00
129	1,00	4,00	4,00	4,00	1,00	3,00	2,00	1,00	4,00	.	.	.	.	.	.	.	.
130	2,00	3,00	4,00	3,00	1,00	2,00	4,00	2,00	4,00	.	.	.	.	.	.	.	.
131	3,00	3,00	4,00	2,00	1,00	3,00	4,00	2,00	1,00	3,00	2,00	1,00	.	.	4,00	4,00	2,00
132	2,00	.	4,00	4,00	3,00	1,00	2,00	1,00	3,00	3,00	1,00	1,00	.	.	4,00	2,00	1,00
133	3,00	4,00	4,00	2,00	1,00	3,00	4,00	1,00	1,00	4,00	1,00	1,00	.	.	4,00	2,00	4,00
134	2,00	3,00	4,00	3,00	2,00	1,00	4,00	2,00	1,00	3,00	1,00	1,00	.	.	4,00	4,00	4,00
135	1,00	4,00	4,00	1,00	2,00	3,00	4,00	1,00	2,00	4,00	1,00	1,00	.	.	4,00	1,00	4,00
136	3,00	2,00	4,00	2,00	3,00	4,00	1,00	1,00	1,00	4,00	1,00	1,00	.	.	4,00	4,00	3,00
137	2,00	4,00	4,00	1,00	2,00	4,00	3,00	4,00	1,00	3,00	2,00	1,00	.	.	4,00	1,00	1,00
138	3,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	1,00	1,00	1,00	1,00	.	.	4,00	3,00	3,00
139	2,00	2,00	3,00	3,00	2,00	1,00	4,00	1,00	1,00	4,00	1,00	1,00	.	.	3,00	2,00	1,00
140	4,00	2,00	4,00	1,00	2,00	3,00	4,00	1,00	3,00	3,00	1,00	1,00	.	.	4,00	2,00	3,00
141	3,00	3,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	3,00	1,00	1,00	.	.	3,00	2,00	4,00
142	2,00	1,00	1,00	1,00	3,00	2,00	4,00	2,00	1,00	1,00	1,00	1,00	.	.	2,00	4,00	1,00
143	3,00	4,00	4,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	.	.	.	.	.
144	2,00	4,00	4,00	3,00	1,00	4,00	2,00	2,00	2,00	4,00	1,00	3,00	3,00	.	4,00	3,00	4,00
145	2,00	4,00	4,00	2,00	1,00	4,00	3,00	1,00	1,00	3,00	1,00	3,00	3,00	.	4,00	4,00	4,00
146	1,00	4,00	4,00	3,00	4,00	2,00	1,00	4,00	1,00	3,00	1,00	1,00	.	.	4,00	4,00	4,00
147	4,00	3,00	4,00	1,00	3,00	4,00	2,00	1,00	4,00	.	.	.	.	.	.	.	.
148	2,00	3,00	4,00	3,00	1,00	2,00	4,00	2,00	3,00	3,00	1,00	1,00	.	.	4,00	1,00	4,00
149	2,00	3,00	2,00	4,00	3,00	1,00	2,00	1,00	3,00	3,00	1,00	1,00	.	.	4,00	4,00	4,00
150	2,00	.	4,00	3,00	1,00	2,00	4,00	2,00	1,00	2,00	1,00	2,00	.	.	4,00	1,00	4,00
151	4,00	2,00	4,00	3,00	1,00	2,00	4,00	2,00	1,00	2,00	1,00	3,00	2,00	.	4,00	1,00	4,00
152	2,00	2,00	1,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	.	.	.	.	.
153	4,00	4,00	4,00	3,00	2,00	1,00	4,00	1,00	4,00	.	.	.	.	.	.	.	.
154	2,00	2,00	4,00	3,00	1,00	2,00	4,00	2,00	1,00	1,00	1,00	3,00	1,00	4,00	4,00	1,00	1,00
155	2,00	2,00	4,00	2,00	1,00	3,00	4,00	2,00	3,00	2,00	1,00	3,00	1,00	4,00	4,00	1,00	1,00
156	2,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	1,00	1,00	3,00	3,00	1,00	4,00	4,00	1,00	1,00
157	2,00	2,00	4,00	2,00	1,00	3,00	4,00	2,00	1,00	1,00	1,00	3,00	1,00	4,00	4,00	1,00	1,00
158	2,00	2,00	2,00	3,00	2,00	1,00	4,00	1,00	1,00	2,00	1,00	2,00	.	.	4,00	1,00	4,00
159	4,00	4,00	4,00	2,00	1,00	3,00	4,00	1,00	1,00	2,00	1,00	3,00	2,00	.	4,00	1,00	4,00
160	2,00	2,00	4,00	2,00	1,00	3,00	4,00	2,00	1,00	1,00	1,00	2,00	.	.	4,00	1,00	4,00
161	1,00	2,00	1,00	2,00	1,00	3,00	4,00	1,00	2,00	2,00	1,00	2,00	.	.	4,00	1,00	1,00
162	1,00	2,00	4,00	3,00	1,00	2,00	4,00	3,00	2,00	1,00	1,00	2,00	.	.	4,00	1,00	1,00
163	4,00	4,00	4,00	2,00	1,00	3,00	4,00	2,00	1,00	4,00	1,00	3,00	2,00	.	4,00	1,00	4,00
164	2,00	2,00	4,00	1,00	4,00	3,00	2,00	2,00	1,00	1,00	1,00	3,00	1,00	3,00	4,00	1,00	1,00
165	1,00	2,00	4,00	1,00	3,00	4,00	2,00	1,00	1,00	1,00	1,00	3,00	1,00	3,00	4,00	1,00	3,00
166	4,00	2,00	4,00	2,00	4,00	3,00	1,00	4,00	2,00	2,00	1,00	3,00	1,00	2,00	4,00	1,00	4,00
167	1,00	3,00	4,00	3,00	1,00	2,00	4,00	2,00	1,00	2,00	1,00	3,00	.	.	4,00	1,00	4,00

	Q15	Q16	Q17	Q18.1	Q18.2	Q18.3	Q18.4	Q.19	Q.20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28
168	1,00	1,00	4,00	3,00	2,00	1,00	4,00	1,00	1,00	2,00	1,00	3,00	3,00	.	4,00	1,00	1,00
169	1,00	4,00	4,00	3,00	1,00	2,00	4,00	3,00	2,00	1,00	1,00	3,00	3,00	.	4,00	1,00	4,00
170	1,00	.	4,00	3,00	1,00	2,00	4,00	3,00	1,00	1,00	1,00	2,00	.	.	4,00	1,00	1,00
171	.	4,00	4,00	2,00	1,00	3,00	4,00	2,00	2,00	1,00	2,00	3,00	2,00	.	4,00	1,00	2,00
172	3,00	2,00	4,00	4,00	1,00	3,00	2,00	2,00	1,00	2,00	1,00	3,00	2,00	.	4,00	1,00	1,00
173	4,00	3,00	4,00	3,00	2,00	1,00	4,00	1,00	2,00	1,00	1,00	2,00	.	.	4,00	1,00	1,00
174	4,00	1,00	3,00	4,00	3,00	1,00	2,00	1,00	1,00	1,00	1,00	2,00	.	.	4,00	1,00	1,00
175	4,00	3,00	4,00	3,00	1,00	2,00	4,00	2,00	1,00	2,00	1,00	2,00	.	.	4,00	1,00	2,00
176	4,00	4,00	4,00	3,00	1,00	4,00	2,00	2,00	1,00	2,00	1,00	2,00	.	.	4,00	1,00	1,00
177	4,00	4,00	3,00	2,00	1,00	4,00	3,00	1,00	1,00	3,00	1,00	1,00	.	.	4,00	2,00	3,00
178	1,00	1,00	4,00	3,00	2,00	1,00	4,00	1,00	2,00	1,00	1,00	1,00	.	.	4,00	1,00	4,00
179	1,00	2,00	2,00	3,00	2,00	1,00	4,00	1,00	1,00	2,00	1,00	3,00	1,00	2,00	4,00	1,00	4,00
180	2,00	3,00	4,00	2,00	3,00	1,00	4,00	1,00	3,00	3,00	2,00	3,00	3,00	.	4,00	2,00	3,00
181	2,00	3,00	4,00	2,00	3,00	1,00	4,00	1,00	3,00	3,00	1,00	3,00	3,00	.	4,00	2,00	3,00
182	1,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	2,00	1,00	3,00	1,00	1,00	4,00	4,00	2,00
183	4,00	4,00	4,00	1,00	2,00	4,00	3,00	1,00	2,00	1,00	3,00	3,00	3,00	.	4,00	4,00	4,00
184	1,00	3,00	4,00	3,00	1,00	2,00	4,00	1,00	3,00	4,00	2,00	3,00	3,00	.	4,00	.	2,00
185	1,00	2,00	4,00	3,00	1,00	2,00	4,00	2,00	3,00	2,00	2,00	3,00	1,00	1,00	4,00	4,00	2,00
186	2,00	3,00	4,00	3,00	2,00	1,00	4,00	4,00	3,00	1,00	1,00	3,00	1,00	4,00	4,00	4,00	3,00
187	1,00	4,00	4,00	4,00	3,00	2,00	1,00	1,00	3,00	1,00	1,00	3,00	1,00	2,00	4,00	4,00	1,00
188	1,00	4,00	4,00	4,00	3,00	2,00	1,00	1,00	3,00	1,00	1,00	3,00	1,00	2,00	4,00	4,00	1,00
189	1,00	4,00	4,00	4,00	3,00	1,00	2,00	1,00	3,00	1,00	1,00	3,00	1,00	2,00	4,00	4,00	1,00
190	1,00	4,00	4,00	4,00	2,00	1,00	3,00	1,00	3,00	1,00	1,00	3,00	1,00	2,00	4,00	4,00	1,00
191	3,00	1,00	4,00	4,00	2,00	1,00	3,00	1,00	2,00	3,00	3,00	3,00	1,00	3,00	2,00	1,00	1,00
192	2,00	2,00	2,00	1,00	3,00	4,00	2,00	3,00	2,00	1,00	3,00	3,00	3,00	.	4,00	1,00	1,00
193	1,00	2,00	1,00	2,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	3,00	1,00	2,00	4,00	1,00	2,00
194	1,00	2,00	1,00	2,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	3,00	1,00	1,00	1,00	1,00	2,00
195	1,00	2,00	4,00	2,00	1,00	3,00	4,00	1,00	3,00	1,00	2,00	3,00	1,00	1,00	4,00	1,00	2,00
196	1,00	2,00	4,00	2,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	3,00	1,00	1,00	1,00	1,00	2,00
197	1,00	2,00	1,00	2,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	3,00	1,00	1,00	4,00	1,00	2,00
198	1,00	2,00	4,00	2,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	3,00	1,00	1,00	1,00	1,00	2,00
199	1,00	2,00	1,00	2,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	3,00	1,00	2,00	4,00	1,00	2,00
200	1,00	2,00	4,00	2,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	3,00	1,00	1,00	1,00	1,00	2,00
201	1,00	2,00	4,00	2,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	3,00	1,00	2,00	1,00	1,00	4,00
202	1,00	1,00	4,00	2,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	3,00	1,00	2,00	4,00	1,00	2,00
203	1,00	2,00	4,00	2,00	1,00	3,00	4,00	1,00	3,00	1,00	1,00	3,00	1,00	1,00	1,00	1,00	2,00
204	1,00	2,00	4,00	2,00	1,00	3,00	4,00	1,00	2,00	1,00	1,00	3,00	1,00	2,00	4,00	1,00	2,00

Appendix 7: Teachers' SPSS Questionnaire Variable View

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
1	sexe	Numeric	8	0		{1, male}...	None	8	Right	Scale
2	position	Numeric	8	2		{1,00, Full T...	None	8	Right	Scale
3	experience	Numeric	8	2		{1,00, From ...	None	8	Right	Scale
4	Q1	Numeric	8	2	1.Using the tex...	{1,00, Stron...	None	8	Right	Scale
5	Q2	Numeric	8	2	2.The book ma...	{1,00, Stron...	None	8	Right	Scale
6	Q3	Numeric	8	2	3.And so it is fo...	{1,00, Stron...	None	8	Right	Scale
7	Q4	Numeric	8	2	4.Teachers sho...	{1,00, Stron...	None	8	Right	Scale
8	Q5	Numeric	8	2	5.And so shoul...	{1,00, Stron...	None	8	Right	Scale
9	Q6	Numeric	8	2	6.Pupils should...	{1,00, Stron...	None	8	Right	Scale
10	Q7	Numeric	8	2	7.How often do ...	{1,00, For al...	None	8	Right	Scale
11	Q8	Numeric	8	2	8.How often do ...	{1,00, For al...	None	8	Right	Scale
12	Q9	Numeric	8	2	9.If yes, do you...	{1,00, Alwa...	None	8	Right	Scale
13	Q10	Numeric	8	2	10.What action...	{1,00, I do n...	None	8	Right	Scale
14	Q11	Numeric	8	2	11.When my p...	{1,00, The p...	None	8	Right	Scale
15	Q12	Numeric	8	2	12.There are so...	{1,00, Stron...	None	8	Right	Scale
16	Q13	Numeric	8	2	13.Others clai...	{1,00, Stron...	None	8	Right	Scale
17	Q14	Numeric	8	2	14.How do you ...	{1,00, Not u...	None	8	Right	Scale
18	Q15	Numeric	8	2	15.How far do y...	{1,00, Alwa...	None	8	Right	Scale
19	Q16	Numeric	8	2	16.Do you invol...	{1,00, Alwa...	None	8	Right	Scale
20	Q17.1	Numeric	8	2	17.a.Which of t...	{1,00, Grou...	None	8	Right	Scale
21	Q17.2	Numeric	8	2	17.b.Which of t...	{1,00, pair w...	None	8	Right	Scale
22	Q17.3	Numeric	8	2	17.c.Which of t...	{1,00, indivi...	None	8	Right	Scale
23	Q17.4	Numeric	8	2	17.d.Which of t...	{1,00, whole...	None	8	Right	Scale
24	Q18	Numeric	8	2	18.How do you ...	{1,00, Indivi...	None	8	Right	Scale
25	Q19	Numeric	8	2	19.How often d...	{1,00, for fiv...	None	8	Right	Scale
26	Q20	Numeric	8	2	20.How do they...	{1,00, Indivi...	None	8	Right	Scale
27	Q21	Numeric	8	2	21.Where do th...	{1,00, The o...	None	8	Right	Scale
28	Q22	Numeric	8	2	22.When do yo...	{1,00, At th...	None	8	Right	Scale
29	Q23	Numeric	8	2	23.Do you give ...	{1,00, Alwa...	None	8	Right	Scale
30	Q24	Numeric	8	2	24.Do your pupi...	{1,00, Alwa...	None	8	Right	Scale
31	Q25	Numeric	8	2	25.Do your pupi...	{1,00, Alwa...	None	8	Right	Scale
32	Q26.1	Numeric	8	2	26.a Which kin...	{1,00, peer ...	None	8	Right	Scale
33	Q26.2	Numeric	8	2	26.b Which kin...	{1,00, no ev...	None	8	Right	Scale
34	Q26.3	Numeric	8	2	26.cWhich kind...	{1,00, self-e...	None	8	Right	Scale
35	Q26.4	Numeric	8	2	26.d Which kin...	{1,00, teach...	None	8	Right	Scale
36	Q27.1	Numeric	8	2	27.1 The comp...	{1,00, alway...	None	8	Right	Scale
37	Q27.2	Numeric	8	2	27.2The compe...	{1,00, Alwa...	None	8	Right	Scale
38	Q28	Numeric	8	2	28. A teacher ...	{1,00, Stron...	None	8	Right	Scale

Appendix 8 : Teachers' SPSS Questionnaire Coded Data View

	sexe	position	experience	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
1	2	1,00	2,00	5,00	2,00	2,00	2,00	2,00	2,00	1,00	4,00	4,00	1,00	4,00	4,00	2,00	4,00
2	2	1,00	2,00	2,00	2,00	4,00	5,00	5,00	5,00	4,00	4,00	.	.		4,00	2,00	4,00
3	2	1,00	1,00	1,00	1,00	2,00	1,00	2,00	3,00	3,00	4,00	.	.	1,00	4,00	2,00	2,00
4	2	1,00	1,00	4,00	4,00	4,00	2,00	2,00	2,00	1,00	4,00	4,00	3,00	1,00	5,00	4,00	4,00
5	2	1,00	2,00	2,00	2,00	4,00	2,00	2,00	3,00	2,00	4,00	4,00	1,00	1,00	5,00	3,00	4,00
6	2	1,00	2,00	1,00	1,00	3,00	1,00	4,00	4,00	2,00	2,00	4,00	1,00	1,00	4,00	2,00	4,00
7	1	1,00	1,00	1,00	2,00	4,00	1,00	5,00	1,00	3,00	3,00	3,00	1,00	3,00	4,00	1,00	4,00
8	2	1,00	1,00	2,00	2,00	2,00	1,00	1,00	4,00	1,00	2,00	4,00	1,00	1,00	4,00	2,00	4,00
9	2	1,00	1,00	2,00	2,00	.	2,00	2,00	2,00	2,00	3,00	3,00	1,00	.	4,00	2,00	4,00
10	2	1,00	2,00	5,00	3,00	.	1,00	3,00	2,00	2,00	4,00	3,00	3,00	3,00	4,00	3,00	2,00
11	2	1,00	1,00	2,00	1,00	5,00	4,00	2,00	4,00	4,00	4,00	.	1,00	.	5,00	2,00	4,00
12	2	1,00	1,00	3,00	2,00	2,00	1,00	3,00	2,00	2,00	3,00	4,00	1,00	3,00	2,00	4,00	4,00
13	1	1,00	3,00	4,00	2,00	4,00	2,00	2,00	4,00	1,00	4,00	.	.	3,00	1,00	2,00	2,00
14	2	1,00	1,00	3,00	2,00	2,00	1,00	4,00	1,00	4,00	4,00	4,00	1,00	1,00	1,00	2,00	4,00
15	2	1,00	1,00	4,00	2,00	3,00	2,00	3,00	2,00	3,00	2,00	4,00	1,00	4,00	4,00	5,00	4,00
16	2	1,00	2,00	2,00	2,00	2,00	1,00	2,00	2,00	2,00	4,00	1,00	.	1,00	4,00	2,00	4,00
17	2	1,00	2,00	4,00	1,00	2,00	1,00	4,00	2,00	3,00	2,00	2,00	4,00	3,00	4,00	2,00	5,00
18	2	1,00	1,00	4,00	2,00	4,00	2,00	3,00	2,00	2,00	4,00	4,00	1,00	.	5,00	4,00	4,00
19	2	1,00	2,00	4,00	2,00	4,00	2,00	3,00	2,00	2,00	4,00	4,00	1,00	.	2,00	4,00	4,00
20	2	1,00	2,00	4,00	5,00	3,00	2,00	2,00	1,00	2,00	4,00	4,00	1,00	3,00	5,00	1,00	4,00
21	2	1,00	2,00	4,00	4,00	4,00	1,00	2,00	2,00	3,00	2,00	4,00	1,00	3,00	5,00	2,00	4,00
22	1	1,00	4,00	2,00	3,00	3,00	2,00	3,00	2,00	2,00	3,00	4,00	1,00	1,00	4,00	1,00	2,00
23	2	1,00	1,00	2,00	1,00	3,00	1,00	2,00	2,00	1,00	4,00	4,00	1,00	.	1,00	2,00	4,00
24	2	1,00	3,00	2,00	2,00	4,00	1,00	4,00	2,00	3,00	3,00	3,00	3,00	2,00	4,00	2,00	.
25	2	2,00	3,00	2,00	2,00	2,00	2,00	4,00	2,00	2,00	2,00	2,00	4,00	3,00	4,00	2,00	4,00
26	1	1,00	3,00	1,00	1,00	2,00	1,00	2,00	1,00	2,00	4,00	4,00	1,00	.	5,00	2,00	4,00
27	1	1,00	1,00	2,00	2,00	1,00	1,00	3,00	2,00	2,00	3,00	4,00	1,00	1,00	2,00	2,00	4,00
28	2	1,00	3,00	1,00	1,00	1,00	1,00	1,00	1,00	2,00	4,00	4,00	1,00	1,00	5,00	4,00	4,00
29	2	1,00	3,00	3,00	2,00	2,00	2,00	2,00	2,00	2,00	4,00	4,00	1,00	.	3,00	2,00	4,00
30	2	1,00	2,00	4,00	2,00	2,00	2,00	2,00	1,00	3,00	4,00	4,00	1,00	4,00	3,00	2,00	4,00
31	2	1,00	2,00	1,00	1,00	3,00	1,00	2,00	4,00	2,00	3,00	3,00	3,00	4,00	5,00	2,00	4,00
32	2	1,00	2,00	2,00	1,00	3,00	1,00	2,00	4,00	2,00	4,00	3,00	3,00	4,00	4,00	2,00	4,00
33	2	1,00	3,00	2,00	2,00	4,00	4,00	4,00	2,00	3,00	4,00	4,00	1,00	2,00	4,00	2,00	4,00
34	2	1,00	1,00	2,00	2,00	3,00	1,00	2,00	1,00	1,00	3,00	3,00	3,00	2,00	4,00	1,00	2,00
35	2	1,00	1,00	3,00	2,00	4,00	1,00	4,00	2,00	1,00	1,00	4,00	1,00	3,00	4,00	1,00	4,00
36	2	1,00	3,00	4,00	4,00	4,00	4,00	4,00	5,00	4,00	4,00	4,00	1,00	3,00	1,00	2,00	2,00
37	1	1,00	1,00	2,00	2,00	2,00	1,00	3,00	4,00	1,00	4,00	1,00	2,00	1,00	5,00	1,00	4,00
38	1	1,00	1,00	2,00	2,00	2,00	1,00	3,00	2,00	2,00	3,00	4,00	1,00	3,00	4,00	3,00	4,00
39	1	1,00	3,00	2,00	2,00	2,00	2,00	2,00	2,00	1,00	4,00	3,00	4,00	1,00	4,00	4,00	4,00
40	2	2,00	1,00	2,00	1,00	3,00	1,00	4,00	4,00	2,00	4,00	4,00	1,00	1,00	5,00	5,00	4,00
41	2	1,00	1,00	2,00	2,00	4,00	1,00	3,00	1,00	2,00	3,00	4,00	1,00	4,00	4,00	4,00	3,00
42	2	1,00	1,00	2,00	2,00	4,00	2,00	3,00	1,00	1,00	4,00	2,00	3,00	4,00	5,00	3,00	3,00
43	2	1,00	1,00	2,00	2,00	4,00	2,00	3,00	1,00	1,00	3,00	2,00	3,00	4,00	5,00	4,00	3,00
44	2	1,00	2,00	2,00	2,00	4,00	2,00	4,00	4,00	1,00	4,00	3,00	2,00	.	4,00	4,00	4,00
45	1	1,00	1,00	2,00	1,00	4,00	1,00	3,00	5,00	2,00	3,00	1,00	1,00	3,00	4,00	1,00	4,00
46	1	1,00	1,00	2,00	1,00	3,00	2,00	3,00	4,00	4,00	4,00	.	.	3,00	4,00	1,00	4,00
47	2	1,00	1,00	1,00	2,00	4,00	2,00	2,00	1,00	2,00	4,00	.	.	1,00	2,00	4,00	4,00
48	2	1,00	1,00	2,00	2,00	4,00	2,00	2,00	2,00	2,00	4,00	4,00	1,00	1,00	1,00	3,00	4,00
49	1	1,00	2,00	2,00	2,00	2,00	2,00	2,00	3,00	2,00	3,00	3,00	3,00	1,00	4,00	2,00	4,00
50	2	1,00	1,00	4,00	2,00	3,00	1,00	4,00	2,00	4,00	3,00	4,00	.	3,00	4,00	2,00	4,00
51	1	1,00	1,00	2,00	2,00	2,00	1,00	1,00	1,00	2,00	3,00	3,00	2,00	1,00	2,00	4,00	4,00
52	2	1,00	1,00	2,00	2,00	4,00	2,00	2,00	2,00	2,00	4,00	2,00	3,00	1,00	4,00	4,00	4,00
53	2	1,00	1,00	3,00	5,00	3,00	2,00	2,00	2,00	2,00	3,00	3,00	3,00	3,00	5,00	2,00	4,00
54	2	1,00	2,00	1,00	2,00	4,00	1,00	2,00	2,00	2,00	2,00	4,00	1,00	1,00	4,00	1,00	4,00
55	2	1,00	4,00	1,00	1,00	2,00	2,00	2,00	4,00	2,00	4,00	1,00	2,00	1,00	5,00	2,00	5,00
56	1	2,00	1,00	1,00	1,00	4,00	3,00	3,00	2,00	2,00	2,00	4,00	2,00	1,00	5,00	1,00	4,00
57	1	1,00	2,00	3,00	4,00	3,00	2,00	4,00	3,00	2,00	4,00	4,00	2,00	4,00	5,00	3,00	4,00
58	2	1,00	1,00	2,00	2,00	.	2,00	.	1,00	2,00	3,00	4,00	2,00	4,00	4,00	4,00	.
59	2	1,00	2,00	3,00	1,00	2,00	2,00	4,00	4,00	2,00	4,00	1,00	4,00	3,00	4,00	3,00	3,00
60	2	1,00	2,00	2,00	3,00	5,00	2,00	.	2,00	3,00	4,00	4,00	.	.	4,00	2,00	4,00
61	1	1,00	3,00	2,00	2,00	2,00	1,00	3,00	1,00	1,00	4,00	4,00	1,00	1,00	2,00	2,00	4,00

62	1	2,00	3,00	2,00	1,00	2,00	2,00	3,00	1,00	1,00	3,00	4,00	1,00	1,00	5,00	1,00	4,00
63	2	1,00	3,00	1,00	2,00	2,00	2,00	5,00	4,00	3,00	3,00	1,00	3,00	2,00	4,00	2,00	2,00
64	2	1,00	1,00	3,00	1,00	4,00	1,00	3,00	1,00	3,00	4,00	4,00	1,00	1,00	4,00	2,00	4,00
65	1	1,00	3,00	3,00	2,00	5,00	2,00	3,00	2,00	3,00	4,00	4,00	1,00	2,00	3,00	3,00	2,00
66	2	1,00	1,00	1,00	2,00	1,00	1,00	1,00	1,00	1,00	4,00	3,00	2,00	1,00	3,00	4,00	4,00
67	1	1,00	1,00	4,00	2,00	2,00	2,00	2,00	2,00	3,00	4,00	4,00	1,00	4,00	5,00	2,00	3,00
68	2	1,00	2,00	4,00	2,00	2,00	1,00	2,00	2,00	2,00	2,00	2,00	3,00	1,00	4,00	1,00	4,00
69	2	1,00	3,00	4,00	2,00	2,00	2,00	2,00	1,00	3,00	4,00	.	.	4,00	2,00	4,00	2,00
70	1	1,00	1,00	1,00	1,00	2,00	1,00	2,00	2,00	2,00	2,00	3,00	3,00	1,00	5,00	2,00	4,00
71	1	1,00	3,00	4,00	2,00	2,00	2,00	2,00	5,00	4,00	2,00	3,00	3,00	4,00	4,00	4,00	4,00
72	2	1,00	1,00	3,00	1,00	2,00	1,00	2,00	2,00	4,00	4,00	.	.	3,00	5,00	1,00	4,00
73	2	1,00	2,00	1,00	3,00	4,00	2,00	4,00	1,00	2,00	2,00	3,00	4,00	2,00	5,00	4,00	4,00
74	2	1,00	1,00	2,00	1,00	2,00	2,00	3,00	2,00	4,00	4,00	.	.	1,00	4,00	2,00	4,00

	Q15	Q16	Q17.1	Q17.2	Q17.3	Q17.4	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26.1	Q26.2	Q26.3	Q26.4	Q27.1	Q27.2	Q28
1	2,00	4,00	3,00	2,00	1,00	4,00	3,00	2,00	3,00	1,00	3,00	4,00	2,00	1,00	1,00	4,00	2,00	3,00	3,00	2,00	4,00
2	1,00	.	3,00	2,00	1,00	4,00	.	3,00	2,00	1,00	1,00	4,00	4,00	4,00	2,00	4,00	3,00	1,00	4,00	1,00	2,00
3	2,00	4,00	4,00	2,00	1,00	3,00	2,00	3,00	3,00	1,00	2,00	4,00	1,00	1,00	3,00	4,00	2,00	1,00	3,00	2,00	2,00
4	3,00	2,00	4,00	1,00	2,00	3,00	4,00	4,00	3,00	4,00	2,00	4,00	1,00	1,00	2,00	4,00	1,00	3,00	2,00	3,00	4,00
5	2,00	4,00	4,00	3,00	1,00	2,00	1,00	3,00	1,00	1,00	2,00	3,00	4,00	4,00	2,00	4,00	3,00	1,00	3,00	2,00	5,00
6	3,00	.	3,00	2,00	1,00	4,00	3,00	1,00	3,00	1,00	3,00	4,00	2,00	2,00	3,00	4,00	1,00	2,00	4,00	1,00	4,00
7	2,00	4,00	2,00	1,00	3,00	4,00	1,00	2,00	3,00	1,00	1,00	4,00	3,00	3,00	4,00	3,00	1,00	2,00	4,00	2,00	5,00
8	2,00	3,00	3,00	1,00	2,00	4,00	2,00	3,00	3,00	1,00	2,00	2,00	1,00	1,00	3,00	4,00	1,00	2,00	4,00	3,00	4,00
9	2,00	1,00	1,00	2,00	4,00	3,00	1,00	4,00	3,00	1,00	2,00	3,00	3,00	3,00	3,00	4,00	2,00	1,00	3,00	4,00	4,00
10	3,00	4,00	3,00	2,00	1,00	4,00	4,00	1,00	3,00	2,00	1,00	3,00	1,00	1,00	2,00	4,00	1,00	3,00	3,00	1,00	1,00
11	2,00	1,00	3,00	2,00	1,00	4,00	.	2,00	3,00	2,00	1,00	4,00	3,00	2,00	2,00	4,00	1,00	3,00	2,00	2,00	1,00
12	3,00	2,00	1,00	2,00	4,00	3,00	4,00	3,00	3,00	1,00	2,00	3,00	2,00	1,00	3,00	4,00	2,00	1,00	2,00	4,00	3,00
13	2,00	4,00	2,00	1,00	3,00	4,00	1,00	2,00	2,00	1,00	3,00	4,00	2,00	2,00	2,00	4,00	3,00	1,00	4,00	2,00	2,00
14	3,00	3,00	4,00	1,00	3,00	2,00	1,00	3,00	3,00	2,00	1,00	4,00	2,00	1,00	3,00	4,00	1,00	2,00	1,00	4,00	3,00
15	2,00	2,00	2,00	1,00	3,00	4,00	1,00	4,00	3,00	3,00	1,00	4,00	1,00	1,00	3,00	4,00	2,00	1,00	2,00	3,00	3,00
16	2,00	2,00	3,00	2,00	1,00	4,00	.	1,00	3,00	1,00	1,00	4,00	1,00	2,00	2,00	4,00	3,00	1,00	3,00	4,00	4,00
17	2,00	4,00	3,00	1,00	2,00	4,00	4,00	3,00	3,00	1,00	1,00	4,00	1,00	1,00	2,00	4,00	3,00	1,00	3,00	2,00	5,00
18	4,00	4,00	4,00	3,00	2,00	1,00	.	2,00	3,00	2,00	1,00	4,00	1,00	1,00	3,00	4,00	1,00	2,00	4,00	1,00	2,00
19	2,00	2,00	4,00	3,00	2,00	1,00	.	4,00	3,00	1,00	1,00	4,00	1,00	1,00	3,00	4,00	1,00	2,00	3,00	2,00	2,00
20	3,00	1,00	2,00	1,00	4,00	3,00	.	2,00	3,00	2,00	1,00	4,00	1,00	1,00	2,00	4,00	3,00	1,00	4,00	1,00	5,00
21	2,00	4,00	4,00	3,00	2,00	1,00	1,00	3,00	3,00	1,00	2,00	4,00	1,00	1,00	3,00	4,00	1,00	2,00	2,00	3,00	4,00
22	2,00	4,00	4,00	2,00	1,00	3,00	2,00	5,00	1,00	4,00	4,00	3,00	2,00	2,00	4,00	3,00	1,00	2,00	2,00	3,00	4,00
23	2,00	4,00	1,00	4,00	2,00	3,00	2,00	4,00	2,00	1,00	1,00	4,00	1,00	1,00	1,00	3,00	4,00	2,00	1,00	4,00	1,00
24	2,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	3,00	1,00	2,00	4,00	2,00	2,00	2,00	4,00	1,00	3,00	1,00	4,00	4,00
25	3,00	4,00	3,00	2,00	1,00	4,00	2,00	2,00	3,00	1,00	2,00	4,00	1,00	2,00	3,00	4,00	1,00	2,00	3,00	2,00	2,00
26	2,00	4,00	3,00	4,00	1,00	2,00	1,00	3,00	1,00	1,00	1,00	2,00	2,00	2,00	2,00	4,00	3,00	1,00	4,00	1,00	1,00
27	2,00	3,00	2,00	4,00	3,00	1,00	2,00	4,00	1,00	2,00	3,00	4,00	1,00	2,00	1,00	2,00	3,00	4,00	3,00	2,00	2,00
28	2,00	4,00	2,00	1,00	3,00	4,00	1,00	3,00	3,00	2,00	1,00	4,00	2,00	1,00	1,00	4,00	2,00	3,00	4,00	1,00	2,00
29	2,00	2,00	4,00	2,00	1,00	3,00	1,00	2,00	1,00	1,00	1,00	2,00	1,00	1,00	3,00	4,00	2,00	1,00	4,00	1,00	2,00
30	3,00	3,00	3,00	2,00	1,00	4,00	2,00	5,00	3,00	1,00	1,00	4,00	3,00	3,00	3,00	4,00	2,00	1,00	2,00	3,00	5,00
31	2,00	1,00	3,00	2,00	1,00	4,00	2,00	4,00	3,00	1,00	1,00	1,00	1,00	1,00	3,00	4,00	1,00	2,00	3,00	1,00	2,00
32	2,00	1,00	3,00	2,00	1,00	4,00	2,00	2,00	3,00	2,00	2,00	4,00	1,00	1,00	1,00	4,00	2,00	3,00	2,00	2,00	2,00
33	4,00	4,00	4,00	2,00	3,00	1,00	4,00	3,00	3,00	1,00	1,00	4,00	1,00	1,00	3,00	4,00	1,00	2,00	4,00	2,00	4,00
34	2,00	1,00	2,00	1,00	3,00	4,00	3,00	4,00	3,00	2,00	2,00	4,00	4,00	4,00	3,00	4,00	2,00	1,00	3,00	2,00	2,00
35	3,00	4,00	2,00	1,00	3,00	4,00	4,00	1,00	3,00	2,00	1,00	4,00	1,00	1,00	4,00	3,00	1,00	2,00	3,00	2,00	5,00
36	3,00	2,00	4,00	2,00	1,00	3,00	1,00	4,00	3,00	2,00	1,00	4,00	2,00	3,00	3,00	4,00	1,00	2,00	2,00	4,00	1,00
37	2,00	4,00	4,00	2,00	1,00	3,00	1,00	3,00	1,00	1,00	1,00	4,00	1,00	1,00	2,00	4,00	3,00	1,00	4,00	2,00	2,00
38	2,00	4,00	4,00	3,00	2,00	1,00	1,00	2,00	2,00	1,00	1,00	3,00	1,00	1,00	2,00	4,00	1,00	3,00	2,00	2,00	5,00
39	3,00	4,00	3,00	2,00	1,00	4,00	2,00	3,00	3,00	1,00	3,00	4,00	3,00	2,00	2,00	4,00	3,00	1,00	4,00	1,00	1,00
40	1,00	4,00	2,00	4,00	1,00	3,00	1,00	2,00	3,00	1,00	2,00	3,00	2,00	1,00	3,00	4,00	1,00	2,00	2,00	2,00	2,00
41	2,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	3,00	2,00	1,00	4,00	1,00	1,00	3,00	4,00	2,00	1,00	1,00	4,00	4,00
42	2,00	4,00	3,00	2,00	1,00	4,00	1,00	3,00	3,00	1,00	1,00	4,00	1,00	1,00	3,00	4,00	2,00	1,00	1,00	3,00	4,00
43	2,00	4,00	3,00	2,00	1,00	4,00	1,00	4,00	3,00	2,00	1,00	4,00	1,00	1,00	3,00	4,00	2,00	1,00	3,00	1,00	4,00
44	3,00	4,00	4,00	3,00	1,00	2,00	2,00	2,00	3,00	1,00	1,00	4,00	1,00	1,00	3,00	4,00	2,00	1,00	1,00	4,00	1,00
45	2,00	4,00	4,00	3,00	1,00	2,00	2,00	5,00	1,00	1,00	2,00	3,00	4,00	4,00	3,00	4,00	2,00	1,00	3,00	2,00	3,00
46	4,00	4,00	2,00	1,00	3,00	4,00	2,00	3,00	3,00	2,00	1,00	3,00	3,00	1,00	3,00	4,00	2,00	1,00	4,00	1,00	5,00
47	2,00	4,00	2,00	1,00	3,00	4,00	.	3,00	3,00	1,00	2,00	4,00	4,00	4,00	3,00	4,00	2,00	1,00	4,00	3,00	5,00
48	2,00	3,00	4,00	1,00	2,00	3,00	2,00	6,00	3,00	2,00	1,00	4,00	1,00	1,00	3,00	4,00	2,00	1,00	3,00	2,00	1,00

49	3,00	.	3,00	2,00	1,00	4,00	.	3,00	3,00	1,00	1,00	4,00	2,00	2,00	3,00	4,00	2,00	1,00	1,00	3,00	4,00
50	1,00	4,00	4,00	2,00	1,00	3,00	4,00	6,00	1,00	1,00	2,00	4,00	2,00	2,00	3,00	4,00	1,00	2,00	1,00	4,00	1,00
51	1,00	3,00	2,00	1,00	3,00	4,00	4,00	2,00	3,00	1,00	1,00	4,00	3,00	2,00	1,00	4,00	2,00	3,00	2,00	3,00	2,00
52	2,00	3,00	4,00	1,00	2,00	3,00	2,00	4,00	3,00	2,00	1,00	4,00	1,00	1,00	3,00	4,00	2,00	1,00	2,00	2,00	1,00
53	2,00	2,00	4,00	1,00	2,00	3,00	2,00	3,00	3,00	1,00	2,00	4,00	2,00	3,00	2,00	4,00	3,00	1,00	2,00	4,00	2,00
54	1,00	1,00	4,00	1,00	2,00	3,00	2,00	1,00	1,00	2,00	3,00	4,00	2,00	1,00	2,00	4,00	3,00	1,00	3,00	3,00	5,00
55	1,00	4,00	3,00	2,00	1,00	4,00	2,00	1,00	1,00	1,00	2,00	4,00	1,00	1,00	2,00	4,00	3,00	1,00	4,00	1,00	2,00
56	2,00	4,00	3,00	2,00	1,00	4,00	1,00	2,00	1,00	1,00	1,00	3,00	2,00	2,00	2,00	3,00	1,00	4,00	3,00	2,00	3,00
57	2,00	3,00	2,00	1,00	3,00	4,00	2,00	3,00	3,00	1,00	1,00	4,00	3,00	3,00	3,00	4,00	2,00	1,00	4,00	1,00	3,00
58	4,00	4,00	3,00	1,00	2,00	4,00	2,00	4,00	3,00	1,00	1,00	4,00	1,00	2,00	2,00	4,00	3,00	1,00	4,00	1,00	4,00
59	5,00	4,00	4,00	2,00	3,00	1,00	1,00	2,00	3,00	1,00	1,00	4,00	1,00	1,00	3,00	4,00	1,00	2,00	3,00	2,00	2,00
60	2,00	3,00	4,00	3,00	2,00	1,00	1,00	1,00	3,00	1,00	2,00	4,00	1,00	1,00	3,00	4,00	1,00	2,00	2,00	3,00	4,00
61	2,00	4,00	2,00	4,00	1,00	3,00	2,00	3,00	1,00	4,00	3,00	4,00	1,00	1,00	3,00	4,00	1,00	2,00	1,00	4,00	2,00
62	2,00	1,00	3,00	2,00	1,00	4,00	2,00	1,00	3,00	2,00	3,00	4,00	1,00	2,00	3,00	4,00	2,00	1,00	4,00	1,00	2,00
63	3,00	4,00	1,00	2,00	3,00	4,00	2,00	4,00	3,00	2,00	1,00	4,00	2,00	1,00	3,00	4,00	2,00	1,00	3,00	2,00	4,00
64	1,00	4,00	1,00	2,00	3,00	4,00	4,00	3,00	3,00	1,00	2,00	4,00	2,00	1,00	3,00	4,00	1,00	2,00	4,00	2,00	2,00
65	2,00	4,00	4,00	3,00	2,00	1,00	2,00	4,00	3,00	1,00	1,00	3,00	3,00	3,00	2,00	4,00	3,00	1,00	3,00	2,00	4,00
66	1,00	4,00	3,00	2,00	1,00	4,00	4,00	3,00	1,00	1,00	1,00	4,00	3,00	1,00	2,00	4,00	1,00	3,00	4,00	1,00	3,00
67	5,00	4,00	3,00	2,00	1,00	4,00	2,00	4,00	3,00	1,00	1,00	4,00	3,00	1,00	3,00	4,00	2,00	1,00	3,00	2,00	2,00
68	2,00	4,00	3,00	1,00	2,00	4,00	1,00	2,00	3,00	1,00	1,00	4,00	1,00	1,00	2,00	4,00	1,00	3,00	4,00	1,00	4,00
69	2,00	3,00	2,00	3,00	4,00	1,00	4,00	3,00	1,00	1,00	1,00	4,00	4,00	4,00	3,00	4,00	1,00	2,00	2,00	2,00	4,00
70	3,00	4,00	3,00	2,00	1,00	4,00	2,00	4,00	3,00	3,00	1,00	4,00	2,00	2,00	2,00	4,00	3,00	1,00	4,00	1,00	3,00
71	4,00	3,00	3,00	2,00	4,00	1,00	2,00	3,00	3,00	1,00	2,00	4,00	3,00	3,00	1,00	4,00	3,00	2,00	4,00	1,00	4,00
72	2,00	4,00	3,00	2,00	1,00	4,00	2,00	6,00	3,00	1,00	2,00	4,00	2,00	1,00	1,00	4,00	3,00	2,00	3,00	1,00	5,00
73	1,00	3,00	3,00	2,00	1,00	4,00	4,00	4,00	3,00	1,00	1,00	3,00	1,00	1,00	3,00	4,00	1,00	2,00	3,00	2,00	4,00
74	2,00	4,00	2,00	1,00	4,00	3,00	2,00	3,00	3,00	2,00	1,00	4,00	3,00	2,00	1,00	4,00	3,00	2,00	1,00	4,00	5,00

Appendix9: Book Map

BOOK MAP

		PROJECT : MAKING A JOB APPLICATION BOOKLET MAKING AN INTERNET USER'S GUIDE FOR BEGINNERS		
UNIT: 1	**SKILLS**	**FUNCTIONS**	**LANGUAGE FORMS**	**PHONOLOGY**
Sequence One	Listening to instructions and confirming understanding Stating point of view and justifying it	Instructing Comparing Expressing preferences Describing a process Expressing purpose	The imperative Sequencers: first, next, etc. Comparatives of adjectives and adverbs prefer something to something else, etc. in order to/so as to, etc.	Intonation in formal and informal requests Stress in two -syllable words
Sequence Two	Reading and interpreting an e-mail message Writing an e-mail message	Describing people's regular activities Describing a place	Frequency adverbs: rarely/seldom... Degree adverbs: very, quite,etc. Reflexive pronouns: myself...	
Sequence Three	Listening and responding to telephone messages Reading and responding to short written messages Writing a letter of enquiry	Expressing obligation Inviting/Accepting and Refusing invitation Apologising	Modals: have to/had to Prepositions of time and place : in /in the north.../on /at	
Stop and Consider				
Sequence Four	Reading and responding to an advert Filling a form and writing a letter of application Dealing with telephone conversation problems	Expressing obligation	Link words: to/in order to... Neither ...nor / either...or Definite and indefinite articles have to / had to... from...to / until...	

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PROJECT : WRITING A BOOK REVIEW

UNIT: 2	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY
Sequence One	Listening and responding to a tale	Expressing literary preferences	Past simple tense keen on... fond of... Adjectives	Stress in three-syllable words
Sequence Two	Reading and responding to an extract from a novel Writing a portrait	Describing people's physical appearance and personality features	Prepositions: with, in, etc. What was he/she like? What did he/she look like?	Pronunciation of final '-ed'
Sequence Three	Reading : - literary extracts (setting and plot) - Writing a personal narrative	Locating places Comparing Narrating	Look like/similar to... past simple/continuous Time expressions and Adverbs: last week, ago, etc. Past simple/continous + while/when/as Who/whom/which Beside and besides	
Stop and Consider	Reading and writing a short biography Using a street map folktale	Asking for and giving directions	Time markers: at first/later...	
Sequence Four	Writing a folktale	Expressing point of view/opinion	Lexical and grammatical cohesive ties Punctuation/ capitalisation	Falling and rising intonation

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UNIT: 3	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY
Sequence One	Listening and responding to an interview Reporting orally what the horoscope says	Expressing likes and dislikes Expressing a point of view/opinion	Adjectives ending in '-ly' Degree adverbs: quite/absolutely ...	Stress in compound words Stress shift (noun/adjective)
Sequence Two	Reading a graph / report Interpreting survey results writing a report	Reporting questions Asking for and giving information	Direct/reported speech: S/he asked if/where/when/what/where...	Pronunciation of /h/ in stressed and unstressed syllables
Sequence Three	Filling a questionnaire Conducting an interview/ Interpreting survey results Writing a report/diary	Giving advice Inviting Expressing orders, requests , advice and suggestions	Quotation marks Reporting verbs: suggested /ordered... Direct/reported speech: orders/requests...	Problem consonants: silent letters and pronunciation of final 's' in words.
Stop and Consider	Writing an article to report about an accident		Direct/reported speech transformations Adverbs of manner	Pronunciation of suffixes '-ful' and '-less'
Sequence Four	Writing a memo to report about health problems	Making suggestions/ recommendations Narrating Expressing a point of view	Suffixes '-ful'/-'less Punctuation and capitalisation Adverbs of manner	Pronunciation of final '-s' and '-es'

PROJECT : CONDUCTING A SURVEY

5

PROJECT : MAKING THE PROFILE OF AN INVENTION

Unit: 4	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY
Sequence One	Listening to a presentation of an invention Note taking Speaking from notes	Describing an object Questioning	Have you got any idea who... ?/ Can you tell me who...?	Intonation in indirect questions Stress shift (noun → adjective)
Sequence Two	Reading an article about the evolution of telecommunications Writing from a flow chart	Narrating Expressing concession	Link words: however, though, even though, etc.	
Sequence Three	Listening to and making a product presentation Writing a business letter from product specifications	Describing an object Comparing Contrasting Expressing opinion	What is its height/ width..? How wide/deep is...? Prepositions: in, with... articles: the, a, an, etc. So+adjective+that	
Stop and Consider			future perfect	
Sequence Four	Drawing /writing a conclusion Summarising Reading a warning notice Taking sides in a debate	Narrating Expressing opinion and reporting facts Asking for and giving advice	Relative pronoun: who, whom and which The imperative Modal auxilliaries: should, shouldn't, etc.	Problem consonants; /n/, /ŋ/, etc.

6

PROJECT : DESIGNING A CONSUMER'S GUIDE

UNIT: 5	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY
Sequence One	Listening to a radio interview about pollution Writing an SOS about pollution	Expressing opinion Expressing feelings Expressing condition	- If- conditional (1)	Intonation in yes/no questions and complex sentences Stress in words ending in '-tion'
Sequence Two	Reading and responding to a magazine article Categorizing	Expressing cause and effect Describing	Link words: as a result, consequently Sequencers: firstly, secondly... I think... I agree/I disagree... You're right... In my opinion, Could/can I ...?	
Sequence Three	Conducting a meeting Writing minutes of a meeting Reading and interpreting an advert Writing an advert	Expressing suggestions Expressing opinions Agreeing and disagreeing Arguing for and against Polite requests/ interruptions	Conditional: types 0,1 and 2 Suffixes: -able/-al... Quantifiers: all, some, a few, etc.	Stress in words starting with prefixes
Stop and Consider				
Sequence Four	Reading articles about recycling and renewable energies Writing a letter of complaint Writing a memo	Describing Suggesting Arguing	Prefixes: il- , ir-,dis, etc.	

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Appendix 10 : Unit Preview Sample

UNIT PREVIEW

In this unit you will learn to...

SEQUENCE ONE

- listen to, respond to, and give instructions using sequencers.
- express and justify a point of view.
- express preferences and purpose.
- make requests with appropriate intonation.
- pronounce two-syllable words.
- use the comparative forms of adjectives and adverbs.

SEQUENCE TWO

- read and respond to an e-mail.
- write an e-mail.
- describe a place and people's regular activities.
- use the simple present tense + frequency adverbs: rarely, seldom, etc.
- use degree adverbs and reflexive pronouns (myself, yourself...).
- use prepositions of place: in (the north), to (the east), etc.

SEQUENCE THREE

- listen and respond to telephone messages.
- read and respond to short messages.
- write a letter of enquiry.
- express obligation and necessity.
- write short notes (invitations, apologies, etc.).

✎ STOP AND CONSIDER ✎

- use link words **to**, **in order to** and **so as to**.
- use articles: definite, indefinite and zero articles.
- use **both... and...**, **either... or ...** and **neither ... nor ...** .
- use modal **have to**, **must** '**had to**' and
- use reflexive pronouns.

SEQUENCE FOUR

- fill in an application form and write a letter of application.
- write a curriculum vitae

PROJECT WORKSHOP (See p.39)

You will...

- make a Job Application Booklet,
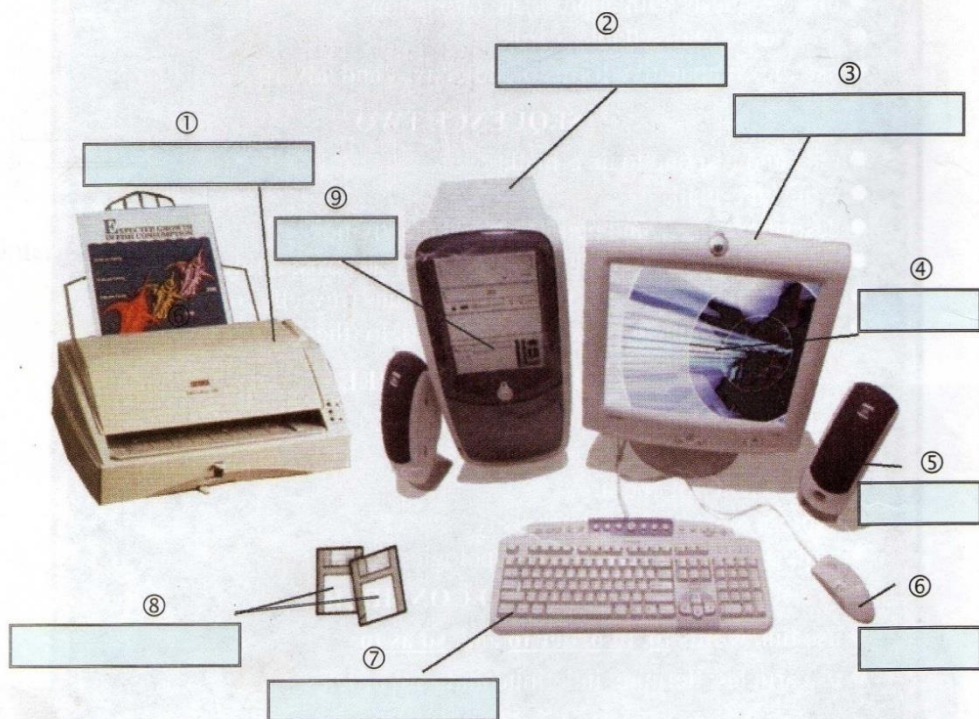- or write an Internet User's Guide for Beginners.

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Appendix 11 : <u>At the Crossroads'</u> First Unit

🎧 LISTENING AND SPEAKING

ANTICIPATE

❶ Match as many words and phrases (A- J) as you can with the parts of the computer (1-8) below.

> A.screen   B. floppy disks   C. central unit (console)   D. keyboard
> E. monitor   F. mouse   G.printer   H. disk drive   I. speaker

② Find other words related to computers and the Internet and write them in your copybook.

③ Listen and say aloud the e-mail address below. Then take turns to tell your e-mail address to your classmates. Invent one for the occasion if you haven't got an e-mail account (in-box).

Sihem2008@yahoo.com

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2 LISTENING AND SPEAKING

LISTEN AND CHECK

❶ The sentences below are not in order. Re-order them to get coherent instructions for accessing e-mail. Write letters 1-7 in the blanks.

A. Select an ISP (Internet Service Provider) from the menu. ___
B. Switch on the computer. _1_
C. Click on e-mail. _3_
D. Sign in. ___ 5
E. Click on "read" or "send" to check 7 or write your messages. ___
F. Enter your ID and password. _4_
G. Wait for the connection to your e-mail 6 (in-box). ___
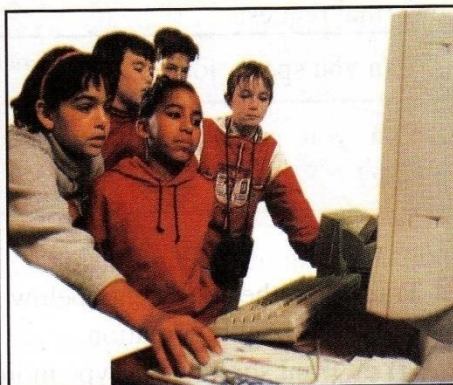
A computer class

❷ Listen and check your answer to exercise 1 above. Then rewrite the instructions using these sequencers: **first**, **then**, **next**, **after that** and **finally**.

Start like this: In order to access e-mail, you need to do the following. ...

❸ The table below compares e-mail with snail-mail (ordinary letters). Listen to your teacher simulating an interview and tick (✔) what interviewees A and B think about e-mail and snail mail.

| Features | Interviewee A | | interviewee B | |
	E-mail	Snail-mail	E-mail	Snail-mail
faster	✗			
cheaper	✗			
more interesting		✗		
less personal	✗			
less convenient		✗		

❹ Do you agree with Interviewee A or Interviewee B? Justify your position.

❺ Write a short paragraph about your preferences using the information in the table above. Then read it to the class.

Start like this:
● I **prefer** e-mailing messages **to sending** them by ordinary e-mail./
● I **prefer to send** messages by snail-mail **rather than** (send) them by e-mail. /
● I **prefer** e-mail (**to** snail-mail). This is because...

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👂 LISTENING AND SPEAKING 🗣

SAY IT CLEAR

❶ Listen and use the appropriate arrow (↘ or ↗) to mark the intonation at the end of the resquests in the table below.

Informal requests	Formal requests
A.Can you speak louder, please?	A.Could you go less quickly, please?
B.Can you say that more clearly, please?	B.Could you speak more slowly, please?

❷ Transform the statements below into formal and informal requests and say them with the right intonation.

 A. You want someone to type more / less **quickly** (than s/he does).
 B. You want someone to press the key more / less **smoothly** (than s/he does).
 C. You want someone to use the computer **more / less** frequently (than s/he does).
 D. You want someone to arrive earl**ier** (than s/he does).

❸ Listen and write the words in the box below in column A or column B according to their stress pattern. What do you notice?

<div>

● browser ● floppy
● modem ● protect
● erase ● display
● cursor ● icon
● pointer ● keyboard
● escape ● remove
● windows ● connect

</div>

Column A	Column B
browser / ˈbraʊzə/	

The hidden message

● Decipher the message below and use the letters of the alphabet to write it.

/ jɔː ˈflɒpɪ dɪsk kənˈteɪnz ə ˈvaɪərəs. rɪˈmuːv ɪt frəm maɪ kəmˈpjuːtə /.

☺

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2 LISTENING AND SPEAKING

IT'S YOUR TURN

❶ Match clauses in column A (1-4) with clauses in column B (A-D) to get coherent sentences.

A	B
1. In order to start the computer,	A. you must click on the e-mail option in the menu.
2. If you want to create an e-mail account,	B. you have to switch on the central unit and the monitor.
3. To choose a site,	C. in order to open the page for personal details.
4. You need to click on the 'sign up' icon	D. you need to go to the address section.

❷ Now, re-order the sentences in exercise 1 above to get coherent instructions for creating an e-mail account.

❸ Pair work. Take turns to show your partner how to create an e-mail account. Use the instructions above and the modals **must**, **need to** and **have to** to emphasize what must be done at each step of the process.

Start like this:

*A: You want to create an e-mail account, don't you? It is easy. First, you **need to/have to**...*
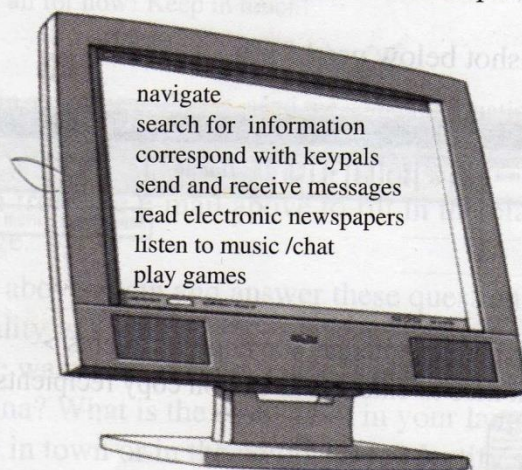
B: What must I do next?

SAY IT IN WRITING

❶ Use the notes on the computer screen below to write a short speech about the usefulness of the Internet and its hidden dangers.

Start like this:

I think that the Internet is a very useful invention. First, _____. ... §1

The Internet can also be dangerous.. First, ___(Give examples of your own.). ...§2
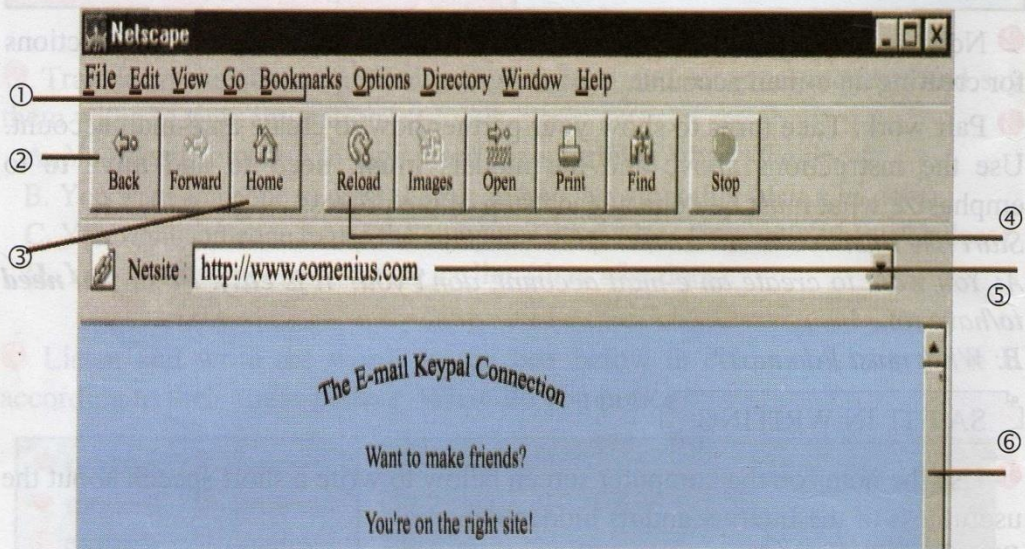
navigate
search for information
correspond with keypals
send and receive messages
read electronic newspapers
listen to music /chat
play games

❷ Correct your mistakes before reading your speech to the class.
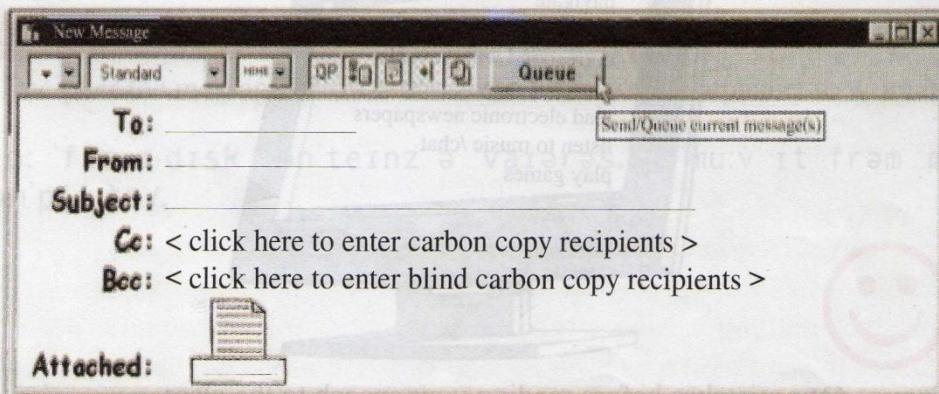
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READING AND WRITING

ANTICIPATE

❶ Match icons 1-6 in the screenshot with their functions (A-F).

A. to return to your web browser's home page. □

B. to mark a web site for future use. □

C. to move down the page. □

D. to connect to a web site giving information about keypals /penfriends. □

E. to type in a web site address or URL (*uniform resource locator*). □

F. to go back to the previous page. □

```
Netscape                                        _ □ X
File  Edit  View  Go  Bookmarks  Options  Directory  Window  Help
①
②  ⇦      ⇨      🏠      ®      🔳      🔳      🖨      🔍      ⛔
   Back  Forward  Home   Reload  Images  Open   Print   Find   Stop
③                                                                        ④

   Netsite  http://www.comenius.com                              ▼
                                                                        ⑤

              The E-mail Keypal Connection

                 Want to make friends?                                  ⑥

                 You're on the right site!
```

❷ Look at the screenshot above and guess what kind(s) of internauts are most likely to visit the advertised wesbsite.

❸ What is the screenshot below used for?

```
New Message                                     _ □ X
▼ ▼  Standard  ▼  HHH ▼  QP 🔲🔲🔲 ◀ 🔲    Queue
                                              Send/Queue current message(s)
   To: _____
   From: _____
   Subject: _____
       Cc: < click here to enter carbon copy recipients >
       Bcc: < click here to enter blind carbon copy recipients >

                  📄
   Attached:  [        ]
```

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READ AND CHECK

❶ Read the e-mail below and check your answer to question 2 on the previous page.

Dear Amel,

I've found **your** address on the Internet. I'm writing because I want to know more about you and your **country**. But I have to introduce myself first. §1

My name's Kirsi. Kirsi is a name which is quite common in Finland. I'm sixteen years old. Nearly everyone my age goes to school in Finland. Children can finish school when they are 16, but no one really wants to do so, because without any serious training, they can't get a good job. I want to become a journalist later. So I will have to study for six more years. §2

On weekdays, I generally get up very early in order to prepare **myself** for school, which is a little bit far from my home. I always go there by bus so as not to arrive late. I have classes from 8:30 to 12 in the morning and from 2 to 4 in the afternoon. I have lunch either at the school canteen or at a fast-food restaurant. I revise my lessons until about 10 in the evening. I rarely go out at the weekend because I prefer to relax at home listening to music or watching TV. §3

My family is a typical Finnish family: Mum and Dad and two children (my brother Jari and me). Jari's fourteen years old. My mother is a housewife and my father is an electrician. Our house is rather small. We **all** love animals. We have a dog and a parrot, but neither of them really belongs to me. Both of **them** are Jari's **pets**. I'm always happy to hear the parrot repeating my name every time I come back home from school. The dog is sometimes furious at the talkative parrot. §4

We live in Central Finland in a tiny village called Tikkakoski. Tikakkoski has only about 4,000 inhabitants, and we all know one another. Jyvaskyla is our nearest town. **It**'s very nice. It isn't very big. It has only 63,000 people, but you know, we have about 7 million people in the whole **country**. §5

Finland is in the north of Europe, near the Arctic Circle. **It**'s very famous for its saunas and lakes. Winter is terrible. It's always freezing. But summer is fairly cool. In summer, I like going to public gardens in order to listen to elderly people telling funny stories about the time when they were young. §6

Well, I guess that's all for now! Keep in touch!

Kirsi

xxx

P.S Find my photo in attachment. Please, send me some information about Algeria.

---

❷ Use information from the e-mail above to fill in the blanks in the screenshot on the previous page.

❸ Read the e-mail above again and answer these questions:

A. What nationality is Kirsi?

B. Why does she want to correspond with Amel?

C. What is a sauna? What is the equivalent in your language?

D. Does she live in town or in the countryside? Justify your answer.

E. How often does she go out at the weekend?

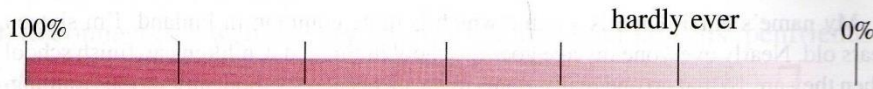❹ What do the words in bold type in the e-mail above refer to?

READING AND WRITING

DISCOVER THE LANGUAGE

❶ Arrange the frequency adverbs in the box below on the line that follows according to the degree of frequency they express.

| ~~hardly ever~~   never   sometimes   often   usually   always   rarely |

100%   hardly ever   0%

❷ Go back to the e-mail on page 21 and pick out the sentences with frequency adverbs from the text. Write the sentences in your copybook.

❸ Study the sentences you have picked out in exercise 1 above. Circle the item (**a** or **b**) that best completes rules A and B below. Then write 5 sentences of your own using frequency adverbs.

| A. Frequency adverbs go ___ the verb (auxiliary) be. | a- before   b. after. |
| B. Frequency adverbs go ___ other verbs. | a- before   b. after. |

❹ Pair work: Take turns to interview each other using the questionnaire form below. Tick (✓) the answers given by your partner.

Example: A: Hello, I'm doing a survey about students' regular activities. Can you help me?

     B: Yes, of course.

     A: Well, my first question is. _____.

QUESTIONNAIRE

1. What time do you get up?

early in the morning ☒   late in the morning ☐   around 7 in the morning ☐   any other

2. How do you go to school?

on foot ☒   by bus ☐   by bicycle ☐   by train ☐   either by bus or taxi ☐

3. How often do you eat in the school canteen?

always ☒   often ☐   sometimes ☐   rarely ☐   never ☐   any other

4. How often do you revise your lessons ?

everyday ☒   more than twice a week ☐   less than once a week ☐   any other

5. How long do you study in the morning?

from 8 to 12 ☒   from 8:30 to 11 ☐   from 9 to 11 ☐   any other

6. How long are you staying in Secondary School?

Until: next year ☐   the *Baccalauréat* exam ☒   the summer holidays ☐   any other

❺ Now, report your findings about your partner's regular activities to the class. Start like this: Hamid (**frequency adverb**) gets up _____. He_____.

READING AND WRITING

6 Read the e-mail and pick out 4 'extreme' adjectives, i.e., which mean:
A. very angry §4   B. very small §5   C. very bad §6   D. very cold §6.

7 Contrast the adjectives A-D with those you have picked out. What is the main difference between them? Ask your teacher about gradable/non-gradable adjectives.

8 Pick out from the e-mail 4 ordinary adjectives with degree adverbs. Order the adverbs from the highest to the lowest degree.

9 Match ordinary adjectives 1-8 with extreme adjectives A-H. Then use 4 ordinary adjectives with degree adverbs in sentences of your own.

1. good	A. huge	5. large	E. brilliant
2. hot	B. excellent	6. sad	F. hilarious
3. tired	C. tragic	7. funny	G. fascinating
4. interesting	D. exhausted	8. clever	H. boiling

> **WRITE IT RIGHT**

1 Read Kirsi's e-mail and write a short reply following the plan below.

Plan: A. Say thank you. Then introduce yourself briefly.
    B. Describe your regular activities using frequency adverbs.
    C. Introduce your family.
    D. Use cues from the table below to introduce your country briefly using degree adverbs with adjectives.

Questions	Answers
1. Which continent/region is your country in?	It's in/it's situated in/located in...
2. Which country borders it to the east, to the west, to the south-east...?	To the east, it's bordered by...
3. What's its population?	There are/It has a population of...
4. What's its area?	It has an area of ...
5. How long is it from north to south and from east to west?	It's...kilometres long ...from...to..
6. What's the average temperature in summer/winter?	The average temperature in summer/in winter is less/more than...
7. What is it famous for?	It's famous/well-known for...

2 Correct your mistakes. Then exchange drafts with your partner for further error checking before writing a final version of your reply.

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DEVELOPING SKILLS

❶ What would you expect interlocutors on the phone to say in situations A-D below? Circle the right item **a**, **b** or **c**. Help yourself with the tactics summary on the next page.

A. The person at the receiving end says the number called (027322).

   a. zero twenty-seven thousand three hundred and twenty-two **b.** zero - two - seven-three - double two. **c.** zero two seventy-three twenty-two.

B. The caller forgets to announce his/her identity; the person at the receiving end asks:

   a. What's your name?   **b.** Who's calling, please?   **c.** Who are you?

C. The person at the receiving end asks the caller to wait for a moment in order to get connected to the person wanted.

   a. Don't go away! **b.** Wait please! **c.** Could you hold on, please?

D. The person at the receiving end answers that the person wanted is not there.

   a. Well, you can't talk to him. He isn't here.

   b. I'm afraid, he isn't here at the moment.

   c. Call later.

❷ Now, listen to telephone conversations 1 and 2 and check your answers to exercise 1 above.

❸ Exchange your phone numbers. In case you don't want to reveal your phone number, or you don't have one, just invent one for the occasion. **Example:**

   A: I've bought a mobile phone.

   B: Congratulations! Do you mind giving me your number?

   A: It's _____.

   B: Say it more slowly, please. I want to register it in my mobile repertory.

❹ Pair work: Use the tactics summary on the next page to prepare a telephone conversation. Act it out once you are ready.

Situation 1: You are at home and a friend of yours phones you to suggest that you go out for a football match. Accept or refuse the invitation.

Situation 2: You are a company secretary. The person the caller wants to talk to is not there. Take the caller's name and phone number and the message.

Situation 3: You phone a friend of yours, but s/he is not there at the time you are calling. Leave a message for him/her.

DEVELOPING SKILLS

PHONE TACTICS SUMMARY

1. Caller (A) makes a phone call and waits for B to reply:

B. (At home): Hello.

B. (In business): Hello / Good morning/afternoon. 7214422.

(seven two one double four double two)

Can I help you?/
Hello, SEK Company…/
Hello, Bob Karl speaking.

2. A. announces her/his identity and asks for the person s/he wants to speak to:

A. Hello, is Karima there? It's her brother / I'm…/ My name's…

Hello, I'm…/ My name's… . ⎰ Can/may/could I speak to…, please?
⎱ I would like to speak to…, please.

3. B. asks for the caller's name in case it has not been announced:

B. Who's calling/ speaking please?

4. A. confirms the identity of the person on line in case s/he thinks that it is the person s/he wants to speak to:

A: Is that…?

B: Speaking/Yes, it's… . No, it isn't. You've got the wrong number.

5. B. asks the caller to wait when the person s/he wants to speak to is there:

A: Can I speak to… , please?

B: A moment, please / Hold on/hang on/ I'll see if he's in.

6. B. says sorry to the caller (A) and asks if s/he wants to leave a message:

B. I'm sorry, ⎧ s/he's on holiday. ⎧ Would you like to leave
I'm afraid, ⎨ s/he's out at the moment. ⎨ a message?
⎩ s/he's away for the weekend. ⎩ Can I take a message?

A. Thank you. ⎧ Please, ask her to call me. My number's…
⎨ I'll call her/him later.
⎩ Can/could you tell her/him to… ,please?

7. Saying goodbye.

At home:

A. Ok. See you on Monday, bye.

B. Goodbye.

In business:

A. Thank you. Goodbye.

B. Goodbye.

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DEVELOPING SKILLS

❶ Match texts 1,2,3 and 4 on the next page with messages A-D in the box below.

A. an informal invitation

B. an informal acceptance of invitation

C. a formal invitation

D. an informal refusal of invitation

❷ Read text 1 on the next page again and answer these questions.

A. What is the meaning of "house warming"?

B. What day is the house warming?

C. What time is the house warming?

D. 'R.S.V.P' is a French abbreviation. What is the full expression in French? Why do you think the English use this abbreviation?

❸ Read texts 5, 6 and 7 on the next page and match them with messages A-C in the box below.

A. a formal letter of apology

B. a formal note to ask for leave of absence

C. an informal note of apology

❹ Pair work: Take turns to write invitations. Exchange your invitations. Then write thank-you notes. Use texts 1, 2, 3 and 4 as models.

❺ Imagine you made a mistake. Write a letter of apology to whom it may concern. Use letters 5 and 6 as models.

November 2 nd, 2007

Tom and Edora Smith
would like to invite you to their
　　HOUSE WARMING
on Saturday 12 th November, from
7.00 p.m. to 9.00 p.m .
We look forward to showing you
our new house.
R.S.V.P　　　　　　　　　　①

May 14 th, 2008

Dear Peter,
　We'll celebrate Anne's success at
her exams on Thursday 21st, from
6 to 9 p.m. Come and share with
us the celebration if you're free.
Regards,
Sam　　　　　　　　　　②

September 9 th, 2007

Dear Mr George,
　Thank you very much for your
invitation. It will be a real pleasure
for me to meet you again.
　I am looking forward to seeing
you on Friday at 8 p.m.
　Yours sincerely,
　John Smithson　　　　　　　③

Dec. 16 th, 2007

Dear Nora,
　Thank you very much for your
invitation. I'm afraid I can't come
to the party because my father has
the flu and I have to attend to him.
I hope you'll have a good time
anyway.
With my best wishes,
Maya　　　　　　　　　　④

April 27 th, 2008

Dear Mr Johnson,
　Please excuse Tim from school
next week. He **will have** to spend
one week in hospital in order to
have an operation on his foot.
　Yours sincerely,
　Tom Jackson
　　　　　　　　　　⑤

June 10 th, 2008

Dear Sir / Madam,
　I am writing to apologise for the
absence of my daughter Melinda from
school yesterday. She **had** to take care of
her little sister because of her mother's
unexpected absence.
　Yours faithfully,
　Lynn Roberts
　　　　　　　　　　⑥

Aug. 13 th, 2008

Dear Kenneth,
　I'm sorry I haven't written **earlier.** I've heard about your accident
from Henry. I hope that it's not serious and that you are following the doctor's
advice and staying in bed. I'm coming to see you next week.
　I hope the book will cheer you up. Get well quick!
Love,
Jenny　　　　　　　　　　⑦

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DEVELOPING SKILLS

❶ Items 1-9 below are not in order. Reorder them according to the plan in the box on the left in order to get a coherent letter of enquiry.

A. Your address ☐
B. Date ☐
C. Name and address
   of language school ☐
D. Re: ☐
E. Salutation ☐
F. Say why you are writing. ☐
G. Introduce yourself. ☐
H. Ask for information. ☐
I. Closing
   + name ☐

① Yours faithfully,
Meriem Djoual

② April 24 th, 2008

③ 12, Rue Colonel Chabani, Laghouat, Algeria

④ Summer courses

⑤ I am writing to enquire about your summer courses.

⑥ Please send me information about course dates and fees as soon as possible.

⑦ I am sixteen and I am a student at Emir Khaled Secondary School. I would like to take a course in July or August of this year.

⑧ The Stratford School of English, 8 Tiddington Road, Stratford-Upon-Avon, Warwickshire, England.

⑨ Dear Sir / Madam

❷ Imagine you are a secretary at the Stratford School of English. You have been asked to reply to Meriem Djoual. In which order would you write the following? Write numbers 1-4 in the boxes.

A. Saying you are enclosing an information prospectus. ☐
B. Thanking Meriem Djoual for her enquiry. ☐
C. Persuading her to follow summer courses at the Stratford School of English. ☐
D. Inviting further contact/enquiries. ☐

❸ Check your answers to exercise 2 above with your teacher.

❹ Follow the re-ordered plan in exercise 3 above to write a reply to Meriem Djoual's letter of enquiry. Use the information below.

● Please find enclosed here our latest information prospectus, which we hope will be of interest to you.
●Thank you for your enquiry about our summer courses.
●We're permanent. We're professional.We offer you a warm welcome here at our school.
●We look forward to hearing from you soon.

STOP AND CONSIDER

❶ Read sentences A-D in the box below. Then answer questions A-C. Check your answers with the Reminder that follows.

A. I am writing **to** inform you that we are pleased to offer you the job of Computer Operator at a starting salary of £ 2,000 a month.

In order for us **to** process your personnel file, please fill in the job application form enclosed here and send it back to us as soon as possible.

B. This is just a reminder. **In order not** to lose the forthcoming game, you have to attend regularly all training sessions.

C. She has taken the bus **so as to** arrive at school earlier than usual.

D. So as not to repeat the year, the students are advised to work harder than they have done so far.

Questions

A. Which parts of the sentences in the box above express purpose? Underline them.

B. In which two positions can the link words in bold occur?

C. What are the negative forms of '**in order**' and '**so as to**'? What conclusion can you draw?

REMINDER I

We use '**to**', '**so as to**' and '**in order to**' to express purpose.

Example: A: Why did you send her a message ?

　　　　　　B: I sent her a message **to/so as to/ in order to** congratulate her.

The negatives are: **not to**, **in order not to**, and **so as not to**.

Example: - I sent her a message **not to** invite her, but **to** congratulate her.

　　　　　- **So as not to** be late for the party, you have to start now.

　　　　　- You have to start now **in order not to** be late for the party.

---

❷ Fill in the blanks in messages (A-D) below with '**to**' '**in order to**', '**so as to**', or their **negative forms**. There may be several choices.

A. We are writing _so as to_ (1) congratulate you for your success in the competition.

B. _in order to_ (2) complete your registration, you have to pay the fees before September 12.

C. I will go to university ___to_ (3) study Mathematics, but _not_ (4) study literature.

D. Read your message silently _in order_ (5) disturb the other internauts.

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STOP AND CONSIDER

❸ Fill in the blanks in the sentences below with reflexive pronouns (**himself, herself, itself, yourself, ourselves, themselves**).

Example:

The parrot is talking to itself.

Do you speak English?

Do you speak English?
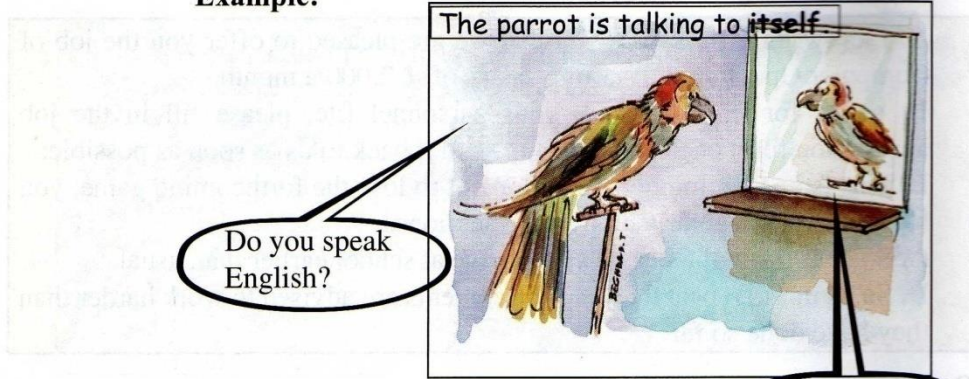
A. You have to introduce_____ .
B. Farid admires _____ .
C. Amel describes_____ .
D. Karim and Rachid have to clean _____ .
E. My friend and I enjoyed _____ very much at the party.
F. The parrot is looking at _____ in the mirror.

● Check your answer to exercise 3 with the reminder below.

REMINDER II

Reflexive pronouns are used with some verbs in English when the **object** of the verb is the **same** as the **subject**.

Example: I have to introduce **myself**.

Personal pronoun subject	Personal pronoun object	Possessive adjective	Reflexive pronoun
I	me	my	myself
You	you	your	yourself
He	him	his	himself
She	her	her	herself
It	it	its	itself
We	us	our	ourselves
You	you	your	yourselves
They	them	their	themselves

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● Read the Reminder below and do exercises 1 and 2 that follow.

REMINDER III

Have to, must and needn't

1- We use affirmative and question forms of 'must' and 'have to' to express **obligation**.
   Example: You **must** start from here. Do I **have to** / hæf tə/ start from here?

2 - We use '**must not**'/ '**mustn't** ' to express **prohibition**.
   Example: You **mustn't** switch on the computer before quitting the program.

3 - We use '**need not/needn't** ' and '**do/does not have t**o' to say that there is **no obligation** to do something.
   Example: You **needn't**/ **don't have to** send a message. Just phone them.

   <u>Note</u>: There is no past form of **must**. We use '**had to**' and '**did not/didn't have to**' to express obligation and absence of obligation in the past.

   Example: I missed the bus yesterday. So I **had to** / hæt tə/ walk to school.


School rules   G.W

❶ In groups, write some rules for the class and the school under three headings. You can include these subjects: punctuality, politeness, eating, studying, sport, uniform, telephone, homework, etc.

We must/ have to ..	We mustn't ...	We needn't/don't have to..
We must wear a uniform.		

❷ What were the school rules when your father was a student. Write 5 sentences using appropriate modals from Reminder III above.

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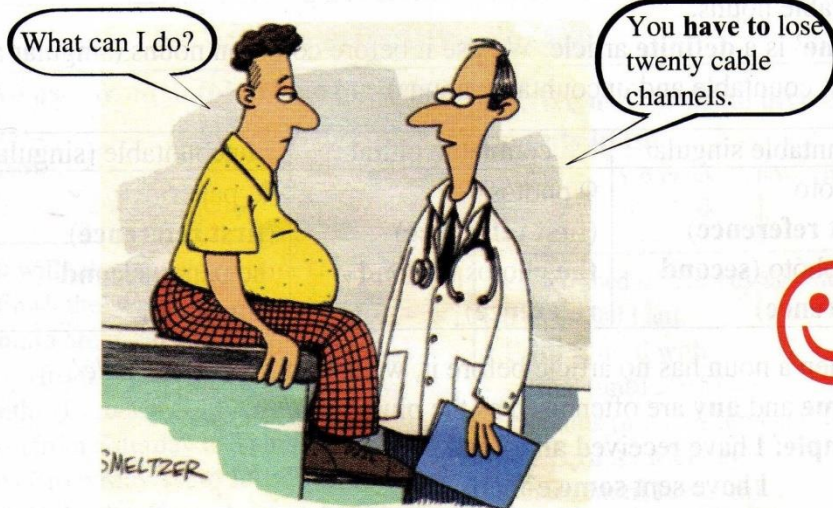
STOP AND CONSIDER

❸ Fill in the blanks in the letter below with an article (**a**, **an** or **the**). If you don't need an article mark the space with a zero article (Φ).

Hello,

I'm writing to say I'm happy to know that you want to be my keypal. Thank you for (1) photo. It's really very beautiful. It's my turn to inform you about myself, my country and my family.

My name's (2) Amel. In (3) Arabic, it means "(4) hope". I'm 16, and I go to (5) Secondary School. (6) subjects I like best are (7) Physics and (8) English. I'm average height, and I have (9) fair hair and (10) blue eyes.

I live in (11) Northeast of (12) Algeria. (13) Algeria is situated in (14) North Africa. Its capital is (15) Algiers.

We're a family of four. My father is (16) engineer and my mother is (17) housewife. I have (18) younger brother and (19) older sister. They're (20) students, too.

I look forward to hearing from you soon. Take care of yourself.

Best regards,

Amel

PS. You'll find my photo in attachment.

● Check your answers to exercise 3 above with the Reminder below.

REMINDER IV

Articles

● 'A' and 'an' are **indefinite** articles. We use them only before singular countable nouns.

● 'The' is a **definite** article. We use it before common nouns (singular and plural, countable and uncountable nouns)

countable singular	countable plural	uncountable (singular)
a photo (first **reference**) **the** photo (**second reference**)	Φ photos (first **reference**) **the** photos (**second reference**)	Φ paper (**first reference**) the paper(**second reference**)

● When a noun has no article before it, we call this a '*zero article*'.
● **Some** and **any** are often used as the plural of **a/an**.
Example: I have received **an** e-mail.
I have sent **some** e-mails.
Have you received **any** e-mails?
I haven't received **any** e-mails.

❹ Fill in the blank in the sentences below with one of the following: **in, on, off, for, up, at** and **down**.

    A. To start the computer, you must switch _____ this button.

    B. Click _____ the 'Mail' option.

    C. In order to check your mail, you have to sign _____.

    D. If you want to create an e-mail address you have to sign ____.

    E. If you want to move _____ the page, you have to use the cursor.

❺ Read the advert below. Then write a short note to a friend of yours using 'until' and 'from... to'. First, read Reminder V that follows the advert.

    Start like this:

Just a short note to tell you that the Tower of London will be open for visitors...

Discover the Tower of London and experience some most extraordinary aspects of Britain's history. Admire the breathtaking Jewels of the Crown, stand on the execution site of queens and knights!
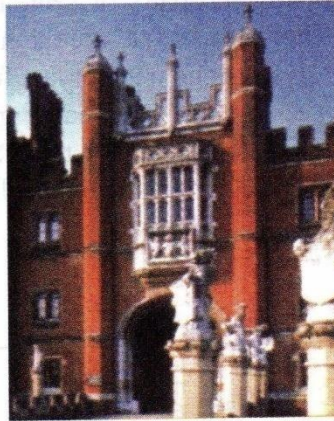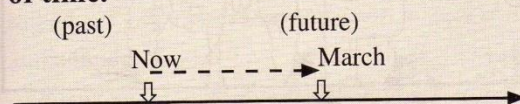
Opening Times

Until 31 Oct:
Tues- Sat 09.00- 18.00
Mon & Sun 10.00- 18.00

From 1 Nov:
Tues- Sat 09.00- 17.00
Mon & Sun 10.00- 17.00
(last admission 1 hour before closing)

REMINDER V

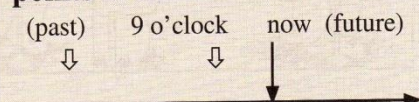**A. We use 'from ... to' to give periods of time.**

(past)   (future)

Now - - - - ►March

e.g. It will take **from** now **to** next March to finish the work.

From...to are used with:
- years (from 1954 to 1962)
- months (from May to July)
- days (from Saturday to Thursday)
- dates (from May 1st to July 5 th)
- parts of the day (from dawn to dusk)
- hours (from 8 a.m. to 5 p.m.)

B. We use 'until' to give end points in time.

(past)   9 o'clock   now (future)

e.g. I waited for the message **until** 9 o'clock and I left.

Until is used with:
- years (until 2015)
- months (until December)
- days (until Monday)
- dates (until July 5 th)
- hours (until 5 o'clock)

STOP AND CONSIDER

❶ Pick out examples from Kirsi's e-mail on page 21 to illustrate rules A and B in the Reminder below.

REMINDER VI

A. We use **both... and...** , **neither... nor...** and **either...or...** to talk about two things.

Example: _____ .

B. We can also use **both of...**, **neither of...**, and **either of** . When we use **of** we <u>always</u> need **the, these, those, my, your, them, us**, etc.

Example: _____ .

❷ Join the pairs of sentences below with **both... and ...**, **neither...nor...**, or **either... or...** . Make the necessary changes.

1. **A.** Hichem is not late for class. **B.** Fatima is not late for class.
2. **A.** Farid likes learning languages. **B.** Foued likes learning languages.
3. **A.** We can leave today. **B.** We can leave tomorrow.
4. **A.** Our classroom is clean. **B.** Our classroom is beautiful.
5. **A.** I don't smoke. **B.** I don't play cards.

MARVIN   BY TOM ARMSTRONG

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CONSOLIDATION AND EXTENSION ═══════

WRITE IT OUT

❶ Read the 'Help Wanted' ad below. Then write 4 sentences with **must** and **have to** to say what characteristics potential candidates are required to have.

Help wanted Camp leaders for 7-10 years old during school vacation. The job requires tolerance, patience, open-mindedness, cheerfulness and understanding. Duties: dealing with children, organising and participating in daily activities.	Activities include: swimming, singing, dancing, cooking, drama, telling stories, sports. Apply to: Mr Michael Armstrong, Director, Haryton Bay Summer Camp, 2187 Mountain Street Miami, Florida 60306 .

❷ Now, read the letter of application below and decide whether the applicant has a chance or not to be hired as a camp leader. Explain.

> 46 Regent Street
> Madison 15026
> Wisconsin
> May 20, 2005
>
> Mr Michael Armstrong
> Haryton Bay Summer Camp
> 2187 Mountain Street
> N. W. Miami, Florida 60306
> Re: Camp leader
> Dear Mr Armstrong,
>
>   I have seen your advertisement for camp leaders in *USA TODAY* and would like to apply for the job.
>
>   I am a junior at Thomas Jefferson High School with good marks in arts and philosophy. I am a member of the photography and music clubs, and I enjoy meeting people. I often volunteer to work in infant hospital wards. So I think that I am suitable for the job.
>
>   I was born in Columbus and I am sixteen years old. I will turn seventeen next January. I have lived at the address above for the past ten years. I often look after my brothers and sisters when my mother and father are at work. So I think that I have quite a good experience in dealing with children.
>
>   I am ready to start work at the end of June, when the school summer vacation begins. I have asked two of my teachers, Mr John Clarke and Miss Emma Smithson, to send you two letters of reference for me.
> Yours sincerely,
> Joy J. Parfit

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UNIT 1 : SEQUENCE 4

❸ Fill in this résumé (curriculum vitae) with information from Joy's letter of application on the previous page.

```
                              RESUME

Name:_____
         first            middle            last
Address:_____
Place of Birth:_____
Age:_____
Education:_____
Languages:_____
Previous work experience:_____
Interests:_____
References:_____
```

❹ Match introducing sentences A-C below with the letters 1-3 that follow. Write the introductory sentences in the blank spaces of the letters that follow.

A. Thank you for offering me the post of camp leader.

B. I am writing to inform you that I am able to offer you the position as camp leader.

C. Thank you for your letter of June 6.

_____ You will get a salary of $ 50 a week. Would you please confirm that this is acceptable to you? Can you also let us know the exact date when you are free to start work? ①	I should like you to come for an interview on Friday June 12. Could you please call number 888 547 to confirm this? ②
	I will be on vacation from June 30 to September 12. So I can start work on July 2. I am looking forward to joining one of your camps. ③

❺ Make your own résumé/curriculum vitae. Then write a letter of application in response to the advert on the previous page. Use Joy Parfit's letter of application as a model.

CONSOLIDATION AND EXTENSION

WORK IT OUT

❶ There is a problem to solve in dialogues 1-5 below. Identify the problems. Then complete the dialogues with replies a - e on the right.

A: Hello, can I speak to Nora Jones, please?
B: What number do you want?
A : 873291.   ①   **a.** No, I can't. It's a bad line.
B : _____
A : I'm sorry.

A: Hello, is that Hind Benmouloud?
B: Could you speak up, please? I can't hear you very well.
A: Can you hear me now?   ②
B: _____. _____   **b.** My line was engaged.
A: Don't worry. I'll call you back.
B: Sorry, what did you say? I didn't catch that...

A: Good morning. I'm Djamila.
B: Jane here.
A: Hello Jane. I tried to call you at about nine o'clock, but I couldn't get through.
B: What was the problem?   ③   **c.** Sorry, you've got the wrong number.
A: _____

A: Can I speak to Mr Jones, please?
B: I'm afraid he's not in the office. He won't be
   back till next week.   ④
A: Sorry, I don't understand _____.
B: He won't be back till next week. He's not here.
A: Oh, thank you.
B: Try his mobile phone.   **d.** Oh, I see. Our phones were
A: Sorry?   out of order all morning.
B: I say he has a mobile phone.

A: Hello, James. I tried to call you earlier, but I
   couldn't get through.
B: What time did you call?
A: Just after ten.   ⑤   **e.** My English is not very good.
B:_____

❷ Pair work: Imagine you have one of the phone problems above. Act out a dialogue about it (books closed).

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❶ A wordsearch

Find and circle 10 words related to computers in the wordsearch below.

f	i	l	a	y	m	e	m	e	a
i	d	f	i	l	e	d	c	b	r
e	i	s	m	o	n	i	t	o	r
g	s	p	o	h	u	s	i	o	o
m	t	e	u	m	l	k	k	j	w
o	l	a	s	c	r	e	e	n	e
w	m	k	e	y	b	o	a	r	d
s	n	e	p	r	i	t	q	s	u
v	p	r	i	n	t	e	r	a	v
x	a	s	c	r	e	m	k	u	b

❷ A cartoon

WHY DOES A MOTHER KANGAROO HATE RAIN?

BECAUSE THE CHILDREN HAVE TO PLAY INSIDE.

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PROJECT WORKSHOP

I- Making a job application booklet

Overall purpose: Designing a booklet intended for teenage job seekers

Your booklet should include the following items:
- adverts with job descriptions,
- phone enquiries about job vacancies,
- résumés or C.V.s,
- letters of reference,
- letters of application,
- replies (positive, negative) from administration/company,
- letters of acceptance.

PROJECT ROUND-UP (I)

- Correct your mistakes. Then exchange booklets with other groups for further error checking.
- Display your booklets.

II- Making an Internet user's guide for beginners

Overall purpose: Designing an Internet user's guide for beginners.
Your Internet User's Guide should include the following items:

- Description of a workstation / PC = (Personal Computer),
- A set of instructions for using a PC (opening an e-mail account/ homepage, etc.),
- Maintenance tips (eg. no smoking, protection from dust, etc.),
- Tips for solving problems when PC goes wrong,
- Manners to be observed when using the Internet.

PROJECT ROUND-UP (II)

- Correct your mistakes. Then exchange booklets with other groups for further error checking.
- Display your Internet User's Guide.

CHECK YOUR PROGRESS

● Read the e-mail below and do exercises 1, 2 and 3 that follow.

Dear Sihem,

Last time you asked **me** to send **you** the recipe for the Indian Pudding I talked about in my previous e-mail. I'm sorry that I haven't **done it** earlier than this. Here **it** is. **§1**

Pour ¼ corn meal, a little at a time, into 2 cups of hot milk and cook over low heat or in the top of a double boiler, stirring constantly, for 15 minutes until it is thick. Remove from heat. Mix together ¼ cup sugar, 1/8 teaspoon baking soda, ½ teaspsoon salt, ½ teaspoon ginger, and ½ teaspoon ground cinnamon, then pour into the corn-meal mixture. Add ¼ cup molasses and 1 cup cold milk, mixing thoroughly. Pour into 1-quart casserole and bake in a preheated 275 degree F oven for 2 hours. Serve warm with whipped cream and a light sprinkling of freshly grated nutmeg. Serves 6 to 8. It is also preferable to serve **it** with vanilla ice cream. **§2**

Keep in touch.
Best regards,
Cheyenne

❶ Fill in the blanks with information from the e-mail above.
A. Sender of the message: _____. B. The addressee: _____.
C. Subject: _____.

❷ Make the list of all the ingredients required to make Indian Pudding.

❸ What do the words in bold in the e-mail refer to?

Grammar review

❶ Rewrite the recipe (§2) using sequencers **first**, **then**, **next**, **after that**, **finally** where appropriate in order to make the process of making Indian Pudding more explicit.
Start like this: The recipe for making Indian Pudding is as follows: __

❷ Put the frequency adverbs between brackets in the sentences below.

PERSONAL PROFILE
A. I am cheerful. (always)
B. I tell lies. (never)
C. I arrive late at school. (hardly ever)
D. I follow instructions well. (usually)

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CHECK YOUR PROGRESS

❸ Write questions to get the information in bold.

> She **rarely** goes to school by bus.
> She goes to bed at **10 p.m**.
> They like playing **tennis.**
> Algeria is situated in **North Africa.**
> He **always** has dinner at home.

❹ Use the information in the ad and the modals **need to**, **don't need to**, **must**, **mustn't**, **have to** and **don't have to** to write 4 sentences.

> **Job for English Speakers Aged between 16 and 19**
> An International Summer Camp requires 12 Camp leaders for the Summer Vacation. Would suit someone who is well-organized, and with a good command of English. Driving licence not essential. Smokers not accepted.

❺ Fill in the blanks in the complaint letter below with in **order (not) to, to** and **so as (not) to**. Use each of the link words only once.

> I am writing _____ (1) complain about bullying at your school. My son, a first-year student, is being bullied at break time in the school yard.
> _____(2) let the situation worsen, I suggest that you convene the members of the Parent- Teacher Association ___(3) discuss the problem and try to solve it.

❻ Rewrite the newspaper headlines below to make them more attractive. Use extreme adjectives instead of ordinary ones.

> A. Very Good Result for Manchester United

> B. Very Cold Temperatures in the North

> C. Very Nice Places to Visit in the Sahara

> D. Reading and Writing Standards 'Very Bad', Says Inspector.

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UNIT 1

❼ Fill in the blanks in the interview report below using **both…and** , **either…or**, **neither…nor**, or **both of**, **either of**, and **neither of**.

> The good thing about Foued is that he speaks___French___ English. He ___smokes___ gambles. _____ these qualities are essential for the two vacancies that our company has advertised. I have the impression that we can recruit him ___ as a secretary ___as a guide. In ___these positions, he will do well.

❽ Turn the informal requests below into formal ones. Then mark the intonation at the end of each formal request with an arrow (↘ or ↗).

    A. Can you dictate me the message, please?

    B. Pass me that book, please.

❾ Match each of the beginnings of e-mail messages (1-3) below with the sentence (middle) (A-D) that continues each of them.

> 1. Dear Hichem,
>   This is just a note to ask if we can't postpone the time of our tutorial from 10.00 a.m. to 10.30 a.m. tomorrow.
>
> 2. Dear Ryan,
>   Sorry for not having replied to your message earlier than this. I'm still having problems with my computer. In answer to your question, I remembered to return your library books on Monday.
>
> 3. Dear Sihem,
>   Thanks for your e-mail and for returning the books for me. I got a really bad cold on Wednesday, but I'm feeling a bit better today.

> A. Can you do one more thing for me? When you bring the photocopies, can you also bring the book you have promised to lend me? Thanks a lot.
> B. I also did the photocopies for you. I'll bring them round as soon as I can.
> C. The dean wants a meeting with me at 8 a.m, and it will probably continue until 9.30 a.m.

❿ Write a short ending to each of the e-mails in task 9 above.

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CHECK YOUR PROGRESS

⑪ Write a letter of about 15 lines to a pen-friend of yours following the plan below.

- Introduce yourself.
- Mention three things you like doing, and the times of the day at which you like doing them.
- Mention three other things you don't like doing. Explain why.
- Talk about your preferences in matters of clothes, food, etc.
- Talk about your ambition. (What you would like to be later?)
- Include an appropriate ending.

Tick (✓) the things you can do in the Progress Portfolio below. Hand a copy to your teacher. Do not write your name on your assessment sheet.

I can	Very well	Fairly well	A little
describe people's regular activities using frequency adverbs.		✓	
describe a process using sequencers.			
express obligation using 'have to' and 'had to'.			
read and write short notes to invite, refuse and accept invitation.			
read and write short notes to express sympathy and apology.			
write a short letter of enquiry.			
fill in a résumé form.			
write a letter of application.			
hold a telephone conversation.			
pronounce two-syllable words with the right stress.			
express purpose using 'in order to', 'so as to' and 'to'.			
use stress in two-syllable words			
use degree adverbs (very, extremely ...) and extreme adjectives.			
send messages through the Internet.			

CHECK YOUR PROGRESS

GLOSSARY

ENGLISH	ARABIC	ENGLISH	ARABIC
Abbreviation (n)	اختصار	Glad (adj)	مسرور
Afraid (adj)	خائف	Hard (adv)	بجدّ ونشاط
Apology (n)	إعتذار	Hold on (v)	ينتظر (هاتف)
Application (n)	ترشّح	Housewife (n)	ربّة منزل
Average (n)	متوسط	Informal (adj)	غير رسمي
Breathtaking (adj)	باهر، خلّاب	Jewel (n)	جوهرة
Cashier (n)	صرّاف، أمين الصندوق	Keypal (n)	صديق بالمراسلة
Check (v)	يتحقق (من)	Obituary (n)	نعي في جريدة يعطي لمحة عن حياة المتوفى
Cheer up (v)	يبتهج، يُبهج	Open-minded (adj)	مستعدّ لتقبّل أفكار جديدة، متفتّح العقل
Cheerful (adj)	بشوش، مرح	Option (n)	حرية الاختيار، خيار
Congratulations (n)	مبروك، تهانينا	Parrot (n)	ببغاء أو درّة
Connect (v)	يتصل، يربط، يوصل	Pass away (v)	ينتقل إلى رحمة تعالى
Convenient (adj)	ملائم، مناسب	Password (n)	كلمة سرية (كمبيوتر)
Course (n)	دورة دراسية	Press (v)	يضغط على، يكبس
Crown (n)	تاج	Process (n)	عملية
Deal (v)	يعامل، يتعامل مع	Prospectus (n)	دليل
Deep (adj)	عميق	Purpose (n)	غاية، هدف
Definitely (adv)	بكل تأكيد	Reminder (n)	تذكرة
Delighted (adj)	مسرور جدًا، مبتهج	Reply (n)	جواب، إجابة
Disturb (v)	يزعج، يقاطع	Ring up (v)	يُنادي بالتليفون
Enclose (v)	يحصر	Save (v)	يدّخر، يوفر، يُبقي
Enquiry (n)	إستفسار، إستعلام، تحقيق	Screenshot (n)	كتابة أو صورة على شاشة
Enter (v)	يسجّل، يدوّن	Snail (n)	حلزونة
Event (n)	حدث، واقعة	Softly (adv)	برفق، بنعومة
Faithful (adj)	مخلص	Stamp (n)	طابع بريدي
Fee (n)	أجر، رسم	Stick (v)	يلصق، يلتصق
Forget (v)	ينسى	Suitable (adj)	ملائم، مناسب
Formal (adj)	رسمي	Tolerant (adj)	متسامح
Funeral (n)	جنازة	Vacant (adj)	شاغر، خالٍ
Generous (adj)	كريم	Warm (adj)	دافئ

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TEST YOUR WORD POWER

Supply each of the sentences below with the appropriate word from the glossary on the previous page. Make the necessary changes (plural form/ verb conjugation).

1. In the dictionary '*sth*' is the _____ for '*something*'.
2. Please accept our _____ for taking so long to reply to your letter.
3. Switzerland provides the visitor with a _____ mountain scenery.
4. A few pictures would _____ this room ___ a bit.
5. The printer is not _____ to the computer.
6. At some universities the _____ lasts for four years.
7. A: How do you feel about winning today?
   B: _____ .
8. After weeks of _____ , he finally found what he was looking for.
9. He was always _____ to his boss.
10. It was very _____ of your parents to lend us all that money.
11. He worked _____ all his life.
12. Peter's mother is a _____ .
13. The necklace he offered her is made of valuable _____ .
14. Wassila is always willing to accept new ideas and opinions. She is an _____ _____ person.
15. Please enter your _____ to have access to the website.
16. Foreigners wishing to work in Britain have to go through the complicated _____ of getting a work permit.
17. The main _____ of this meeting is to discuss the report.
18. We try and _____ £ 50 a month.
19. This film is not _____ for children.
20. I jumped up and down to keep my feet _____ .

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Appendix 12: A Progress Portfolio Sample

CHECK YOUR PROGRESS

⑪ Write a letter of about 15 lines to a pen-friend of yours following the plan below.

- Introduce yourself.
- Mention three things you like doing, and the times of the day at which you like doing them.
- Mention three other things you don't like doing. Explain why.
- Talk about your preferences in matters of clothes, food, etc.
- Talk about your ambition. (What you would like to be later?)
- Include an appropriate ending.

Tick (✔) the things you can do in the Progress Portfolio below. Hand a copy to your teacher. Do not write your name on your assessment sheet.

I can	Very well	Fairly well	A little
describe people's regular activities using frequency adverbs.		✔	
describe a process using sequencers.			
express obligation using 'have to' and 'had to'.			
read and write short notes to invite, refuse and accept invitation.			
read and write short notes to express sympathy and apology.			
write a short letter of enquiry.			
fill in a résumé form.			
write a letter of application.			
hold a telephone conversation.			
pronounce two-syllable words with the right stress.			
express purpose using 'in order to', 'so as to' and 'to'.			
use stress in two-syllable words			
use degree adverbs (very, extremely ...) and extreme adjectives.			
send messages through the Internet.			

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Appendix 13: English Language Program Yearly Distribution

التوزيع السنوي لبرنامج مادة:اللغة الإنجليزية

*السنة الأولى ثانوي. جدع مشترك علوم و تكنولوجيا

*التوقيت الأسبوعي: 3 سا. *التوقيت السنوي: 81سا. *المعامل: 2

المحور – المجال -	الأسابيع		
Diagnostic evaluation	1	2	سبتمبر
Unit 1: Intercultural Exchanges	2	3	
Intercultural Exchanges	3	4	
Intercultural Exchanges	4	1	أكتوبر
Intercultural Exchanges	5	2	
Intercultural Exchanges	6	3	
Intercultural Exchanges	7	4	
عطلة الخريف	8	1	
Unit 2: Communication: The Press	9	2	

Communication: The Press	10	3	نوفمبر
اختبارات الثلاثي الأول	11	4	
Communication: The Press	12	1	
Communication: The Press	13	2	
عطلة الشتاء	14	3	ديسمبر
	15	4	
Communication: The Press	16	1	
Communication: The Press	17	2	جانفي
Unit 3: Environment/Pollution/The World of Animals	18	3	
Environment/Pollution/The World of Animals	19	4	
Environment/Pollution/The World of Animals	20	1	
Environment/Pollution/The World of Animals	21	2	
Environment/Pollution/The World of Animals	22	3	فيفيري

	الأسابيع		
اختبارات الثلاثي الثاني	23	4	
Environment/Pollution/The World of Animals	24	1	
Unit 4: Innovation and Technology	25	2	مارس
	26	3	
عطلة الربيع	27	4	
Innovation and Technology + Famous people	28	1	
Innovation and Technology + Famous people	29	2	
Innovation and Technology + Famous people	30	3	أفريل
Innovation and Technology + Famous people	31	4	
Innovation and Technology + Famous people	32	1	
Innovation and Technology + Famous people	33	2	
Innovation and Technology + Famous people	34	3	ماي
اختبارات الثلاثي الثالث	35	4	

*ملاحظة هامة: تجدون بقية التفاصيل، ضمن البرنامج الأصلي و التوزيع السنوي المنجز من طرف مفتشي المدة.

التوزيع السنوي لهرنامج مادة: اللغة الإنجليزية

*السنة الأولى ثانوي. جدع مشترك آداب.

*التوقيت الأسبوعي: 4سا. * التوقيت السنوي: 108سا. *المعامل: 3

المحور – المجال -	الأسابيع		
Diagnostic evaluation	1	2	سبتمبر
Unit 1: Intercultural Exchanges	2	3	
Intercultural Exchanges (continued)	3	4	
Intercultural Exchanges (continued)	4	1	
Intercultural Exchanges (continued)	5	2	
Intercultural Exchanges (continued)	6	3	أكتوبر
Unit 2: Communication: The Press	7	4	
عطلة الخريف	8	1	
Communication: The Press(continued	9	2	

Communication: The Press(continued	10	3	نوفمبر
اختبارات الثلاثي الأول	11	4	
Communication: The Press(continued	12	1	ديسمبر
Communication: The Press(continued	13	2	
عطلة الشتاء	14	3	
	15	4	
Unit 3: Environment/Pollution/The World of Animals	16	1	جانفي
Environment/Pollution/The World of Animals (continued)	17	2	
Environment/Pollution/The World of Animals (continued)	18	3	
Environment/Pollution/The World of Animals (continued)	19	4	
Environment/Pollution/The World of Animals (continued)	20	1	فيفري
Unit 4: Innovation and Technology	21	2	
Innovation and Technology	22	3	

اختبارات الثلاثي الثاني	23	4	
Innovation and Technology	24	1	مارس
Innovation and Technology	25	2	
عطلة الربيع	26	3	
	27	4	
Innovation and Technology	28	1	أفريل
Unit 5 :Famous People	29	2	
Famous People	30	3	
Famous People	31	4	
Famous People	32	1	ماي
Famous People	33	2	
Famous People	34	3	
اختبارات الثلاثي الثالث	35	4	

*ملاحظة هامة: تجدون بقية التفاصيل، ضمن البرنامج الأصلي و التوزيع السنوي المنجز من طرف مفتشي المدة.

الملخص :

هذا البحث عبارة عن تحليل كتاب الانجليزية للسنة الأولى ثانوي.خلال هذا التحليل حاولنا إيجاد العوامل المساعدة لاستقلالية المتعلم في الكتاب. آليات البحث المستعملة هي قسيمة مراقبة على شكل مرجع بالإضافة إلى استبيانين، واحد للأساتذة و الأخر للتلاميذ. استخلص من البحث على أن بعض العوامل المعرفية، ما وراء المعرفية، الاجتماعية التي تشجع على الاستقلالية موجودة في الكتاب. يجدر بالذكر أن العوامل النفسية غير موجودة على الإطلاق. ولكن بالرغم من هذا فان التصرفات التعليمية للأساتذة والتعليمة للتلاميذ إضافة إلى اعتقاداتهم ومواقفهم تجاه هذا النوع من التعلم حال دون استغلال هذه العوامل لتطوير الاستقلالية . البحث ختم ببعض الاقتراحات و التوصيات.

الكلمات المفتاحية :استقلالية التعلم – العامل المعرفي ـ ما وراء المعرفي ـالاجتماعي ـ النفسي- تحليل كتاب مدرسي.

Résumé

Ce travail consiste à une analyse du manuel scolaire d'Anglais de première année secondaire. Une recherche des facteurs cognitifs, métacognitifs, sociaux, et affectifs qui déclenchent l'autonomie de l'apprentissage a été entamée. Un référentiel a été utilisé pour analyser le manuel en plus de deux questionnaires, un pour les enseignants et l'autre pour les élèves. Il a été trouvé qu'une partie du domaine cognitif, métacognitif, et social a été représentée dans le manuel, mais le coté affectif a été négligé. Malgré cela, les pratiques d'enseignement/d'apprentissage des enseignants et des élèves en plus de leurs attitudes et leurs croyances envers l'enseignement centré sur l'apprenant, a fait qu'ils ne tirent pas profit de ces facteurs existants et par conséquent ne facilitent pas le développement de l'autonomie dans l'apprentissage. L'étude a été clôturée par des suggestions et des recommandations.

Mots clefs : Autonomie de l'apprentissage-facteurs cognitifs, métacognitifs, sociaux, et affectifs-analyse du manuel scolaire.

Summary

This work is about the analysis of first year secondary school ELT text-book At the Crossroads.Through this analysis the researcher tried to find out whether or not the factors mediating learner autonomy are represented in the textbook. A checklist in the form of a referential was used for this study in addition to two questionnaires, one for the teachers and another one to the learners. The study came out with the result that part of the cognitive, meta-cognitive and social factors mediating learner autonomy were represented in the textbook, and that the affective factor was not. In spite of this, teachers' and learners' teaching/learning practices, in addition to their beliefs and attitudes towards learner centeredness, made it impossible to invest properly in those existing factors and thus hindered the development of learner autonomy. The study was closed up by some suggestions and recommendations.

Key words: Learner autonomy- Cognitive, meta-cognitive-social and affective factors-text-book analysis