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*The Effectiveness of the English Coursebook ‘ ‘ New
Prospect’ ’ in Developing learners’ Abilities
The Case of Third Year Secondary School Students*

This Extended Essay is submitted at the Department of English Language
as a partial fulfillment of Master Degree in Language Studies

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Dedications :

Words are not enough to express my immense thankfulness to ALLAH for all the gifts he has given me.

I dedicate this work to my dearest father who has a hope to see me one day a teacher

To my mother who always cares about me and supports me

To the candles of my life : my little sister Soumia and

My brother : Othman

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Abstract

It has been widely agreed that a coursebook is an essential component of the ELT classroom. Generally speaking, research on coursebook selection and evaluation suggests that the process of selecting an English coursebook is a complex and multifaceted task, since it can have an enormous impact on students' engagement, motivation to learn, and ultimately their language performance. When evaluating a textbook, therefore, it is important to shed light on its pedagogical contribution to the teaching and learning process.

The present study aims at examining the suitability of the coursebook 'New Prospect' used in third year secondary school in Algeria. Moreover, it focused on the effectiveness and ability of the coursebook in developing and helping learners and it examines according to a variety of criteria and opinions about the selected coursebook, whether it meets the learners' needs and levels or not. For further evaluation, two questionnaires have been submitted to teachers and learners so as to gather the necessary data about the content of the coursebook.

The results confirm the fact that the coursebook completely meets the teachers' and students' expectations and it is a reliable teaching tool for future generation.

List of Abbreviations

ESL: English as Second Language

EFL: English as Foreign Language

TEFL: Teaching English as a Foreign Language

CBA: Competency-Based Approach

ELT: English Language Teaching

FLC: Foreign Language Communication

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General Introduction

General Introduction

Assessing and evaluating a coursebook is a necessary and important process in any learning and teaching environments. A coursebook is not a set of exercises to be carried out for language teaching purposes but rather selecting a specific coursebook build up according to a set of needs and criteria. Furthermore, making a detailed evaluation of a textbook or a set of materials require considering the methodology used and employed in addition to the learners'needs and objectives.' New Prospect' coursebook is introduced within the new educational system that the Algerian Ministry of Education has started to apply 2007, the purpose of this research is to investigate and shed light on the effectiveness of that coursebook in preparing students to higher education. It aims at finding out whether that cousebook is helpful and necessary part in both teaching and learning environment or not and whether it serves learners'needs and fits teachers' expectations. Moreover , this study has the ambition of finding out and revealing the relation between learners and their coursebook and more importantly if the coursebook shows them the secret behind learning English language.

At the begining the researcher raised the following questions :

- Is the coursebook a necessary tool in assisting students with the provided lessons ?
- Does the coursebook content suitable for diffrent learning styles and sufficient to motivate both students and teachers ?
- Does the coursebook of New Prospect a reliable teaching tool for the future learning programmes ?

On the basis of what has been stated before , we hypothesise that :

- Coursebook is a necessary tool not only in helping students to understand better but also in giving them the opportunity to be an autonomous and self -confident learners in such a language
- Coursebook contents are suitable for different learning styles and it can motivate the teachers and learners
- Coursebook is a reliable material for the future teaching and learning setting, what should be added is only some more development

This study is a qualitative research with a retrospective data collection, two questionnaires have been submitted , the first was distributed to 10 teachers who are presently using the coursebook and to 60 students. The present research is divided into three chapters : chapter one as a point of departure is the theoretical one which deals directly with the requirement of a coursebook, i.e. types of coursebook and the importance behind using a coursebook. The second chapter deals with the practical part, it deals with a description of teachers and learners' questionnaires and tries also to analyse and interpret such a questionnaire. The last chapter devoted with some suggestions and recommendations in selecting a successful pedagogical coursebook.

Chapter One

Chapter One: Coursebook as a flexible tool

1.8 Introduction

1.9 Coursebook Definition

1.10 Why do we need Coursebook

1.11 Advantages of Coursebook

1.12 Coursebook Drawbacks

1.13 The important role of textbooks in the EFL/ESL classroom

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Conclusion

1.1. Introduction

One of the most common elements in the Teaching of English as a Second or Foreign Language is the Coursebook. Infact, the coursebook is an essential device in ELT teaching situations, in which such a classroom materials are a component of language instruction that help or impede the needs of teachers and learners. Thus, coursebook (and all their counterparts) become a key pedagogic classroom tool and the decision of which coursebook to use is fateful.

Evaluating a coursebook involves judging its 'fitness' to a specific group of learners and selecting a suitable coursebook becomes a critical process, since it can have an enormous impact on students' learning environment, their motivation to learn and basically their language performance. The fundamental purpose of this chapter, thus, is to find out and shed light on the flexibility of the selected coursebook.

1.2. Coursebook Definition

To do book evaluation in a correct way, first defining characteristics and giving a good definition about coursebook is necessary. Although the definition which Ur (1996: 183) has given is a simple one, it is very useful and easy to understand. It reads as follows: The term 'course book' means, a text book of which the teacher and each student has a copy and which is in principle to be followed systematically as the basis for a language course .Therefore, from the above definition one can get that a course book must have at least being available in the hand of students and teachers and used systematically in a course of study, and a course of study in this respect refers to an English course.

A textbook or coursebook is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Cunningsworth (1995 ; 7-15) points out that coursebook should correspond to learners needs, help to think out learners to use language effectively for their own purposes, facilitate students learning process, have a clear role in mediating the target language and the learner. From this point of view Coursebooks have been variously regarded by teachers as the Bible, a guide, a crutch, a necessary evil, or a burden that must be carry out for both learning and teaching situations.

1.3. Why do we Need Coursebook

Textbook is a learning tool used by the student and teacher together. Once the student enter the school or class the first thing that is extracting is the coursebook, more particularly it usually an Irreplaceable habit. After that , the student begin receiving the curriculum and academic guidance from the professor and through this situation, the student gets used to the book and has become an indispensable means.

It is generally agree that the coursebook represents the heart of any English language teaching situation (Sheldon, 1988; Hutchinson and Torres, 1994). They display advantages for teachers and language students alike, and they appoint a useful resource for both teachers and learners (Richards, 1993). It is a suitable basis “on which to mould the unpredictable interaction which is necessary to classroom language learning” (O'Neill 1982; 104). According to Sheldon (1988; 8) the following reasons justify the widespread use of coursebooks in the teaching of English as a foreign or second language throughout the world.

- Coursebooks are indispensable in ELT contexts because it is difficult for teachers themselves to create their own teaching material.

- Coursebooks lesson preparation time by providing ready-made teaching texts and learning tasks.

- Coursebooks can serve both as a syllabus and as a framework of classroom progress, a measure by which teaching can be evaluated by external stakeholders.

-Coursebooks usually serve multiple roles in ELT, such as (Cunningsworth, 1995):

- a) A resource for presentation material (spoken/written)
- b) A source of activities for learner practice and communicative interaction.
- c) A reference source
- d) A syllabus
- e) A resource for self-directed learning or self- access work.
- f) A support for less experienced teachers.

1.4. Advantages of Coursebook

A great number of specialists and scholars complimented the value of coursebook (Harmer, 2001; Richards, 2001; Rubdy, 2003). Apart from its benefits, coursebooks provide structure and a syllabus for a program; they help standardize instruction, maintain quality and provide a variety of learning resources which are efficient because they save teachers' time and provide effective language models and input, and are usually visually appealing and attractive for students. Graves (2000, p.174) provides several advantages for the use of a coursebook:

-It provides a syllabus for the course because the authors have made decisions about what will be learned and in what order.

-It provides security for the students because they have a kind of road map of the course: they know what to expect, they know what is expected of them.

- It provides a set of visuals, activities, etc., and so saves the teacher time finding or developing such materials.
- It provides teachers with a basis for assessing students' learning.
- It may include supporting material (teacher's guide, worksheets, CDs).
- It provides consistency within a program across a given level, if all teachers use the same textbook.

Harmer concludes that

Where a textbook is involved there are obvious advantages for both teacher and students. Good textbooks often contain lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating on. Textbooks can be systematic about the amount of vocabulary presented to the student and allow students to study on their own outside the class. Good textbooks also relieve the teacher from the pressure of "having to think of original material for every class" (Harmer, 1991, p. 257).

From the above quotation, it introduces that the coursebook has a positive effect on the learners and the teachers in which the textbooks should be systematic and the amount of vocabulary presented to the student allows them to study on their own outside the class and push the teachers to search and prepare in each session for new items and tasks.

1.5. Coursebook Drawbacks

Coursebooks have also been criticized for many reasons among them

- Coursebooks are not flexible and generally simply mirror the pedagogical, psychological, and linguistic preferences and biases of their authors

- Coursebooks contain social and cultural biases, such as gender bias, and stereotyping (Carrell and Korwitz, 1994; Renner, 1997)
- They are often too contrived and artificial in their presentation of the target language. For example many scripted language models and dialogues are unnatural and inappropriate for communicative or cooperative language teaching
- Textbooks may prevent teachers' creativity if teachers are obliged to follow the coursebooks sequence to the letter (Skierso, 1991, p. 432)
- The teacher's role is undermined. Teachers may find themselves as mediators; they only carry out teaching practices imposed on them (Ur, 1991).

Among the main negative effects of the use of coursebooks is that they may contain inauthentic language, they may not satisfy students' needs and they may be expensive to buy.

Consequently, it should be noted that both the benefits and limitations of the use of coursebooks need to be considered in the critical process of coursebook selection for the teaching of English as a second or foreign language. If the coursebooks that are being used in a program are judged to have some negative consequences (e.g. they do not stimulate the students; interest, and/or they contain a few authentic reading texts).

1.6. The Important Role of Textbooks in the EFL /ESL Classroom

A coursebook can be defined as a published book specially distributed to help learners to improve their linguistic and communicative abilities (Sheldon; 1987) . Moreover, textbooks are also used as a supporting teaching instrument (O'Neil 1982, Ur 1996), different materials are related with the coursebook such as : workbook, teacher's bookect , are specially “ designed to give cohesion to the language teaching and learning process by

providing direction , support and specific language-based activities aimed at offering classroom practise for students” (Mares, 2003)

In different ELT situations, Textbooks continues to play an essential and effective role all over the world (Dendrinios 1992, Lee 1997, Williams 1983) . The importance of textbooks in the ELT classroom is so great and extensive that is almost a universal element in ELT teaching (Hutchinson & Torres 1994).

Therefore, the importance of use of textbooks in ELT has been justified by many different researchers and points of view are submitted either the coursebook help or hinder both learning and teaching process.

Coursebook seems to be a facilitator for the teachers and a guide for the learners; it provides students with different types of lectures for instance grammar and vocabulary lessons and its related activities. Also, pronunciation practices in order to master the language and relevant texts to read and interpret. Wheareas, for the teachers the coursebook facilitate their work and give them the opportunity to prepare the suitable lectures for their students without looking at another books.

1.7. Functions of Coursebook :

Foreign language coursebook functions are usualy related to its validity for both learning and teaching that language. For instance, English language has seven functions that are presented in what follow

1. Informative function
2. Stimulating and developing function
3. Integrating function
4. Educating and motivating function
5. Contrastive- transformational function
6. Facilitating and relating function

7. Testing function

Providing that, the authors of foreign language coursebook respect these functions, it will enable the learners and teachers to use it effectively and finally the teacher-learner cooperation will be gained.

2.1. English Language Status in Algeria

The use of English Language in Algeria grow rapidly in such a way, it replaces and gets a specific places in different dimensions. Cook (2003; 25) states that:

In recent years the growth of English has been further accelerated by a starting expansion in the quantity and speed of international communication the rise of international operations , linked to expanding U.S power and influence , ensures an ever-increasing use of English in business, films, songs, television programmes, and advertisement in English are heard and seen in many countries where it is not the first nor even a second language .

Globalization, in fact, is the remarkable factors that push the English Language to the front levels. For such a reason, English rises day after day and the needs and opportunities to learn emerge.

The objectives of English language teaching, as they may be looked by the Algerian authorities will be mentioned as follow:

- To provide the learners with a cultural experience and knowledge about the English language. This will give them the opportunity to know more about the language.
- To provide the learners with an ability to speak, understand, read and write the English language. In the Algerian context, the specific requirements of a coursebook include the following:

- The coursebook should contribute to the fulfilment of the educational aims as defined by the Ministry of Education.
- The coursebook should motivate the learners by appealing to their perceptions of the reasons why they are learning the language for

2.2. English Learners' Needs

For many years, English teachers as foreign language (EFL) or second language (ESL) have been put a great emphasis and an increasing attention to identify the needs of their students.

Certainly, emphasising on the learners' needs is major requirement for a successful coursebook. Needs analysis is a critical tool for any course preparation.

In that case , 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 finding out the learner's needs , several factors should be taken into consideration : who the learner's are , their level , the teachers and learners 'goals , the teachers teaching level on the target language .

Indeed, by knowing the learner needs we will be aware about the level of language knowledge of that learner. According to (Dudley –Evans and ST john's 1998) the teacher should have professional information about the learners that mean the tasks and activities learners are /will be using English for, in addition to the factors which may affect the way which they learn and their identified lacks.

2.3. English Learners Influencing Factors

The most known factors which influence the learners of English and well discussed are: age, learning styles, learning strategies, motivation, anxiety and

attitude. Knowing all these differences results selecting the appropriate methods, finding learning problems, and grouping the learners together according to their characteristics.

2.3.1. Age

Age variation in learning a foreign language is an important factor that must be taken into account in choosing and selecting the right and suitable coursebook. Many people think that children can learn a specific language better than adults. However, many researchers and experiences show that older learners can acquire high levels of proficiency of such a language rather than younger learners (Littlewood; 1984).

As a matter of fact, the age of learners influences their learning of a foreign or second language. Due to many explanation which agrees to what has been referd to the critical period hypothesis between early childhood and puberty, particularly the brain develops during the first few years after birth and continues till puberty .

2.3.2 Learning Styles :

Learning styles refer to the way in which learners prefer to learn. Learning styles impact the way how we like to learn and the best method to learn. In this respect, Harmer (2001; 43) speak about four different learner styles:

Convergers: refer to independent students who avoid group works and trust only on their abilities. Generally, they are analytic and can impose their own structures on learning. They tend to be cool and pragmatic and prefer to avoid groups work

Conformists: the students who prefer to emphasize learning about language over learning to use it. These are students who prefer to emphasize learning about language over learning to use it.

Concrete learners: those who like to learn language as communication rather than language as a system prefer group work in class experience.

The following table shows how learners with different learning styles prefer learni

Kinaesthetic →	-The learner learns best through using the body
Visual →	-The learner learns best through seeing
Group →	-The learner learn best through working with others
Auditory →	-The learner learns best thorough hearing
Individual →	-The learner learn best through working alone
Reflective →	-The learner learn best when given time to consider choices
Impulsive →	-The learner learn best when able to respond immediately

Table 1: different ways of classifying learning styles (Pulverness and Spratt, 2008: 52)

2.3.3. Motivation

Motivation is the desire that someone has to do something. It is noteworthy that motivation is among the important psychological factors leading to success or failure in learning a language and those learners need to be motivated to be successful. Lightbown and Spada (2006) defined it in

terms of two factors: learners' communicative needs and their attitudes towards the second language;

That is, if learners need to communicate through the second language in a given community, they will be motivated to learn it. Littlewood (1984) argued that positive attitudes towards the second language reinforce motivation, but if these attitudes are negative, many obstacles in learning a second language will be created. There are two types of motivation which ought to be considered:

extrinsic and intrinsic motivation. In this respect, Brown (2000: 164) says that:

Intrinsically motivated activities are those for which there is more apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences namely, feelings of competence and self-motivation.

Admittedly, coursebooks should bring and provide activities and materials that are motivating and give learners opportunities to use English and talk about their own experiences.

2.3.4. Anxiety

Anxiety is a natural feeling, that all people feel it. It is a reaction towards something that will happen anxiety varies from one individual to another according to the personality and it acts as a double-edged trait which can either hinder performance or lead to perseverance. In this respect, specialist identified two types of anxiety: facilitative and debilitating.

Facilitative anxiety can be defined as the learners' ability to repeat their attempts while performing a specific task. Whereas, debilitating has a relation with obstacles inhabiting the learners and hindering their progress.

2.3.5. Intelligence :

Intelligence is one of the factors that influence English learners, it is considered as a crucial factor that affects second language learning. The level of intelligence differs from one person to another.

Actually, an intelligent learner learns rapidly and effectively in contrast with another learner who misses this character.

2.4. English Teachers' Role

Because of the foundation of the orientation of the learners-centered approach, new roles have been taken place. Teachers, however, in this approach, are encouraged to become autonomous and limit their function of monitoring and evaluation. i.e., get rid of their limited function, with such a role the teacher helps and encourages learners to take part in their own training and to create active participants in the learning process. This requires the voluntary of the learners and their responsibility for their own learning and increasing the value of co-operation and the presentation of the group work between them. In fact, the teacher should teach them the different learning strategies and build and discover their knowledge and use it in the suitable way with the best method.

2.5. English Learners' Role

Through learning, the learners are accustomed and expected to develop abilities and perceive new things and move from the creative stage to the

critical thinking. They start using their minds for observing and manipulating information; then, the learner begins to build a type of awareness through their own learning.

Competency-based approach as a new framework, the learners will be guided to search and find solutions to the problems they face and sharing/exchanging such information with others. The classroom as a specific space; the learners will be introduced to different tasks , build knowledge and the methodology of doing activities , this will give the learners the opportunity to know their level and their learning strategies with the guide and support of the teacher

2.6. Competency-based Approach: The Effective Teaching Method

The notion and the foundation of the competency-based approach have been come into use and develop in the United State in the 1980. It is based on acquiring the four skills and developing the language and because of its success it gains the adaptation of the different International Educational Systems. In Algeria it has been introduced by the Algerian Ministry of Education in 2005 and has been adopted in the new coursebooks and program of English to develop intellectual competencies among the learners.

In this respect, the learners' need is an important aspect in such an approach, the use of the language skills , grammar, vocabulary accordingly in such a way that the authentic materials used to help and encourage the learner to practise the language and participate during the lecture. The Programme of the Algerian Ministry of Education (2005; 4) states that:

“ Cette approche permet à l’enseignant d’apprendre à apprendre mais également d’apprendre à partager, échanger et coopérer avec l’autre”

The teacher must be aware of how to share and exchange knowledge with the learners and how learners co-operate with each others.

Thanks to this approach, the ability to observe, discover, apply, control, and integrate with the learners exists.

2.7. Coursebook Evaluation

Evaluating a coursebook is an important step in selecting materials for both students and teachers. In general there is no universal learners' coursebook for that reason there is no finding for one model of evaluation, the success or failure of that match cannot be determine since the book has been implemented (McDonough and Shaw, 2003). The evaluation of materials critically judges book planning, design and implementation process (White; 1988).

Rubdy (2003) claims that a good evaluation frameworks helps match flexibility, adaptability, and relevance of a coursebook with learners and their changing needs. To find a suitable evaluation method, past frameworks and their Subjectivity will be explored.

2.7.1. Frameworks:

Coursebook evaluation discussions vary in the extent to which they address priorities of ELT teaching and material selection, in such away the efficacy of coursebook should be considered .Typically, and the evaluation process consists of two to three levels of evaluation. Cunnings worth (1995) label these stages as being first: an impressionistic overview and second as: an in-depth evaluation. His first level consists of a broad evaluation while the second level, or stage, takes a more detailed look into the material. In other word, Cunnings worth (1995) states that coursebooks should correspond to

learners' needs help students to use the language effectively, facilitate their learning process, and show a support for learning.

Another framework shown by McDonough and Shaw (2003) also demonstrate a comprehensive framework with an “external” and “internal” evaluation consisting of 24 criteria. The first evaluation has a relation with the organization and promises of the coursebook made by the author .Whereas , the second deals with an in depth look at a minimum of two units to focus on factors such as the presentation of skills, sequencing and text appropriacy .

2.7.2. Subjectivity:

The subjective aspect of evaluations has been recognized by Cunningsworth (1995); Ellis (1996, 1997); and Littlejohn (1998). To put an evaluation in context, a look at any teaching situation is necessary before selecting and adapting a coursebook evaluation method. Sheldon states that coursebook assessment is “a subjective, rule-of-thumb activity” (1988, p.245). Tomlinson (2003) claims a criterion-referenced evaluation can help reduce subjectivity by making it more principled and systematic, therefore, more reliable .He also asserts that no two evaluations can be the same as each context and participant is different. Studies on oral evaluation discussion and action research papers have noted how evaluation answers vary from teacher to teacher (Chambers, 1997; Johnson et al. 2008). The role of the coursebook in the program, as well as teachers and learners, must be considered in context for a successful evaluation

2.8. Types of Coursebook Evaluation:

One of the most challenging tasks English teachers are often faced with is the choice of a coursebook suitable for their teaching situation. The ultimate purpose, of course, is to choose a coursebook that will help the students increase their language performance and suits the needs, their unique characteristics and their preferences and one that the teacher believe will motivate them. In this respect, Chambers (1997, p. 29) argue that Selecting a suitable coursebook is not a straight forward process, as “selecting a suitable coursebook is not a simple task”.

In studying the different materials evaluation reveals that most researchers distinguish between two types of materials evaluation: a) predictive evaluation, and b) retrospective evaluation (Cunnings worth, 1995; Ellis, 1997). The basic principles and theoretical assumptions of each type are presented below

2.8.1. Predictive Evaluation

Predictive evaluation refers to the evaluation with the aim of finding examining and deciding what materials to use .i.e. they determine which are ‘ best suited to their purposes ’ (Ellis, 1997, p.36). The teacher have two main ways for evaluating either through an evaluation and assessment of teaching materials and coursebook conducted or distributed by experienced teachers and educators or through their own evaluation . Cunnings worth (1995) provides the following criteria for the evaluation of coursebook:

a) Coursebooks should correspond to learner’s needs. They should match the aims and objectives of the language-learning programme.

b) Coursebooks should reflect the uses (present or future) learners will make of the language. Textbooks should be chosen that will help students use language effectively for their own purposes.

c) Coursebooks should take account of students 'needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method.

d) Coursebooks should have a clear role as a support for learning.

2.8.2. Retrospective Evaluation

The term retrospective evaluation is usually refers to evaluation designed to examine materials that have actually been used. The most commonly used way of conducting retrospective evaluation, is to engage in what is known as “impressionistic evaluation». This includes the assessment of teachers during the language course, which activities and materials were actually beneficial, so that at the end of the course they can make a summative judgement of the materials they have used (Ellis, 1997). The second way to carry out retrospective evaluation is to try to collect information in a more systematic manner, and conduct an empirical evaluation which involves “micro-evaluation” of tasks in order to become beneficial and suitable in a given teaching situation.

The evaluation of a given task involves the following steps (Ellis, 1997):

Step 1: Choosing a task to evaluate

Step 2: Describing the task

Step 3: Planning the evaluation

Step 4: Collecting the information for the evaluation

Step 5: Analysing the information

Step 6: Reaching conclusions and making recommendations

Step 7: Writing the report

2.9. Adapting English Coursebook

To select and adapt such a coursebook is not an easy task, there are certain criteria that should be taken into account. Adapting the coursebook is almost inevitable in the English classroom because a coursebook is not designed and written with a particular student, and as a result, it may contain materials and tasks that the teacher feels are not suitable for his/her teaching situation, the teacher should

a) personalize the text making it a better teaching resource, and b) individualize it for a particular group of foreign language learners. This adaptation may take a variety of forms. For example, teachers may choose the following types of adaptations to the coursebook they use:

1. Modification of the content of the coursebook.

The content of the coursebook should be modified when it does not fit students' target language needs, their age and their linguistic level.

2. Addition or deletion of the content of the coursebook.

There are some parts or units that should be added or omitted, for example the book focuses only on the speaking or listening skills here they should pay more attention to the reading and writing skill.

3. Reorganization of the content of the coursebook.

The teacher should organize the coursebook in a suitable and correct way that helps the students.

4. Modification and alteration of language tasks and activities.

Tasks, Exercises and activities may need to be changed or replaced to give them a different content and/or focus.

Gabriellatos (2000) argues that teachers may choose to omit or modify materials and/or tasks for the following reasons:

- a) Learners are already familiar with a language point, or are already competent in a skill.
- b) There are too many tasks on a specific area.
- c) The item/area concerned is not a priority.
- d) The item/task is not well designed.
- e) The item/task is not well-suited for its aim.
- f) The topic is not appropriate for the learners.

Conclusion :

From this theoretical part, the researcher can deduce that coursebook as a teaching and learning material plays an effective role in the success or failure of both the students and teacher learning and teaching process. Thus, Learning English as second or foreign language (ESL) or (EFL) puts a great emphasis on the use of the coursebook as essential tool in teaching students such a language especially with the growth use of English in Algeria. In EFL class, students will be in need of language to express themselves, to be able to use their innate competence and to develop basic awareness of what happens in face – to – face interaction.

Chapter Two

Chapter 2 : Research Design and Findings

3.1 Introduction

3.2 Description of the sample population

3.2.1. Teachers' profile

3.2.2. Students' profile

3.3 Data collection and methodology

3.3.1. Teachers' Questionnaire

3.3.2 .Students' Questionnaire

3.4 Data Analysis

3.4.1. Analysis of Students' Questionnaire

3.4.2. Analysis of Teachers' Questionnaire

3.5 Data Interpretation

3.6 Conclusion

3.1 Introduction :

This study aims at examining the effectiveness of ‘ New Prospect’ Coursebook of third year secondary school in preparing students to higher education. As it is know the coursebook is the fundamental element in any teaching and Learning situation , that is why it should be supported by information collected from specialist and people who are in direct contact or relation with this coursebook in order to fulfill this research work .

The objective of this research is to shed light on the different views relating with that coursebook, whether the cousebook is really effective in achieving the aims of the course and the objective of the teachers or not and also to collect learners’ views on their selected coursebook.

This chapter includes descriptions of : the sample population, questionnaire that have been distributed to students and teachers and an analysis of these questionnaires, followed logically by data interpretation and the results obtained from this study.

3.2 Description of the Sample Population

3.2.1 Teachers' profile :

The Questionnaire was conducted at Abdelkarim Benaissa and Bouhairat Karar Secondary Schools in Hennaya and Remchi with 10 teachers. All teachers are in charge of third year students and their coursebook, in addition to their teaching to first and second year students. Seven of them are male and the rest are ladies.

Four of them have their magister degree in applied linguistic from the university of Tlemcen and Oran.

Five of teachers have an experience in teaching English which stretches from more than 15 years, three of them are teaching English between 5 to 15 years and the other teachers are new their experience is less than 5 years.

The aims of all this teachers is to make their students love the English language and encourage them to use it inside and outside the classroom.

3.2.2 Students' profile :

The students in this investigation are third year Secondary school students, their age is between 17 to 19 years old. 37 of them are under foreign languages branch and the rest are scientific stream students. The majority of classes notice a higher number of female students in contrast with male.

All the students use the same coursebook and they have nearly from 3 to 5 hours of English per week.

3.3 Data Collection and Methodology

3.3.1 Teachers' Questionnaire :

The sample of this study consists of 10 teachers selected from two different Secondary schools. 12 questionnaires were distributed to the teachers but only 10 questionnaires were given back. The teachers were required to answer 14 questions by crossing the right box and making sentences when necessary.

The purpose of the questionnaire is to collect and investigate the teachers' point of view on third year English coursebook to find out whether the coursebook meet the aims and if it is pedagogically satisfactory and helpful for the learners.

When conducting the teachers' questionnaire no problem has been faced, all teachers answered clearly.

3.3.2 Students' Questionnaire :

The questionnaire was given to 65 students after taking the permission from their teachers but only 60 questionnaire were given back since the other were absent. The learners were required to answer 13 questions by crossing the right box. Some of the students answered easily and they understand the topic very well, others need more assistance.

A group of students confirmed that they do not like English and refused helping the researcher. Some problems have been found with some students such as : bad hand writing, ambiguous and difficult word to understand.

3.4 Data Analysis and Discussion

3.4.1 Analysis of Students' Questionnaire :

As it has been already mentioned, the questionnaire was directed to a group of 60 students. In this section the researcher will attempt to analyze the information provided by students

Q1 : How often do you use your coursebook ?

The use of coursebook	Results	Percentage
Always	18	30%
Sometimes	37	61.66%
Never	5	8.34%
Total	60	100%

Table 2 : Students' use of the coursebook

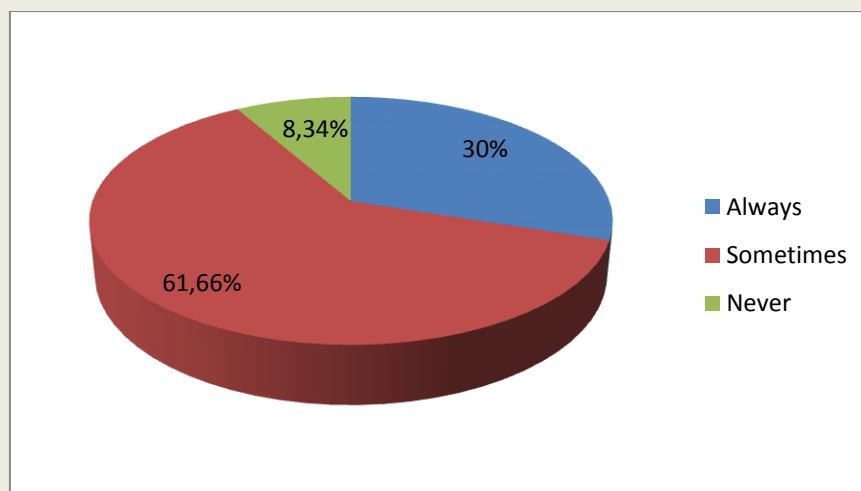


Figure 1 : Students' use of the coursebook

The majority of students (61.66%) Sometimes use their coursebook i.e. when their teachers oblige them to bring it , this indicates that they do not have a great contact with their coursebook since the presence or the absent of the coursebook is the same . A small number of students (8.34%) argue that they never use or bring their coursebook in the class.

Q 2 : How do you find the topics included in the coursebook ?

Topics assessment	Results	Percentage
Easy	11	18.34%
Difficult	15	25%
Moderate	34	56.66%
Total	60	100%

Table 3 : The students assessment of their selected topics

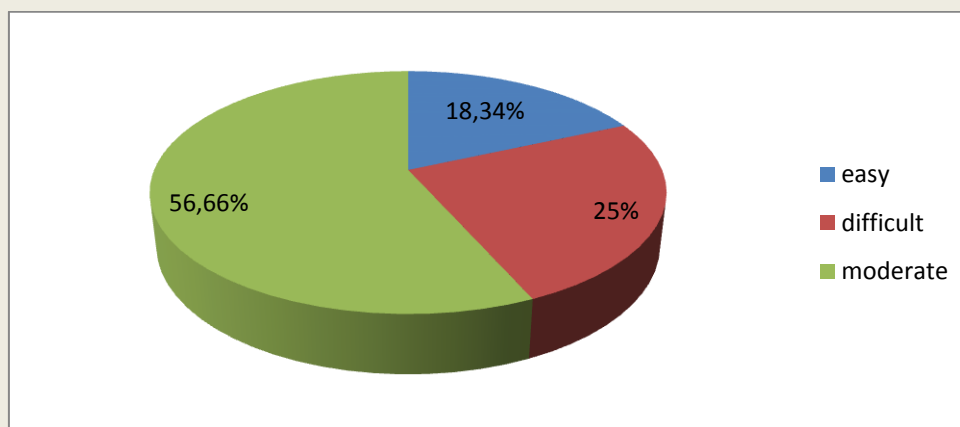


Figure 2 : The students assessment of their selected topics

Table 5 and figure 2 shows that (56.66%) of students confirmed that the coursebook topics are moderate and suitable for their level of understanding that is mean the they can understand the different lectures provided there.

Whereas (25%)of them said that the coursebook topics are difficult and coursebook vocabulary is somehow complicated.

Q3 : Are the topics in the coursebook attractive for you ?

Learners Answers	Results	Percentage
Yes	45	75%
No	15	25%
Total	60	100%

Table 4: Rate of learners who think that the coursebook is attractive

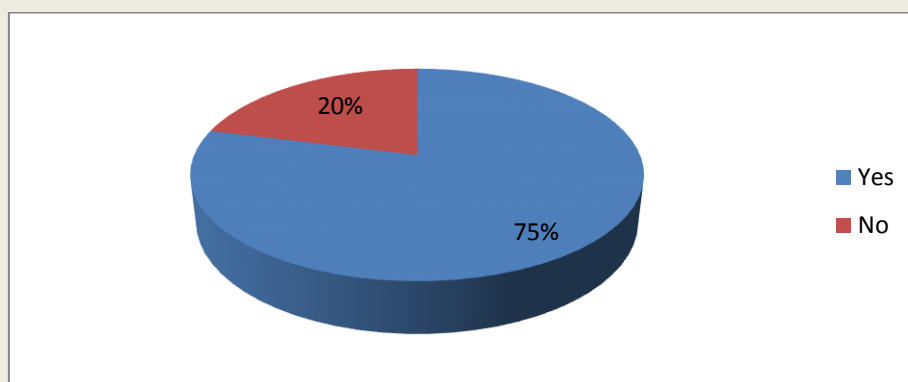


Figure 3 : Rate of learners who think that the coursebook is attractive

The majority of students(75%) argue that the coursebook attract them and motivate them to learn the language , it help them for the progress of their levels.

Q4 : Do you find coursebook illustrations expressive and helpfull?

Learners 'Answers	Results	Percentages
Yes	58	96.66%
No	2	3.34%
Total	60	100%

Table 5 : Learners' views about their coursebook illustrations

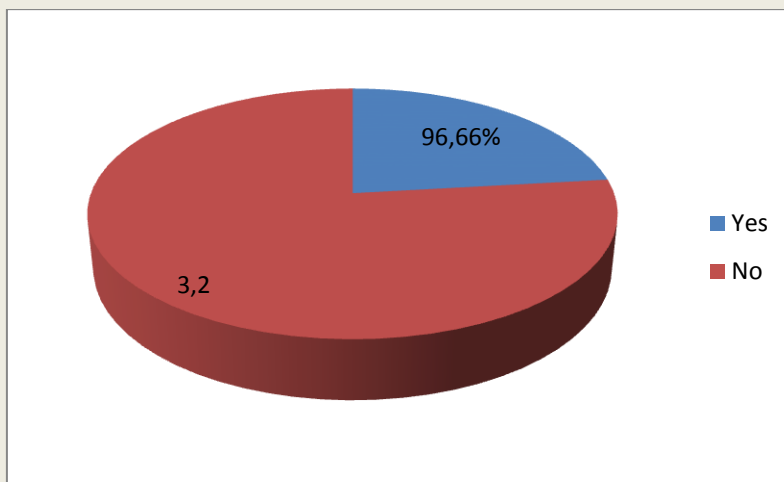


Figure 4 : Learners' views about their coursebook illustrations

The majority of students (96.66%) said that their coursebook illustrations are helpful and push them to the target meaning related with the course, pictures, maps, drawing according to them are used and distributed in their coursebook in perfect manner.

Q5 : What kinds of activities do you like in the coursebook ?

Learners' Answers	Results	Percentage
Pair works	18	30%
Grammar exercise	26	43.34%
Filling the gaps	6	10%
Reading comprehension	5	8.33%
Story writing	5	8.33%
Total	60	100%

Table 6 : Learners' preferable coursebook activities

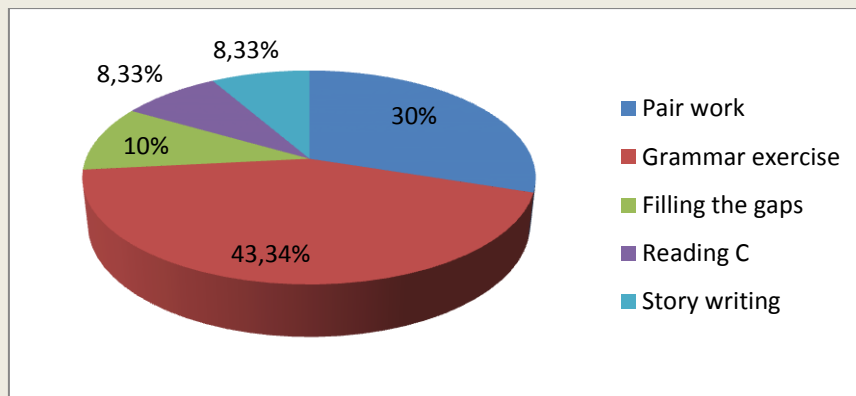


Figure 5 : Learners' preferable coursebook activities

Verious answers have been given. (43.34%) of students prefer grammar exercises because it help them during their exams, whereas (30%) of them prefer pair works and participating using dialogues because it give them the opportunity to be aware of their mistakes and learn from it. The rest have diffrent views.

Q6 : Do you enjoy activities in class ?

Learners' Answers	Results	Percentage
Yes	50	83.34%
No	10	16.66%
Total	60	100%

Table 7 : Rate of students who enjoy activities in the class

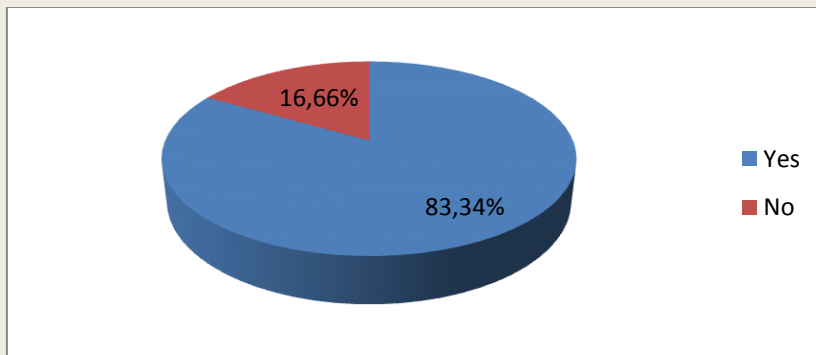


Figure 6 : Rate of students who enjoy activities in the class

In this question, most of the students (83.34%) enjoy doing activities in the class because this help them for better understanding of the course in addition their need for their teacher explanation.

Q7 : How do you evaluate your level of understanding of texts and dialogues distributed in the coursebook ?

Learners' Answers	Results	Percentage
Good	9	15%
Average	42	70%
Bad	9	15%
Total	60	100%

Table 8 : Learners' assessment of their levels of understanding

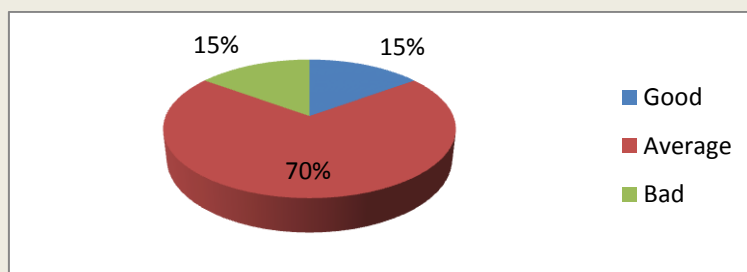


Figure 7 : Learners' assessment of their levels of understanding

From the answers of the above question, we find that (70%) of students their level of understanding is average, they do not capture the different meaningful units of the course. this push them to lose their concentration.

Q8 : Do you always contribute and participate in the classroom using English as a means of communication ?

Learners' Answers	Results	Percentage
Yes	20	33.34%
No	40	66.66%
Total	60	100%

Table 9 : Rate of students' use of English language

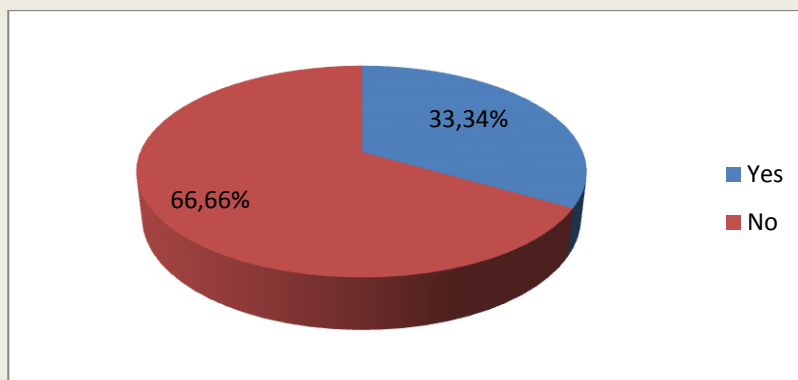


Figure 8 : Rate of students' use of English language

Among the reasons provided by the learners who answered with (No) are the following:

- I'm shy.
- I always have the right answer but I'm afraid of saying it.
- It depends on the situation.
- I don't like English.
- Sometimes I don't have the words.
- I'm afraid of giving wrong answers.
- I'm not good at English.

Q9 : Does your teacher use the coursebook in each session with you ?

Learners' Answers	Results	Percentage
Yes	49	81.66%
No	11	18.34%
Total	60	100%

Table 10 : The use of English coursebook by teachers in class

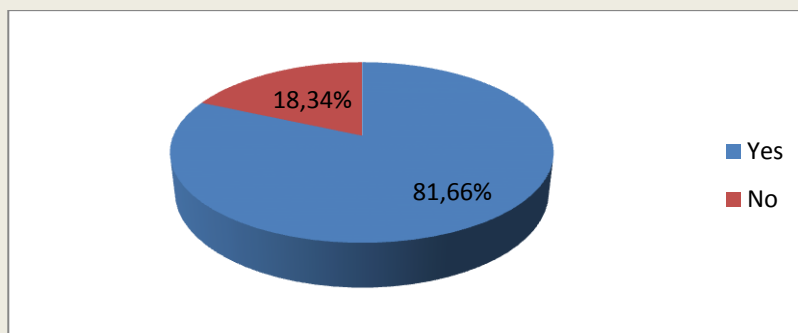


Figure 9 : The use of English coursebook by teachers in class

The results of this question show that almost all teachers use the provided coursebook, some students add that their teachers can not start a specific course without the coursebook. Others students said that their teachers bring the lectures and exercises from their owns.

Q10 : Which skill do you like to develop more based on your coursebook ?

Learners' Answers	Results	Percentage
Speaking	52	86.66%
Listening	3	5%
Reading	3	5%
Writing	2	3.34%
Total	60	100%

Table 11 : Students' preferable skill to develop from their coursebook

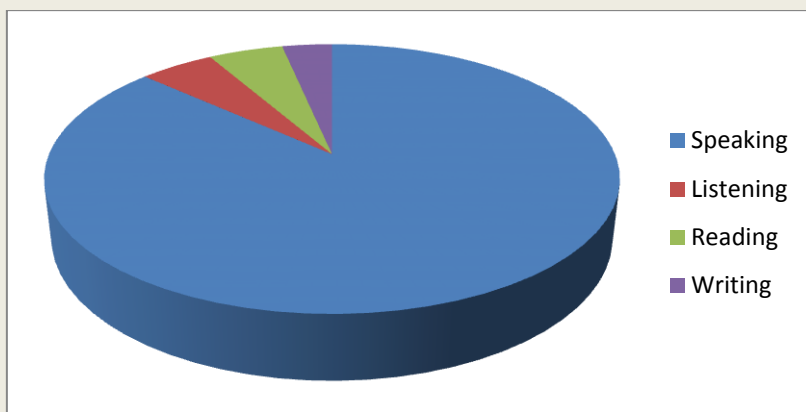


Figure 10 : Students' preferable skill to develop from their coursebook

Concerning this question, (86.66%) of students prefer speaking skill, they like their coursebook to be based on teaching and showing them how to speak English fluently, they find English difficult language because of the lack of practice. The rest of students prefer listening, reading and writing to develop.

Q11 : How often does the coursebook help you develop language skills ?

Learners' Answers	Often	Sometimes	Never
Speaking	14	39	05
Listening	27	28	05
Reading	24	28	08
Writing	24	29	07

Table 12 : The coursebook and language skills' development from the point of view of the learners

The answers are varying but all the responses argue that the coursebook tackle the four skills, but the learners find difficulties in receiving these skills and how to use them.

Q12 : Does the coursebook meet your aims / objectives ?

Learners 'Answers	Results	Percentage
Yes	54	90%
No	6	10%
Total	60	100%

Table 13 : Students' opinions about their coursebook

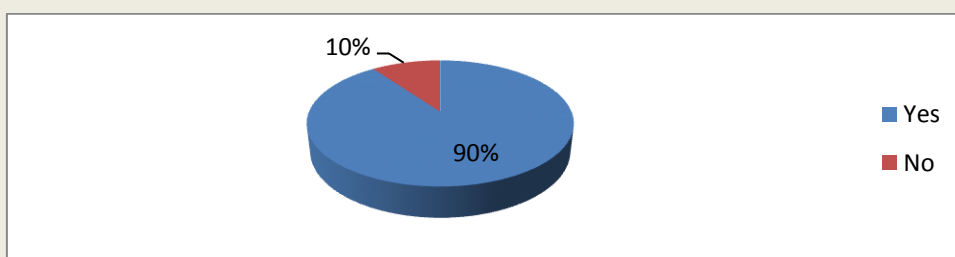


Figure 14 : Students' opinions about their coursebook

Q13 : The students suggest some topics to be included in the coursebook in case of future change :

- The coursebook is too long, they should shorten it.
- The subjects and topics are too long and far away from their interest and needs.
- The coursebook units that are submitted to them are boring and with no educational purposes.
- The coursebook limits the number of activities, the students suggest more activities for more understanding especially grammar and speaking activities in order to master the English language.
- Students suggest the use of dictionnaires during courses and teach them how to use it correctly.

-Students prefer lectures of English to be focus on how to make them speak and write correctly in English without mistakes.

-Some students suggest the delision of some part of the coursebook like : think, pair, share.

3.4.2 Analysis of Teachers' Questionnaire :

The teachers' questionnaire included a set of questions focusing on the suitability of third year secondary school coursebook teachers, the questionnaire involved 14 questions

-Gender : (male or female)

Seven teachers are male and three of them are females, we find 20 teachers but they are beginners teach first and second year students and they did not use the selected or chossen coursebook.

-Teaching Experience : How long have you been teaching ?

Numbers of Years	Number of Teachers
Less than 5 years	3
Between 5 and 10 years	2
Between 10 and 15 years	1
More than 15 years	4
Total	10

Table 14 : Teaching Experience

-Class : Which level have you been teaching ?

To mention that, the majority of teachers teach third year. In addition they also taught first year and second year long time before.

This shows that all teachers are in contact with the coursebook.

Q1 : Does the coursebook suitable and attractive for your students ?

Teachers' Answers	Results	Percentages
Yes	7	70%
No	3	30%
Total	10	100%

Table 15 : Suitability of the coursebook for learners' level

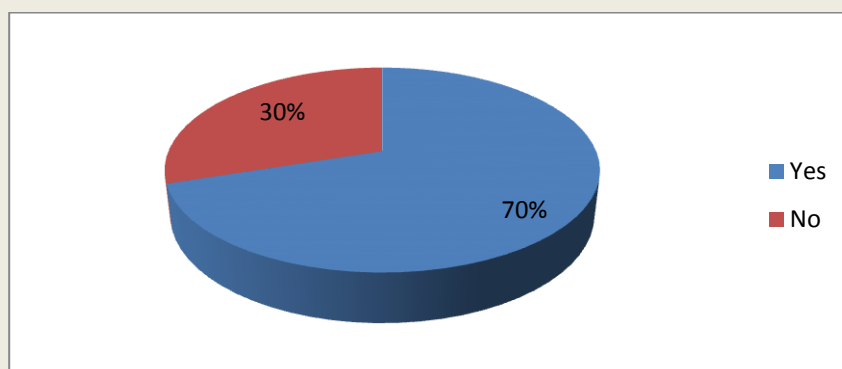


Figure 12 : Suitability of the coursebook for learners' level

The majority of teachers (70%) said that the coursebook do not suit the learners' level. This view is derived from their observations when dealing with different parts of the coursebook since learners' face many difficulties in understanding them.

Q2 : Are the topics up-to-date for your students ?

Teachers' Answers	Results	Percentages
Yes	4	40%
No	6	60%
Total	10	100%

Table 16 : The suitability of topics for students

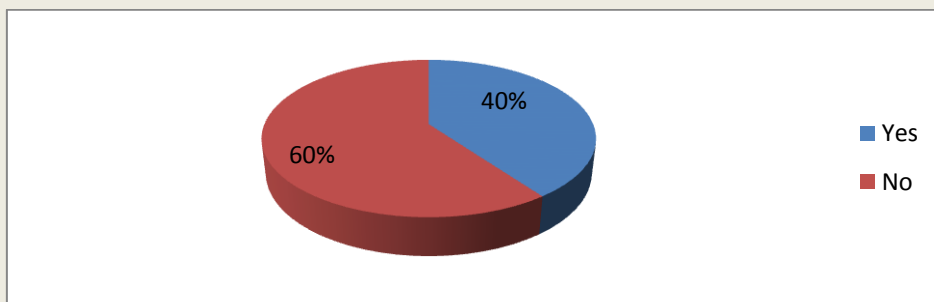


Figure 13 : The suitability of topics for students

It is revealed that (60%) of teachers argue that the topics of the coursebook are far away and not suitable for their learners, this view is done according to their contact with students and their preference.

Q3 : Does your students participate in the classroom ?

Teachers' Answers	Results	Percentages
Yes	2	20%
No	8	80%
Total	10	100%

Table 17 : Students participation in the classroom

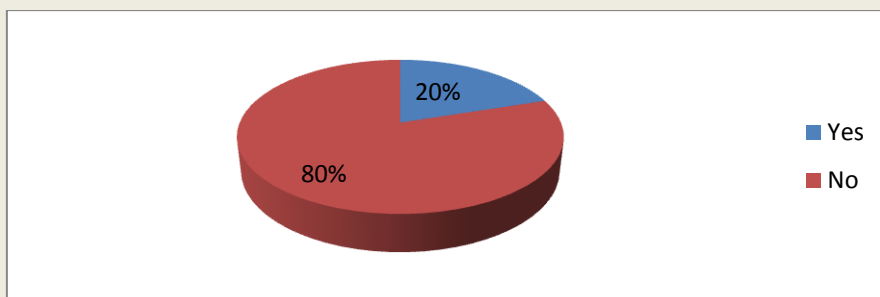


Figure14 : Students participation in the classroom

The majority of teachers (80%) said that their teachers do not participate during the course except some few element who prepare their lectures at home and this according to them presents a problem for the teacher.

Q4 : Is the coursebook learner-centered as it claims, i.e., does it encourage the learners to learn through interaction ?

Teachers' Answers	Results	Percentages
Yes	6	60%
No	4	40%
Total	10	100%

Table 18 : Rate of teachers who think that the coursebook is based on learner-centered approach

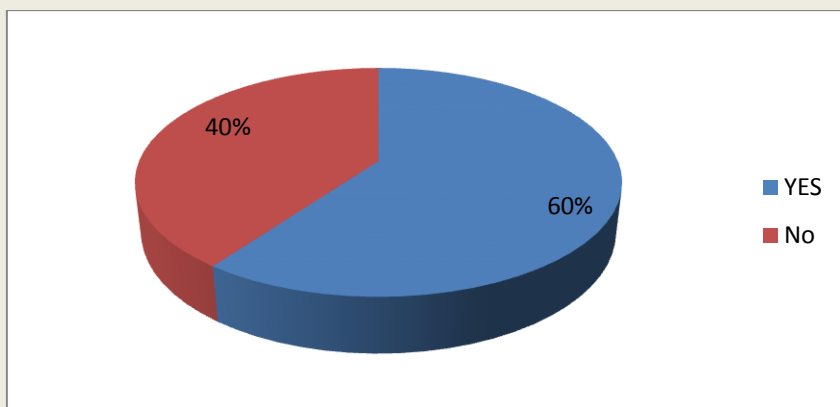


Figure 15 : Rate of teachers who think that the coursebook is based on learner-centered approach

60% of teachers confirmed that the coursebook is totally directed to the learners and the activities help them and make them behave actively during the course whereas other claims the coursebook content is behind the failure of the students.

Q5: Does the coursebook teach the students the English language that it should be ? (R.P English)

Teachers' Answers	Results	Percentages
Yes	9	90%
No	1	10%
Total	10	100%

Table 19 : Rate of teachers on their opinions about the English language used in the coursebook

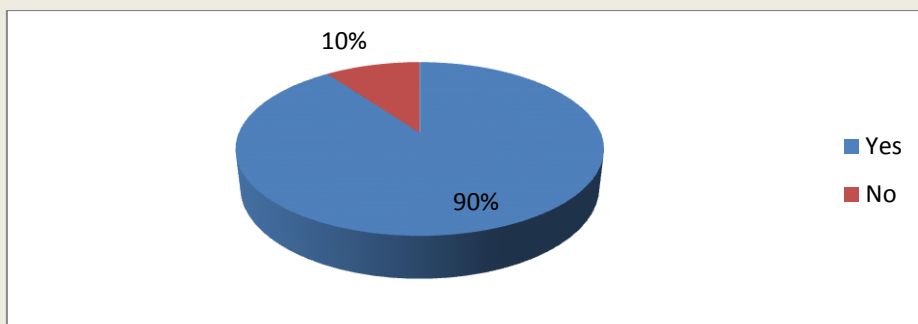


Figure 16 : Rate of teachers on their opinions about the English language used in the coursebook

All most all teachers (90%) claim that the English language used in the coursebook is a perfect one, it is formed correctly and spoken easily in such away it is an easy task for third year learners to use it for communicative purposes.

Q6 : Are there elements in the coursebook the students can not cope with ?

Teachers' Answers	Results	Percentages
Yes	8	80%
No	2	20%
Total	10	100%

Table 20 : Teachers opinions if there is elements in the coursebook the learners can not capture

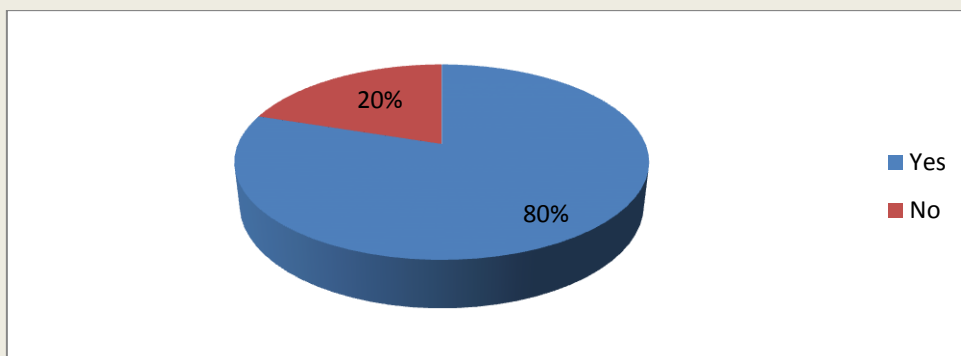


Figure 17 : Teachers opinions if there is elements in the coursebook the learners can not capture

The majority of teachers (80%) argue that there is some elements in the coursebook the students can not cope with such as :

- Vocabulary tasks
- Phonetics and pronunciation
- Verb tenses

Q7 : Do you find activities significant enough to help learners to communicate ?

Teachers' Answers	Results	Percentages
Yes	10	100%
No	/	/
Total	10	100%

Table 21 : Teachers opinions about the activities selected in the coursebook

All the teachers (100%) argue that the activities are enough for the learners and suitable for the number of the class and time management.

Q8 : Are the units offered suitable for the level of students and their studies requirements ?

Teachers' Answers	Results	Percentages
Yes	5	50%
No	5	50%
Total	10	100%

Table 22 : Teachers opinions about the offered units and their organisation

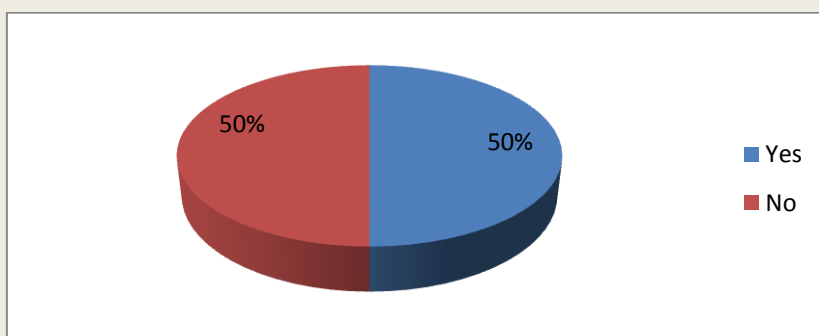


Figure 18 : Teachers opinions about the offered units and their organisation

(50%) said that the selected units are suitable for the students and their levels and branches whereas the others (50%) are not satisfied by the coursebook organisation and units.

Q9 : Are the summaries of grammar rules enough and helpful ?

Teachers' Answers	Results	Percentages
Yes	6	60%
No	4	40%
Total	10	100%

Table 23 : Teachers opinions about the grammar courses distributed in the coursebook

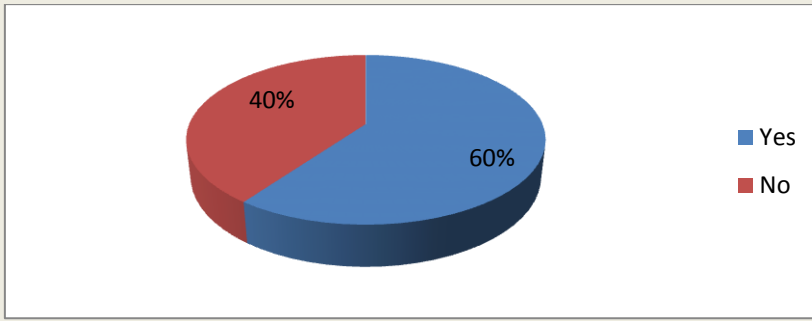


Figure 19 : Teachers opinions about the grammar courses distributed in the coursebook

The majority of teachers (60%) said that the summaries of grammar are enough whereas (40%) of teachers argue and suggest to add some important elements such as : Tenses, Time conjunctions, transformation of verbs.

Q10 : Do you use some additional materials except the coursebook in your class (tap recorder, Data show) ?

Teachers' Answers	Results	Percentages
Yes	1	10%
No	9	90%
Total	10	100%

Table 24 : The teachers use of other teaching materials except the coursebook

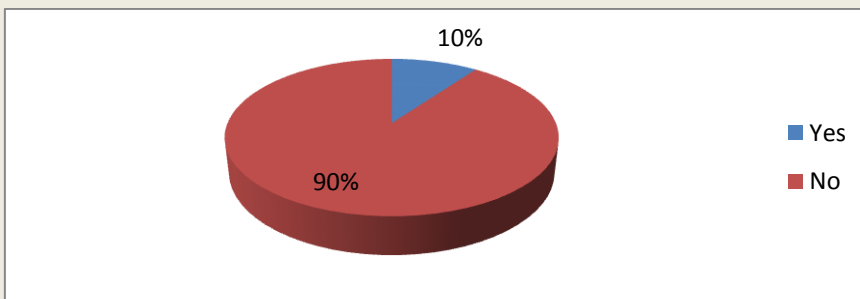


Figure 20 : The teachers use of other teaching materials except the coursebook

All most all teachers (90%) confirmed that during their lectures they use just the coursebook to explain the lectures for their learners, they said that if they use others it would be difficult.

Q11 : Does the coursebook integrate the four skills in balanced way ?

Teachers' Answers	Results	Percentages
Yes	2	20%
No	8	80%
Total	10	100%

Table 25: Teachers' opinions if the coursebook integrate the four skills

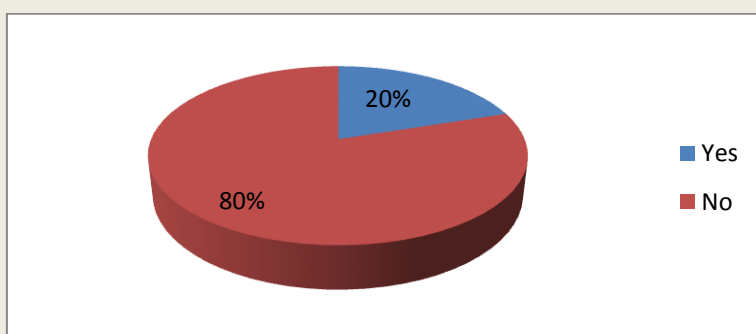


Figure 21 : Teachers' opinions if the coursebook integrate the four skills

Q12 : Do you find the coursebook pedagogically satisfactory ?

Teachers' Answers	Results	Percentages
Yes	9	90%
No	1	10%
Total	10	100%

Table 26 : Teachers' opinions on the pedagogical satisfaction of the coursebook

The majority of teachers (90%) are satisfied with the coursebook, they confirmed that the coursebook includes vocabulary, grammar courses and writing topics relevant for the students' final exams in addition to that the coursebook represents an important guide to help both the teachers and learners and gives the teachers the opportunity to select what their learners need.

The following remarks illustrate the type of comments that the teachers have made regarding the suitability of the coursebook 'New Prospect', pedagogically speaking:

- The coursebook progressively develop in the students the three competencies of interaction, interpretation and production.
- The coursebook also provide students with a gradual familiarisation with the examination requirements of English.
- The coursebook tackle and help diffrent types of learners and tries to develop their levels.

3.5. Data Interpretation :

According to the results obtained out of the Students' Questionnaire and after analyzing the tables, it seems that :

- Students do not use their coursebook regularly, they use it sometimes.
- Coursebook topics are attractive for learners, i.e., students have positive attitude towards the coursebook topics.
- They enjoy activities in the class and grammar activities is preferable one for them.
- Teachers use their coursebook each time and students do not participate during the course for one reason is the unability in using the language.

- Students are interested in developing the speaking skill depending on their coursebook.
- Third year English coursebook meets the students aims and objectives.

From the analysis of the teachers questionnaire, it is concluded that :

- The coursebook is suitable for the learners' level.
- Coursebook topics are relevant for some students. Also, the coursebook topics help little bit and encourage students to express and talk about themselves.
- There are some elements in the coursebook students can not cope with such as : vocabulary tasks and pronunciation practices.
- The coursebook is totally learner-centered .i.e. the students is the powerful control of the class.
- Some teachers use additional materials during their courses in addition to the coursebook.
- The coursebook does not integrate the four skills in balanced way.
- According to teachers the English coursebook meet the learners' needs and their expectations.

3.6. Conclusion :

The questionnaires were conducted focusing on the following main points teachers and learners personal information, opinions about the chosen coursebook and preferred activities, i.e. what activities the learners prefer to do in class and the learners' preferences of coursebook and supplementary materials. Learners' answers to the questionnaires show similarities concerning their views on the use of the coursebook. First, some topics are interesting because they enable the pupils to have an opportunity to personalize and express their own ideas. Such topics are suitable to their level of proficiency and develop their knowledge. In contrast, some topics are not suitable to them. Therefore such topics make students bored with no concentration. However, the coursebook meets the teachers' expectations and learners' interests except in term of its strength : It is too long, complicated, and the topics have no relation with their studies. But generally speaking, the coursebook meets their objectives as they claim that they learn a lot from it. For teachers, the coursebook is helpful enough for the learners and their level, the English used is suitable and the offered topics and activities are totally in its target aims.

Chapter Three

SUGGESTIONS AND RECOMMENDATIONS

Introduction

The overall aim of the study is to provide English teachers not only with a theoretical framework for the evaluation of coursebooks, but also with a set of practical suggestions. It has been noted, however, that the strategies and suggestions suggested can be adapted and used by teachers in various teaching situations after taking into consideration their own teaching context. This chapter provides suggestions and recommendations in adapting the coursebook, in particular, 'New Prospect' which can be adapted in a way that put into consideration the learners' needs and interest , the learning context and their levels.

1. Choosing materials

Despite the fact that there are many essential and important elements and features of the coursebook need to be taken into consideration when selecting a coursebook, the concept of authenticity refers to “actually attested language produced by native speakers for a normal communicative purposes” (Widdowson 1983 :30). In this respect, an effective coursebook should contain authentic texts and activities relevant for the level of the students which provide and motivate them and increase their engagements. Also students need simple texts with simple explanations in order to promote a positive attitude to students.

Through such activities, the learners should develop their linguistic repertoire and their communicative competence. Teachers should feel free to adapt the coursebook activities and allow modification and insure more communication, autonomy and creativity. A greater emphasis should be put on activities in which

the learners have the opportunity to determine what they want independently, to get the chance to be creative and express their own attitudes, feelings, emotions and opinions. Moreover, the use of pair and group work for the sake of stimulating natural language activity in the classroom is undeniable to increase the effectiveness of accuracy work and prepare the learners for genuine communicative methodology in which pair and group work constitute an integral part.

2. The situation of the classroom

One of the best requirements for the successful application of the competency-based approach is the availability of a classroom that can allow for a group work activities or for pupil-pupil interaction. Such a classroom is really needed but it is not available in most Algerian secondary schools. the classroom should be collaborated with teaching aids and communicative materials in order to allow a group work, or role-play activities. It is important also to mention that the size of the class should be normal and should not go beyond thirty pupils in each room in order to ensure more active pupil participation in learning environment especially while developing the speaking abilities.

3. Time managment

During observation, we noticed that, The provided hours to foreign language minimize into four hours this causes an ineffective teaching or learning environment. This time is completely inadequate and results improper implementation of any methodology concerning the learner-centered approach to be used.As a results , the students in general and the teachers in perticular will need more time in order to cater the individual problems of his pupils.

4. Learners'needs

To consider the learners' needs some points should bear in mind

- The designed materials and tasks should provide the learners

with opportunities to express their own opinions, experience and feeling.

- The teachers should encourage the learners to work with peers.
- The chosen materials should reflect the nature of communicative interaction and develop the learners' communicative competence.
- The learners should be given a chance to take part in real activities.
- The coursebook should aim at providing ways of developing the learners' responsibility for their own learning.
- The tasks and activities should be meaningful to the learners.
- Teachers should allow learners to think, interpret, analyse and manipulate the given information by themselves.
- The teachers should make any adaptation to meet the learners' expectations and the objective of the course.
- Supplementary materials should be used in the classroom.

5. Choosing Interested Topics

Selecting an interested topic is an important step that should be taken into consideration when identifying materials. Topic contents should cover more contemporary teenage life and interests, controversial and argumentative issues, up-dated information, contextualized materials with educational values that are relevant to sociocultural aspects of the Algerian teaching environment. Topics should be selected according to the learners' needs and expectations.

For example, learn how to talk about jobs, health, families, work, Fashion, childhood, school matters, holidays, interests and habits, sports..... Such topics provoke personal responses among the learners, encourage them to express their own views and to think critically, offer the best possible chance of engaging and

motivating the class.

6. Practical Suggestions for Effective Coursebook Selection

Despite the fact that there are many important features of coursebooks that need to be taken into consideration when selecting a coursebook, the following criteria and principles can be used to help teachers with the often daunting task of selecting a coursebook.

- The appropriateness of the tasks design for the aims and goals of the syllabus

- The relevance of the language used in the tasks

- The coursebook should be in line and support the teaching objectives, the teaching situation.

- The materials in the coursebook should be well organised.

- There should be a match between the difficulty level of the coursebook and students linguistic ability.

- The coursebook should be attractive with pleasant and clear illustrations, the print should be readable, with adequate margins, legible typeface, and comfortable type size.

- The instructional design of individual tasks and of task sequences should be carefully planned.

- The number of different materials should be limited so as not to overload or confuse students.

- Artwork in the materials must be consistent with the text.

- Appropriate materials should be accompanied by brief explanations of purpose for both teachers and students.

English teachers should bear in mind that an effective coursebook evaluation is not limited to assessing only the coursebook, since it is usually part of a

whole package. Most publishers offer English coursebooks which are accompanied by:

- Teacher's Book (with suggestions, lesson plans, teaching ideas, etc.)
- Workbook
- Activity Book
- Companion
- CD with the listening texts
- Tests
- DVD
- Internet support

General Conclusion

General Conclusion

This research work attempts to examine and evaluate the third year secondary school coursebook 'New Prospect' in order to identify its strengths and weakness and to shed light on its effectiveness and suitability in language teaching and learning situations, it tries also to find out whether this chosen and selected coursebook meets the learners interest and needs and also to know if the coursebook meets the teachers expectations. Therefore, selecting a coursebook is an important task in which it should be more pedagogical in which it meet both needs of learners and teaching and learning requirements.

After collecting and analysing data , it is found and noticed that the coursebook has an educational design that is needed and helpful in learning English , The coursebook meets the learners' interest except some parts that make them losing their concentration in addition to texts which are sometimes too long , complicated and unattractive for them .Also , the coursebook meets the teachers' expectations , the English used is the needed one , the coursebook follows a methodology underlying its contents and presentation which corresponds to the aims of the curriculum as well as to the teaching objectives and would be done if it is well exploited by the users . The study was conducted to achieve insights into the teachers and learners perceptions , if it serves their expectations in relation to the objectives of the programme in developing the learners communicative competence.

The Algerian Ministry of Education should take into consideration all this critics , also learners expect more motivating and helpful topics and activities for future change .

On the basis of the present study , further research works could be done on the different parts of the coursebook to find whether it is for learners or not.

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Appendices

Students' Questionnaire

Dear students, you are kindly requested to fill in this questionnaire which aims at highlighting the effectiveness of the English Coursebook in preparing students for higher education.

Would you answer the following questions by putting a cross (X) in front of the answer that best describes your view:

1. How often do you use your coursebook?

Always

Sometimes

Never

2. How do you find the topics included in the coursebook?

Easy

Difficult

Moderate

3. Are the topics in the coursebook attractive for you?

Yes

No

4. Do you find coursebook illustrations (pictures and drawing) expressive and help you?

Yes

No

5. What kinds of activities do you like in the coursebook?

Pair works

Grammar Exercise

Filling the gaps

Reading Comprehension

Story Writing

6. Do you enjoy activities in the class?

Yes

No Why?

.....
.....

7. How do evaluate you level of understanding of the texts and dialogues distributed in the coursebook?

Good

Average

Bad

11. Do you always contribute and participate in the classroom using English as a mean of communication?

Yes

No

➤ If No, Why ?

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

12. Does your teacher use the coursebook in each session?

Yes

No

13. Which skill do you like to develop more based on your coursebook?

Speaking

Listening

Reading

Writing

14. How often does the coursebook help you develop language skills?

Language Skills	Often	Sometimes	Never
Speaking			
Listening			
Reading			
Writing			

14. Does the coursebook meet your aim / objectives?

Yes

No

15. According to your needs, can you suggest some topics to be included in the coursebook in a case of future change?

.....

.....

.....

..... ***Thanks for your help***

Teachers 'Questionnaire

This questionnaire is a part of a research work. It aims at examining the effectiveness of the English coursebook, "New Prospect" in preparing students for higher education, the book that you are using or you have already used.

You are kindly requested to answer the following questionnaire. Please tick the

Appropriate box () or make full statements when necessary. Thank you very much for your cooperation.

Gender:

- Male
- Female

1. Teaching Experience: How long have you been teaching?

- Less than 5 years
- Between 5 and 10 years
- Between 10 and 15 years
- More than 15 years

2. Class: Which level you are / have been teaching?

- First Year
- Second Year
- Third Year

3. Does the coursebook suitable and attractive for your students?

- Yes
- No

4. Are the topics up-to- date for your students?

- Yes
- No

5. Do the topics of the coursebook provoke personal responses and encourage the students to express their own views and talk about themselves?

Yes

No

6. Is the coursebook learner- centered as it claims, i.e. does it encourage the learners to learn through interaction?

Yes

No

7. Does the coursebook teach the students the English language that it should be?

Yes

No

8. Are there elements in the coursebook the students cannot cope up with?

Yes

No

If yes, can you enumerate them?

➤

➤

➤

➤

9. Do you find activities significant enough to help learners to communicate?

Yes

No

10. Are the units offered suitable for the level of students and their studies requirements?

Yes

No

11. Are the summaries of grammar rules enough and helpful?

Yes

No

If no, what do you suggest?

.....

.....

.....

.....

12. Do you use some additional materials except the coursebook in your class (tap recorder, data show)?

Yes

No

13. Does the coursebook integrate the four skills in a balanced way?

Yes

No

14. Do you find the coursebook pedagogically satisfactory?

Yes

No

Please, justify your answer?

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

Thanks for your kindly help