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EFL Teachers Difficulties in Handling Second Generation Textbook
The Case of Second Year Level at Achaacha Middle Schools
(Mostaganem)

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Dedications

As always, first thank Allah for helping me.

I would like to dedicate this work to greatest people to my heart my dear parents in particular for their unconditional love and for being a constant source of continuous support, praying and asking Allah to help me.

To all my brothers for their continuous encouragement Abd-El Ghafour, Abou-bakkar Sadik, Abd- El Aziz, and Marwa.

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Abstract

Change is an integral part of human development with many domains. Undoubtedly, education has always been at its core. In this respect, Algeria in this case has gone through three considerable changes at the primary, middle, and secondary levels. Which was grounded in the Competency-Based Approach with a new education program in 2016 known as the Second-Generation program. The present work aims to investigate the difficulties that face EFL teachers with second generation textbooks. It is an attempt to explore the problem that hinders the teacher from teaching second generation books like the difficulty of vocabulary and to conduct the study participants who taught 2nd year middle school at Achaacha middle schools in Mostaganem. Therefore, to achieve this goal quantitative and qualitative data were selected from both teachers' questionnaire and inspectors' interview. The research findings revealed that the used textbook does not live up to the needs of learners and expectations of teachers. It has been found that the second-generation textbook fails to encourage teacher's autonomy, and make learners in the centre of learning/teaching process. It is recommended for 2nd year middle school teachers to diversify some strategies and technique while teaching, to enhance English teaching/learning process within the second-generation textbooks.

Keyword: CBA, textbooks, Educational reform, EFL textbooks, teacher autonomy, middle school, second-generation, teaching techniques.

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Lists of Acronyms

CBA: Competency based approach

BEM: Brevet d'Enseignement Moyen

BEF: Brevet d'Enseignement Fondamental

CBLT: Competency Based Language Teaching

EFL: English as a Foreign Language

SWBAT: Student Will Be Able To

TD: Tutorial Session

ELT: English Language Teaching

FL: Foreign language

URT: United Republic of Tanzania

CLT: Communicative Language Teaching

T/L: Teaching and Learning

MS: Middle School

2G: Second Generation

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General introduction

In today's worldwide, the beginning of education has become the basis for global economy and culture development, in which countries are struggling of how to improve teaching and learning process. English becomes a very effective language that is showed by many native and non-native speakers all over the world. Hence, Algeria is one of the nations which uses English as a vital language besides it plays a significant role in all domains. Lately, the ministry of education implemented and designed a new EFL textbook, which is the second generation programme (SGP) that is based on value and competencies, it aims at taking developments upon the first generation programme (FGP). Also, to stimulate circumstances. Competency-based approach to reaching students' desires to learn English effectively. The Algerian educational reform thrown on the bounded of constructivist learning concept, sounds still to direct a type of reform that is poorly giving its predicted goals. Additionally, in the Algerian middle schools, the traditional approaches are still leading; pupils are not able to handle their learning progression and be autonomous, instead, they are still dependent on their teachers. Moreover, teachers appear to be incapable to change to constructivism. In this respect, the present research is showed according to the following research questions:

- ✚ What is the purpose of second-generation textbooks?
- ✚ which difficulties do EFL middle school teachers encounter while working with second generation textbook?
- ✚ What strategies do middle school adopt to facilitate learning through the use of second-generation textbook?

In order to discuss these issues, two elements have been tackled the program and the teachers' difficulties. To go deeper, the aim of this study is to analyze the program, what changes have been made on the textbook, the syllabus and how teachers deal with this program. As a major step of any research, the researcher puts forward the following hypotheses:

- ✚ We suppose that the Algerian Second Generation program come in order to make learners at the center of teaching/learning process to enhance student language.
- ✚ we hypothesized that EFL Middle school teachers faced different difficulties concerning vocabulary, grammar, which teaching the four skills (writing, speaking, listing and reading).

- >We think that the main solutions or technique for second year EFL teachers is to give them more than two section in the week, differentiate their teaching by allocating tasks based on student' abilities, incorporating technology in the classroom, and using cooperative learning...

The incentives behind the current research derive from our desire and curiosity to see if teachers of English as a foreign language face difficulty while teaching with these second-generation textbooks. In addition to that, the study attempts to examine the objectives behind these school textbooks.

Furthermore, the current research work suggests an exploratory case study to analyse the 2nd generation programme textbook and its main emphasis which is used in EFL Algerian middle school. The researcher selected studying the case of 2nd year EFL teachers at Achaacha middle schools, Mostaganem. She selected two research instruments; teachers' questionnaire, and an inspectors' interview.

Yet, the existing work is separated into three chapters; the early chapter shows the theoretical background of the studied issue. It provides a historical development of ELT in Algeria with the identification of the methods and approaches that are used during the whole Academic School year. Also, it is suggesting to focus on the CBA practice with its features. Besides, it goes deeper in examining the new textbook programme; too the major roles and advantages/disadvantages. Then, we integrate the 2nd generation grammar and vocabulary in EFL classroom.

The second chapter presents situational analysis and research design. It is devoted for the methods and techniques used to collect data. It is, however, expected to present the research methodology, as well as population, relating the research approaches and instruments used to gather data, explaining the methodological procedure used in this research with a detailed description of the research instruments used to assume this study.

The last chapter presents the analysis and interpretation of the data obtained through the questionnaire, and the interview as instruments used in this study. Moreover, the chapter ends with an effort to deliver a set of suggestions and recommendations for better implementation of the 2nd generation programme.

Chapter one

Theoritical part

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Introduction

Change is an integral part of human development with many domains. Undoubtedly, education has always been at its core. In this respect, Algeria in the case has gone through three considerable changes at the primary, middle, and secondary levels. Which was grounded in the *Competency-Based Approach* with a new education program in 2016 known as the Second-Generation program.

In this chapter, the theories and experimental studies conducted so far. We start by introducing the Algerian Educational System, and English language teaching in Algerian schools. moving to learner autonomy definition, tackling the objectives and the relationship between textbook and learner autonomy. Then we give an overview to the literature related to Competency-Based Approach, then we define the corpus of this study that is textbook, its major roles and advantages/disadvantages. Work on grammar, vocabulary, and we concluded it with techniques or strategies that facilitate teaching.

1.1.The Algerian Educational System

The Algerian educational system is composed of thirteen years of study separated into three sets:

- **The Primary Cycle:** This cycle is composed of five years and only one national exam at the end of the fifth year. Pupils pass from one year to another reliant on their yearly assessment
- **The Intermediate Cycle:** From 2013, this cycle started to contains of four years rather than three, and pupils pass a national exam called the BEM (Brevet d'Enseignement Moyen) which is the correspondent of BEF (Brevet d'Enseignement Fondamental) so that they can go to the following cycle.
- The Secondary Cycle:** It is composed of three years, at the end of which learners sit for a national exam which is the Baccalaureate exam that can let the learner to study at university

1.2. Teaching English in Algerian Middle Schools

English is introduced in first year middle school and must be taught for four years with specific programs, curriculum and lessons followed and respected by the teachers in order to achieve the learning objectives and the final exit profiles. The reform may include a change in the

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textbook and the method used in the learning process. Competency based approach (CBA) has been the main method of teaching for more than a decade even before the reform of 2013. The aim of learning English at this level exceeded to just being evaluated, having marks and passing the year to be able to communicate and interact with people in English. Thus, the ministry of education is keeping revising the system.

1.3. Defining Learner Autonomy

Henry Holec (1981) is the first researcher who gave a definition for learner autonomy. He defines it as the ability to take charge of one's own learning. Similarly, Little (1999) views autonomy as "a capacity - for detachment, critical reflection, decision-making, and independent action. It presumes, but also involves, that the learner will progress a specific kind of psychological relation to the process and content of his learning" (p.4). Another close definition of learner autonomy is also put forward by Little (1999) who sights it as "a capacity for a certain range of highly explicit (that is, conscious) behavior that embraces both the process and the content of learning" (p. 11). Jacobs and Farell (2001), for their part, respect learner autonomy as a concept that changes the process from teaching into learning. That is, from being teacher-centred into learner-centred (p. 5).

1.3.1. Teacher's Role in Promoting Learner Autonomy

Regarded as knowledge facilitator rather than knowledge giver from a Learner-Centred perspective, teacher's role does not go beyond preparing "students with all the necessary life skills they will need in the real world." (Kirovska-Simjanoska, 2013, p. 56). Additionally, Little (2004 as cited in Kirovska-Simjanoska, 2013) maintains that teachers are to acknowledge that it is their task to develop learner autonomy. In the same line Han (2014) classifies three roles. So, the teacher serves as:

- a. Facilitator who initiates and supports decision-making process
- b. Counsellor who responds to the ongoing needs of individuals
- c. Source who makes his knowledge and expertise available to the learners when it is needed (p. 24).

As far as the Algerian EFL teacher is concerned, it is clearly stated in the 'Document d'accompagnement 2AM' that "the teacher must guide, help, and encourage the learner to take part in his own learning" (p. 80-81).

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1.3.2. Textbooks and Learner Autonomy

There appears to be a great debate among instructors and researchers about whether language textbook has an effect on emerging learner autonomy. On the one hand, many researcher's highpoint the general benefits of using foreign language textbooks. O'Neill (1982), for instance, claims that textbooks can provide FL learners with a large portion of material that is not cited by the teacher and make it possible for them to look ahead and back, to make themselves for the new information and to revise past lessons (p. 105). Reinders & Balçikanlı (2011) also preserve that language textbooks provide learners with a regular contact with the concept of autonomy. The scholars go as far as to claim that "Course textbooks may include some deliberate focus on the learning process and encourage students to reflect on their progress and as such are likely to play an important potential role in the development of students' independent learning skills" (p. 265).

On the other hand, there are also researchers who have a considerable doubt about the use of language textbooks for autonomous learning. Graves (2000), rights that textbooks may contain boring or even outdated materials which may discourage learners (p. 175). Moreover, the study showed by Reinders & Balçikanlı (ibid) directs that the examined language textbooks do not aid learners develop autonomy. In this regard, Fenner (2000) approves that using textbooks denies with the idea of learner autonomy (p. 78). Such a debate renders textbooks evaluation in terms of learner autonomy a task of great importance.

1.3.3. The Objective behind Autonomous Learning

Apart from being one of the Competency-Based Approach objectives, learner autonomy has, in its own turn, certain goals and outcomes. It appears very friendly that the main outcome of autonomy is the "paradigm shift" (Jacobs & Farrell, 2001) in foreign language education marked by putting the learner at the center of the process and this of course, contrary to the traditional teaching philosophies, reflects students as active members who can take part in the process of teaching/learning.

According to Kirovska-Simjanoska (2013), the topmost aim of learner autonomy is producing a life-long learner (p. 56). Alike idea can be seen in the aim recognized by Vazquez (n.d.) who writes: "by gaining more autonomy, learners can develop as free and self-determining citizens of the community in which they live" (p.100). It means that autonomous learning drives beyond the individual learning goals to "arouse an increasing sense of awareness

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and liberation in man, and, in some cases, an instrument for changing the environment itself. From the idea of man 'product of his society', one moves to the idea of man 'producer of his society' (Janne, 1977, p. 15 as cited in Little, 2007, p.15-16). Having all this in mind, we can conclude by saying that the main purpose of autonomy, among many others, is to shape a responsible individual through self-knowledge and self-confidence.

1.4. Competency-Based Approach

1.4.1. Definition

The competency- based approach (CBA) as stated by Richards and Rodgers (2001) adheres to the interactional and functional views of language learning; it advocates the determination of learning goals in terms of measurable and precise descriptions of knowledge, skills and behaviors, expected from the part of learners at the end of a course of study. Whereas, Bowden (2004) stresses that identifying outcomes in clear and accurate ways is a prerequisite for your professional successful career. Focus on observed behaviors. It dates back to the origins of CBA which, as Tuxworth (1990) mentioned, were based on industry and business models that set results in terms of behavioral goals. Furthermore, Richards (2006) views work-dependent and survival-oriented language learning widely based on the competency-based model, in order to teach students, the basic skills they need all cases of survival today. For Docking (1994) a CBA

“ is organized not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting” (p.16).

1.4.2. Characteristics of the CBA

CBA is characterized by its focus on outcomes and learning. According to Auerbach (1986) there are eight key features which are essential for Competency-Based Language Teaching:

1. A focus on successful functioning in society: which means the main goal is to empower students to they become independent people able to meet the demands of the world.

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2. A focus on life skills: it specifies that language is always taught as a means of communicating on concrete tasks that require specific language forms/skills.
3. Task-or performance-centered orientation: it means that the focus is on what students can do with language and certain behaviour rather than knowing the language.
4. Modularized instruction: demands that the competencies that are taught must be separated systematically into manageable parts so that both teachers and students can deal with the content and achieve it progress.
5. Outcomes which are made explicit a priori: "*Outcomes are public knowledge, known and agreed upon by both learner and teacher*". Consequently, students simply know the behaviors and skills wanted of them.
6. Continuous and ongoing assessment: which means that learners are experimented before the course to assume the skills they lack and after receiving instructions in that skill, they are tested again to ensure that they have achieved the essential skills or not.
7. Demonstrated mastery of performance objectives: it refers that the assessment is based on the student's performance of certain behaviors rather than traditional paper-and-pencil tests.
8. Individualized, student-centered instruction: The instructions provided by the teacher are not time-dependent, but the focus is on the improvement of individual students at their own rate. Therefore, the teacher must focus on each student individually in order to support them in areas where they lack competence.

In addition to the characteristics identified by Auerbach (1986). Another figure called Widdel (2006) in his book titled *Competency Based Education and Content Standards* continues the various stages of the CBA education to; first, an appreciation of learners' needs, secondly, a choice of competencies must be specific and stated in measurable behaviors. Third, a report from the target instructions; the content is based on learners' goals i.e. competencies. Last but not limited an assessment of competency, learners communicate to know even the invention of competence. An estimate must be a reference standard: all competencies must have a clear performance of the standards, and learners. It needs to be valuable on how successful they are in performing tasks, not how well they know a language.

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1.4.3. Principles of the CBA

Richards and Rodgers (2001:141) states that “CBLT is an application of the principles of Competency-Based Education to language teaching” which means principles of CBA are not only limited to language teaching which means CBLT. The idea is that, it also emphasizes the use of language in society, the cognitive feature which is shown on the way learners behave in using the language in different circumstances...etc. These principles according to Louznadji, M (2009) are divided into two sections which are: principles concerning the learners and principles concerning the teacher.

Concerning the Learner	Concerning the Teacher
<ul style="list-style-type: none">- The learner should be motivated and creative.- Learners can make some decisions. (homework, topics, etc.)- Learners see each other as resources.- Learners ask questions and gave answers of their own productions.- Learners use English in the classroom more than the teacher.- Learners must be aware of the strategies they can use to learn better.- Learners are not afraid of making errors.- Learners can work together to have the group spirit and learn from each other. <p>(Louznadji, 2009)</p>	<ul style="list-style-type: none">- Teacher allows time for learners to think.- Teacher encourages learners to derive rules.- Teacher uses a variety of activities to address different learning styles.- Teacher plans the task, monitors the work but without destroying it. <p>(Louznadji, 2009)</p>

1.4.4. Definition of Competency

“competencies consist of a description of the essential skills, knowledge, attitude, and behaviors required for effective performance of a real-world or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment.” Mrowicki (1986), as cited in Weddle, 2006.p.2)

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And to be fully discharged, according to Griffiths and Lim (2014), you first need to describe the specific knowledge and skills that can be applied in new and complex contents. Second, the criteria for clear performance must be described; the standards must be clear. Third, each character must be competent. Examples of competencies listed by Mrowicki (1986) as cited in Faiza Bader (2017.p. 54) in doctorate thesis degree can involve the following:

Topic: shopping

- Read a limited number of basic signs.
- Ask about the price of items.
- Express basic food needs.
- Request correct change when incorrect change is received.
- Express intention to buy the item.
- Read abbreviations for common measures and weights.
- State clothing needs, including size and color.
- Differentiate sizes by reading tags and tape measures

1.4.5. The Teacher's Role within the CBA

The role of the teacher in a competency-based framework is not defined by specific terms. The teacher has to deliver positive and constructive feedback in order to aid the pupils to advance their skills. She/he needs to be conscious of the learners' needs so that everyone feels welcome in class (Richards & Rodgers, 2001, p.146). The different competencies dealt with in class require specific instructions for the various learning activities. Thus, the teacher has to give clear instructions and explanations to make sure that each pupil comprehends the task they are going to deal with. But the teacher does not push the learners because the orders are not time-based; instead the pupil's evolution is most significant (Richards & Rodgers, ibid). Another task of the teacher in CBLT is to select learning activities and to plan a syllabus according to the competency the students are going to acquire.

1.4.6. The Learner's Role within the CBA

Richard and Rodgers (2001), submit that a learner needs to practice and perform the skills that have been taught; he must do something with language, not just knowledge of the language. It

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is required to be well aware of the appropriate and targeted uses of the targeted competencies. Moreover, he must be able to transfer the knowledge gained in school to relevant contexts for use abroad, in real life. Proficiency determines the learner's success. If the specified efficiency is not achieved while remaining in the actual program. In addition to Chelli (2010) argues that this approach is developed according to socio-constructivism and learners are responsible in their learning. And she states that:

"The learner should go through a process of personal appropriation, questioning his own convictions. This leads the learner to revise his prior knowledge and its scope to compare his own representations with those of his classmates, to search for information and validate it through consulting various sources of documentation and people in possession of information" (Chelli.2010. p.26)

1.4.7. Evaluation under the CBA

The evaluation should be based on the performance-based core assessment. It is of two types, formative and summative. Formative assessment is continual and used along the path towards assessed competency. The summative, on the other hand, determines proficiency; administered as a final test. Failure to sum up the test's equals restoring the same unit and not moving to the next one. The brief assessment, as mentioned by Griffith and Lim (2014), should include performance-based tests that do not fill empty and multiple-choice tests. Also Docking (1994), shares the same attitude when he says that:

"Instead of norm-referencing assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific tasks." (Docking.1994. p.16)

An evaluation based on a basic documentary evaluation needs to take into account what extent can they meet the criteria for specific tasks? CBA grade is the standard reference instead of the basic reference.

1.5. The New Textbook

One of the fundamental changes is the change within the EFL textbook. It contains some new lessons and rubrics which are organized in five sequences and interrelated. Each sequence includes seven lessons mentioned in the teachers' guide:

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1.5.1. I Listen and Do

This section exposes the learners to the target language. Learners are very energetic. They recognize and use the target language mixing the interactive competence, the interpretive competence and the productive competence. Listening lessons are planned to see specific learning aims, such as, SWBAT use language orally to interact with others to produce social relations and express needs. While listening, pupils are exposed to the English sounds in context. The teacher can use different procedures to introduce the lesson, for instance, synonyms, definitions, gestures, situations, translation, antonyms, drawing pictures, word family, miming, and guessing / predicting. In addition to that, it covers the way to pronunciation lessons.

1.5.2. I Pronounce

Pronunciation lessons are contained within a meaningful context that turns the learners' age and level. Pictures are highly combined with the pronunciation activity because of their capacity to foster learners' imagination and motivation. Teachers must emphasize on the relationship between sounds and spelling and sounds that may not exist in Arabic, Tamazight and/or in French. The connection between sound and spelling may be difficult to absolute beginners.

1.5.3. My Grammar Tools

Grammar in the textbook is taught indirectly and pupils have to reason the rules. The teacher follows the PIASP (Presentation, Isolation, Analysis, Stating the rule, and Practice) frame-work because it is considered to be the appropriate frame-work that the learner passes through in order to assume the rule and finally have practice.

1.5.4. I Practice

This section is meant for the practice of the language presented in the prior teaching facts. It goals at combining and recycling the learnt knowledge in meaningful contexts. The pupils work individually, in pairs or in groups to do some contextualized tasks and activities. What matters most in these tasks is the use of language for the sake of real-life communication. Teachers should bear in mind that most learners especially the tactile and the kinesthetic need to keep hands on their subject matter.

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1.5.5. I Read and Do

The reading passages vary in the learning process, for case, a dialogue, a letter, an email, an ID, a poem, school regulations, etc. We can identify three Reading techniques; skimming, scanning, and reading for gist:

- a) **Skimming:** It is about the total comprehension where the pupil reads rapidly to get a general idea of the text
- b) **Scanning:** It is a selective reading to find specific information
- c) **Reading for gist:** It is reading to recognize the significant ideas of the text and it contains three stages and taught with a PDP frame work: Pre-reading, During reading, and Post-reading.

1.5.6. I Learn to Integrate

The learners in this section start to reinvest the prior knowledge, skills and attitudes trained in the full sequence. They effort in groups to solve a problem.

1.5.7. I Think and Write

It is an individual try to write following these stages: brainstorming, outlining, drafting, rewording, editing, and publishing. The pupil should also be able to evaluate his writing, and then with the help of his teacher and friends (peer assessment) following the grid of assessment that contains of standards and indicators.

1.5.8. I Play and Enjoy

This section provides some useful ideas and tasks that can be used in a TD session, such as, a game, a puzzle, a song, (Tamrabet Lounis, 2016)

1.6. Definition of Textbook

Textbook in ELT is measured as the central module and it plays a great role. It is seen as “the visible heart of any ELT program” (Sheldon, 1988:237). In this respect Cunninghamsworth (1995) describes a textbook in a further clear way, in the sense that he gets it as an actual resource for self-directed learning, a source of notions and activities, a reference of source for pupils. Due to its importance, textbook is viewed as being a means that concludes the teaching/learning process (Hutchinson and Torres:1994)

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1.6.1. The Role of Textbooks

classroom, they provide the pupils with reference source on grammar, vocabulary, pronunciation...etc. Also, they are the source of motivation and ideas for classroom language activities, a source for self-directed learning. In addition, they purpose as a syllabus and a provision for less knowledgeable teachers who have yet to increase in confidence.

Richards (2001) adds that if there is no textbook, the program may have no effect. For him textbooks help to regulate instruction. Also, they can serve as a support for both learners and teachers.

1.6.2. Advantages and Disadvantages of Textbooks

The textbook has determined the care of many scholars who have argued about the advantages and disadvantages of using it.

Richards (2001 :1-2) sights the use of textbooks as being helpful in the sense that, not only they deliver structure, syllabus for a program and variety of learning resources, but they also maintain quality and train teachers. In addition, they are competent; they provide language models and effort. Moreover, they are visually attractive.

The same view is public by Ur (1996:183-195). He states that textbook is a framework which controls and times the program. This means that, textbook attends as a guideline of the designed program. For him, without a textbook, pupils think that their learning is not taken seriously and they are out of focus. In the way that, textbooks show the way for the learners. Interestingly, textbooks provide learning materials in an inexpensive way and are measured as a mean of security, direction and care for beginner teachers.

Despite the advantages that textbooks carry, they have disadvantages too. Richards (2001) and Ur (1996), who have presented the assistances of using textbooks, say that the use of textbooks has limitations too; they share closely the same ideas when giving their views.

Richards (2001) rights that the use of textbooks may not reproduce learners' need and they may cover non-authentic language.

In the same way, Ur (1996) states that if every group of scholars has different wishes, no textbook can be a reply to all different needs. That means that, the topics planned in the

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textbooks may not help the curiosity of all learners. Also, they hinder teachers' ingenuity. Finally, teachers may find themselves as monitors.

1.7. Teaching Grammar

Ellis defines grammar teaching as:

"Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so, that they can internalize it". (Ellis, 2006: 84)

Sadat (2017), as a result of his review on teaching grammar, concludes that language teachers should balance grammar teaching with Communicative Language Teaching in order to reach both communicative competence and linguistics in the classroom. He further conditions that 'any language instructor should take into consideration some important questions such as what, how, when, and why should we teach grammar?' Also, teaching grammar will mainly depend on the level of the pupils, so a good teacher always teaches based on the levels of the learners' (2017: 6)

1.7.1. The Difficulty in Teaching Grammar

One of the problems faced by second language learners is grammar acquisition. This problem has been of substantial curiosity to scholars and teachers. Mentioning to some of them, grammatical difficulty is measured in relative to:

- ✚ Comprehension and production: DeKeyser and Sokalski (1996) maintain that some grammar structures are easy to comprehend but difficult to produce, while some others are easy to produce, but difficult to comprehend.
- ✚ Difficulty of the grammatical feature: Some scholars (DeKeyser, 1995; Ellis et al. 2009; Nassaji & Fotos, 2011; Spada & Lightbown, 2008) reflect some linguistic forms (for example English articles) structurally simple but functionally very complex as they do sum of different functions (relating to type of the noun, the situational and discourse of context). In such cases, the complex feature will need a complex clarification, via even technical meta-language (as generic/specific reference or countable/uncountable nouns).

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- ✚ Linguistic form: The semantic meaning and pragmatic use (Celce-Murcia & Larsen-Freeman, 1999; Larsen-Freeman, 2003). According to Larsen-Freeman, a grammar feature can be easy linking to one aspect, but hard to another. For instance, the form of the English passive is easy to absorb, but its use is more difficult. So, it is challenging for FL pupils to learn to use grammar structures correctly, meaningfully, and suitably in a certain communicative context.
- ✚ Explicit/Implicit knowledge: Ellis (2006) differentiates two senses of grammatical learning difficulty: first, “the difficulty learners have in understanding a grammatical feature,” whereas the second, “the difficulty [learners] have in internalizing a grammatical feature so that they are able to use it accurately in communication” (p. 88). Ellis claims that a grammatical feature may be difficult to learn as explicit knowledge, but easy as implicit knowledge, and vice versa (Ellis et al. 2009, p. 164)

Grammatical difficulty has also been discussed in FL acquisition with reference to other factors, including: complexity of rules, salience of a grammar form in the input, communicative force of a grammar form, learner's developmental stage, L1 transfer, individual differences in language aptitude (Nassaji & Fotos, 2011; Burgess & Etherington, 2002).

1.8. Teaching Vocabulary

Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. It is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015), it means it is almost impossible to learn a language without words; even communication between human beings is based on words. Walters (2004), say that both learners or teachers approve that acquisition of vocabulary is an essential aspect in teaching a language. while Berne and Blachowicz (2008) indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning, it means They have problems of how to teach students in order to increase sufficient outcomes. So, the teacher should prepare and find out the appropriate techniques, which will be implemented to the students, and make them interested and happy in the teaching and learning process in the classroom.

Sökmen (1997) listed some basic principles of teaching vocabulary:

- Build a large sight of vocabulary.

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- Integrate new words with old one.
- Provide a number of encounters with a word
- Promote deep level of processing.
- Facilitate imaging.
- Make new word "real" by connecting them to the student's word in some way.
- Encourage independent learning strategies.
- Use various techniques.

1.8.1. The Definition of Vocabulary

it would be impossible to learn any language without its lexis; vocabulary knowledge is essential in learning and teaching a foreign language. Learning a language requires knowing its vocabulary. In this regard Hatch and Brown (1995:1) state that vocabulary may denote to list of words and expressions that language speaker employs in his speaking and reading. Figure (01) shows that vocabulary is defined as the knowledge of word meaning in different forms (oral or print) and types (receptive and productive). Oral vocabulary matters refer to the words used and documented in speaking and listening. Whereas. The written vocabulary matters represent all words recognized in reading and writing. In addition, word knowledge derives into two types: receptive (listening and reading) and productive (speaking and writing).

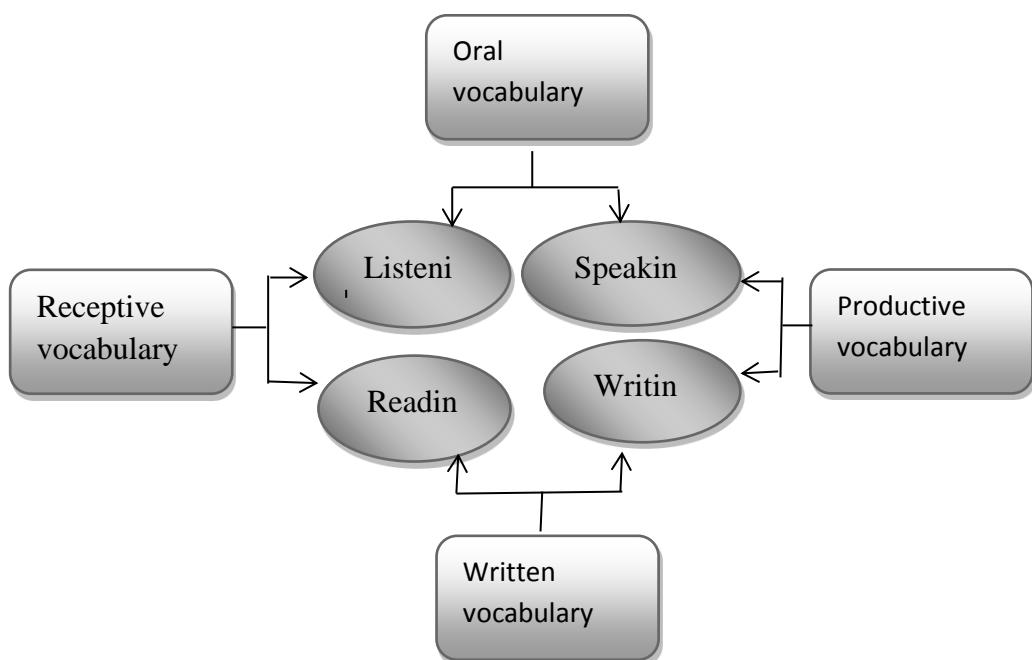


Figure 01: Vocabulary Forms (Pikulski. J, Templeton, S. 2004, p.2)

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1.9. Teaching and Learning Techniques

The appropriateness of a language teacher is essentially sited on the ability to use varieties of teaching and learning techniques. Also, the main goal of both English language pedagogy syllabus for diploma and course outline of English teaching methods is to train pupil teachers' who are capable of applying numerous techniques. So, if the essential teaching and learning techniques are not well specified in the syllabus, the coverage of CBA is likely to be unsuccessful. Extracts 01 from the English pedagogy syllabus for diploma training and extract 02 English language course outline from one of the sampled universities depict the suggested techniques of teaching/learning as cited in Killo Famau (2016.p.86) in Master thesis degree.

Extract 01: Teaching and Learning Techniques in the English Language Pedagogy Syllabus

Simulation, Questions and answers, Brainstorming, Group discussion, Peer coaching, think pair share, Role playing, Library reading, Demonstrations, Debates, Microteaching, Project work, Jigsaw, Internet search, Peer preparation of assessment

Source: (URT, 2009: 1-10).

Extract 02: Teaching and Learning Techniques in the English Teaching Course Outline

Direct instructions, Demonstrations, Role play, Cooperative, Small group discussion and problem solving.

Source: (A Sampled University, 2015).

The review of the documents tells that English language syllabus for diploma training has various techniques that are planned to be used by English language tutors. These techniques have mostly been engaged from current methods like CBA, CLT and others that support the T/L English language communicatively. the techniques like simulation, question and answers, brainstorming, group discussion, peer coaching, think pair share, role playing, library reading, demonstrations, debates, micro-teaching, project work, jigsaw, internet search, peer preparation

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of assessment items, storytelling and oral drills are projected to be used by English language tutors in the classroom T/L.

On the other hand, the university English language teaching methods course outlines have minimum teaching techniques likened to that initiate in English language pedagogy syllabus for diploma training program. This outline entails of techniques like direct instructions, demonstrations, role play, cooperative, small group discussion and problem solving.

From the two documents, the pre-service training of diploma English language teachers are expected to shelter more CBLT techniques than that of degree holder English language teachers. This is due to the fact that, the English pedagogy syllabus for the pre-service training of the diploma of English language teachers covers a lot of teaching and learning techniques that are significant features in the CBLT approach. Hence, diploma holder English language teachers appear to be prepared with the skills that will efficiently make them be good implementers of CBLT in the school location. Additional, T/L techniques removed from the English language university course outline does not involve much of the exposure of CBLT associated to that of the English pedagogy syllabus. Hence, the student-teachers advancing from universities are likely to lack the vital teaching and learning techniques that covers the aspects of CBLT.

Conclusion:

This chapter has been an attempt to examine the second-generation textbook. The starting point was theoretical background about the Algerian Educational System and teaching English in Algerian Middle Schools. Then it gave us an idea about learner autonomy and its objectives. Before that, it presented an overview on CBA method. In addition to that, this chapter shed the light on the new textbooks tackling major roles with presenting the advantages and disadvantages. Furthermore, it tackled the teaching grammar, and vocabulary. finally, this part leads us to mentioned some teaching and learning techniques.

Chapter Two

Research Methodology and Data Collection

Chapter Two: Research Methodology and Data Collection

Introduction

The current chapter is devoted to give a general idea about the research methodology followed in the present work. We will move to gain a valuable insight about the difficulties of second year middle school teachers that face while teaching second-generation textbook. It continues with research approach, in addition, it highpoints the research design, Then, it demonstrates the research purpose, and provides the description of the methodology of the present research including sample population, followed by procedure, and it highlights the research instruments used, namely the questionnaire for teachers and an interview for inspectors.

2.1. Research Methodology

This research tends to investigate the implementation of the second-generation textbook in education and more precisely in second year middle schools and experimental teachers' insight to the change it carried to the educational system. Therefore, some issues have been raised to be inquired:

- ✚ What is the purpose of second-generation textbooks?
- ✚ which difficulties do EFL middle school teachers encounter while working with second generation textbook?
- ✚ What strategies do middle school teachers adopt to facilitate learning through the use of second-generation textbook?

2.2. Research Approaches

In showing the research, there are three common approaches: quantitative, qualitative, and mixed methods. Creswell (2009) states that a research approach is a strategy of action that gives way and guidance to behavior research in a methodical and effective way. He improves that there are three main research approaches: quantitative (structured) approach, qualitative (unstructured) approach, and mixed methods research.

To get accurate answers to these questions, qualitative and quantitative methods have been conducted to build this enquiry. We have chosen these two methods because the purpose is not just to understand and interpret social interactions, but it is to test hypothesis, look at causes and effects, and make predictions. In addition to that, the study is based on qualitative

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data such as open-ended responses, interviews, and reflections besides quantitative data based on precise measurements. Also, interview consumes time; it is used to grow knowledge, attitudes, and views from experienced group about detailed topic. In like this method, this tool is working to carry out three objectives that we aim to get.

Consequently, the questionnaires given to teachers included both open-ended and closed ended questions. There are questions that require individual opinion with the freedom to express one's ideas, thoughts and reflections and mainly questions that limit the answer to choices and the participant is required to put a tick in a box next to the answer that s/he feels is the most appropriate to the question given.

Also, a mixed method is adopted to observe the teachers' behavior and attitudes towards teaching with the new second generation syllabus. they are questioned in their natural teaching situations. In addition, there are some changes where they are being delivered a pronunciation lesson which is a part of the revised reform, and is considered as a short experiment added to reinforce the quality of the investigation.

2.3. Research Design

Selecting a research method is one of the main stages in conducting any research study. A research design is, therefore, essential for the organization of any research work, it gives information about how to collect data using a number of research instruments, and provides guidelines on data analysis and results interpretation. According to Kothari (2004), a research design indicates systematic arrangements and strategies of investigation in order to collect and analyze the data. In addition to that, Best and Khan (1993) assert that research design helps in structuring and collecting, analyzing and interpreting the information.

In this work, the case study concerns second year pupils at Achaacha Middle Schools. The case study approach –sometimes called monograph- is designed to be an accessible tool of investigation as it consists of different of sub methods that are used to gather various types of data. Yet the case study includes three categories according to John Dudovskiy (2018):

- ✿ **Explanatory case study** aims to answer 'how' or 'why' questions with little control on behalf of researcher over occurrence of events.

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- **Exploratory case study** aims to find answers to the questions of ‘what’ or ‘who’, and often accompanied by additional data collection method(s) such as interviews, and questionnaires.
- **Descriptive case study** aims to analyze the sequence of interpersonal events after a certain amount of time has passed.

This study used both qualitative and quantitative approaches whereby detailed description. So, we talked an exploratory case study, and it was the 2nd year at Achaacha middle schools, in which the case was carried out through questionnaires and an interview , in order to study how well the 2nd generation program is dealt with in classroom, as well as, to perceive all the factors that may contribute to increase or decrease the pupils ‘level of learning.

2.4. Purpose of the Study

This study focuses on the EFL teachers’ difficulties while using the second-generation textbook. The aim is to check teachers and inspectors’ viewpoints, to see how teachers deal with these new curricula, and what the objectives are intended behind these books’ adoption, through questionnaire and an interview. Also, to investigate the implementation of the reviewed syllabus in middle schools, the challenges that teachers face in dealing with it, and most importantly its impact on the teachers teaching.

2.5. Research Participants

The study was conducted with Achaacha middle schools with a special focus on Houari Boumediene, Bin Fadda Muhammad, Cherif Abdel-kader, Yamani Abdel-kader, the B'ali brothers, Khadija Belabbas, Mohammed Sherif middle schools. The new syllabus touched their basic levels. They have been specifically selected because their location is helpful to gather data about the issues raised in the research.

According to Marczyk, DeMatteo & stinger, (2005) population is “all individuals of interest to the researcher” and sample “is a subset of the population”. The participants involved in this research were a combination of teachers in middle school and inspectors of English as a foreign language. The choice of second year is for different reasons; first, because the primary change was with them, particularly in the syllabus and in content. The second reason is that is teachers have faced difficulties, in addition to the fact that most of them tried different ways to develop teaching with this book in particular. So, in order to build this research, 20 teachers

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were randomly selected to be administrated the questionnaire. There are beginner teachers who have recently won the contest and been employed as trainees, and more experienced teachers who have been teaching for more than 4 years to see each group perception towards the reviewed curriculum and its implementation in middle schools, including their opinion about the revised lesson plan, textbook, and pupils' results after having using it for more than a semester. This part is concerned with the description of the informants. and identifies the chosen sample that helps in constructing this research.

2.5.1. Middle School Teachers

This population represents second year EFL teachers at Achaacha Middle Schools. during the Academic year 2019-2020, 20 teachers were selected as a sample, they are from different middle school such as Houari Boumediene, Bin Fadda Muhammad, Cherif Abdel-kader, Yamani Abdel-kader, the B'ali brothers, Khadija Belabbas, and Mohammed Sherif middle schools. They were selected depending on the level they are teaching. The sample was mixed levels and genders 03 males and 17 females and their ages ranged from (24) to (45) years old. There are 4 novice teachers who have recently won the contest and been hired as trainees or Substitutes, their teaching experience is no less than 5years, and 9 experimental teachers who have been teaching for more than 6years to see each group perspective towards the revised reform and its implementation in middle schools, and they borrowed as certified. while we have 6 experienced teachers who teach more than 15 years, which are trainers and major teachers.

As shown, we can say that most of teachers have university level, while the rest are graduated from Ecol Normel Supérieure.

Options	Degree form			Teaching status					Substitute.T
Number	11	0	9	2	7	6	4	1	Trainee.T
	University	I. T. I	E. N. S	T. trainer	A major. T	Certified. T			

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2.5.2. Middle School Inspectors

The sample population of this study were English middle school inspectors; (05) inspectors accepted to be interviewed. Three from Mostaganem and two outside, one from Chlef and the other from Relizane. They were selected based on availability. Their experiences vary from (4) to (30) years. Only male inspectors participated in this study.

2.6. The Procedures

The procedure used to build up this investigation is mainly the questionnaire that is administrated to expert and novice teachers of second year middle school in Achaacha, in addition to a semi-structured interview to be made with inspectors. 20 second year MS (Middle School) teachers from different classes were questioned to give their attitudes towards the second-generation textbook in Houari Boumediene, Bin Fadda Muhammad, Cherif Abdel-kader, Yamani Abdel-kader, the B'ali brothers, Khadija Belabbas, and Mohammed Sherif middle schools, where the participants were asked to tick choices in the corresponding boxes or provide information whenever necessary. In the next stage, an interview was conducted with five (05) middle school inspectors, who are different in age and experience of supervising teaching at different places. They were asked to give their opinion concerning second generation textbook. Further descriptions about the questionnaires and the interview are being explained in the following sections.

2.7. Data Collection Instruments

The process of research cannot be reached without enchanting advantage of a number of tools often called research instruments. The selected instruments used to realize reliable, valid, and objective results are first, a questionnaire used to collect data about the teachers' way of receiving these second-generation textbooks, and the ways they teach inside the classroom. Second, an interview was carried out with inspectors to gather data about teachers' opinions and points of view on the 2nd generation program. The part that follows will deeply focus on describing the research tools.

2.7.1. Teacher Questionnaire

The main purpose of this questionnaire is to investigate the implementation of the new second generation textbook, and to search if there are struggles while using it. It is very helpful

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to gather the teacher's views and opinions about this new syllabus, and strategies that are used by them to achieve effective teaching.

2.7.1.1. Definition of Teacher Questionnaire

Richard (2001:60) shows the service of this instrument by maintaining:

“Questionnaires are one the most common instruments used. They are relatively easy to prepare, they can be used with large number of subjects, and they obtain information that is relatively to tabulate and analyze”

In this questionnaire we worked with second year middle school teachers as a key participant. It consisted of twenty-four various questions divided into seven sections including some close ended questions such as yes/no, “WH” questions and multiple choices, in addition to open-ended question to elicit their personal opinions, preferences or just to justify their answer.

2.7.1.2. The Description of Teachers' Questionnaire

The questionnaire consists of (24) questions separated into seven sections. It includes combination between multiple choice, closed- ended and open-ended questions. Multiple choice questions require teachers to tick one or two choices out of a set of options and in the closed ended they need to choose between “Yes” or “No” answers while in open questions the teachers are asked to respond freely according to their experience in teaching English as foreign language using the second generation syllabus. They are described in what follows (see Appendix A).

The first section is identified teachers' personal information, it consists of six questions, where teachers are asked to specify their gender (female or male); their age, also information about their education degree, and teaching experience, in addition to their teaching status; and if they teach with using the revised curriculum. Then the second section is devoted to seeks information about the new textbook objectives. It contains (02) questions aims: to know teacher's opinion about the use of new second generation syllabus and if it goes with learner need and their expectations. In section three, we aim to collect data about the new textbook content. It consists of six questions, and each one aims to get idea about second generation layout, then to know if these new books are helpful and good-looking for our learners to enhance their skill. Also, to see either this program content and activities go with textbook

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objectives, and learners' levels or not. As well as it aims to see the teachers' opinion towards the new structure and the progression of the lesson plan. later, the next two questions concern the method that teachers use during teaching Second-Generation textbook and if it implies the use of *Competency-Based Approach* and to get teacher' suggestions on how to introduce new word. Then, in section five from Q17 to Q18, gathers information about the difficulties and obstacles that the teachers and learners may face during the use of second-generation textbooks in teaching English particularly vocabulary. The sixth section is supposed to collect teachers' opinion towards grammar. and it contains three questions that aim at knowing the difficulties that participants generally encounter while teaching grammar, and whether it is integrated into the setting, and promote learners' abilities. To close with the final section which is entitled "technique and strategies", it consists of three questions to gather teachers attitudes towards teaching using the second-generation textbook. Centered on the potential techniques, they may use to overcome their difficulties and how to overcome their struggles when teaching the four skills. In addition to that this section, left to check teachers' outside aids.

2.7.2. The Inspector's Interview

Our interview contains 14 questions considered to get data concerning the inspector's opinion about the revised curriculum which is the Second-Generation Textbooks. Also, it targets the learning objectives behind this new textbook, in addition to the second-generation main changes, and the impact it's on the teaching process.

2.7.2.1. The Definition of Inspectors' Interview

Cohen et al (2007:349) say that "*the interview is flexible tool for data collection, enabling multisensory channels to be used: verbal, non-verbal, spoken, and heard'* .Although interview consumes time; it is used to grow knowledge, attitudes, and views from experienced group about a detailed topic. Unlike this method, this tool is working to carry out three research objectives that we aim to get. The interview was carried out with five inspectors of English as a foreign language, three from Mostaganem middle school, and the other from Relizan and Chlef. Furthermore, this tool tends to collect both qualitative and quantitative data.

2.7.2.2. The Description of Inspectors' Interview

The interview was conducted with five inspectors. They were questioned to help collecting data to achieve the research goals. Hence, the inspectors' interview that contained 14 questions. The first 5 questions are related to the main understanding and objectives that second

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generation programme establishes. The second 6 questions are concerned with inspectors' visits and the impact of the second-generation program on the teacher. The last 4 questions focus on the inspectors' opinions on the new program methodology.

That is to say that the first question elicits the inspectors' experience in teaching English while the second one is an open-ended question reports a general idea about inspectors' opinion concerning the second-generation textbook. Then, the third one is collecting information on how to apply 2ndG. textbooks.

In addition to that, the second two questions (4, 5) are designed to see the main objectives of this new textbook, and whether they differ from the old textbook. the collected data will clarify if changes within the lesson plan are positive or negative. However, questions (6, 7, and 8) are designed to know if inspectors had assisted teachers in dealing with the new textbook during pedagogical visits and seminars in middle schools and how teachers evaluated working with it. in adding to see whether the textbook contains helpful resources, as well as, aims at knowing the difficulties and obstacles that the teacher may face during the use of new textbook in teaching English, also the different struggles that teachers have faced during the lesson. However, the ninth one speaks about the inspectors' opinions around the effect of the prospective program on the learner's level, and how it affects.

The next three questions (10, 11, 12) are used to report out inspectors' findings about teacher's classroom visits and their uses for these second-generation textbooks, regarding the place, time, how many, what was it about, and what was the objectives behind this seminar, also to see differentiate points of these seminars. Then to describe teachers second generation methods, and if they grasp it without difficulties. The last two (13, 14) questions are proposed to see if the English' inspectors take care with these second-generation textbooks, as well as to compare between the previous and the new textbook, to finish it with inspectors' opinion about the new textbook role and their effect on second year middle school learner.

2.8. Data Analysis

The phase of data analysis is an important step that the researcher goes through when he/she reports the research findings. It focuses on what has been gathered from the research tools, that is to say, the questionnaire and the interview that can be analyzed either quantitatively or qualitatively, or both.

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2.8.1. Quantitative Data Analysis

In fact, this type of analysis is focus on summarizing, describing, and analyzing the results by drawing tables, graphs, charts. It is mostly based on descriptive statistics. Marczyk (2005:17) sees it as “*studies that make use of statistical analyses to obtain their findings. Key features include formal and systematic measurement and the use of statistics*”. Such type of analysis allows the investigator to reformulate the answers that are collected from the questionnaire. In other words, it helps to provide evidence, understand of the results and get more reliable data.

2.8.2. Qualitative Data Analysis

Qualitative data analysis entails from the researcher to understand information that is gathered from the certain group in a form of paragraph. Cohen status that this type “*involves organizing, accounting for the explaining the data; in short making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.*” (2007,461), this means that this type of data analysis is mainly based on summarizing the collected data using description, explanation and interpretation; it means the researcher has to remark and should have skills to explain data in sentences.

2.9. Conclusion

This chapter provided a description of the most important methods selected to assume the present study. It also included an understanding explanation of the research methodology and research approach followed, then an overview about the research which is the research design, followed by the research objectives and the participants that took part in the fulfillment of the present research work. This chapter also tackled the instruments used to gather data: the questionnaire and the interview with justification of the choice of these tools, followed by the description, and ending with how to proceed in data analysis. Thus, the next chapter will be devoted to the discussion of the findings, data analysis and recommendations.

Chapter three

Data Analysis

Chapter Three: Data Analysis

Introduction

This chapter aims to provide data analysis about the data collected. It studies the case of 2nd EFL second year teachers' difficulties at Achaacha Middle School, in Mostaganem, in which the researcher focuses on the use of research methods including teachers 'questionnaire that objects to see EFL second year teachers' difficulties, and inspectors' interview to know the second-generation textbook objectives. It helps to examine the methodology used by teachers when applying this program, and to understand the main findings in order to provide the necessary solutions and suggestions.

3.1. Data Analysis Process

In order to gather data from the participants, two instruments were used in this study, namely the questionnaire and the interview. At this phase of the present dissertation, the researcher tries to analyse and discuss the provided data from both the questionnaire and the interview. It should be noted that only the questions that appear to be the greatest significant and relevant will be analysed in this chapter to have a direct link to the research questions that this study pains to answer and to the hypotheses that are to be corroborated or invalidated. Moreover, data analysis in qualitative questions are processed via categorization, description and synthesis.

3.2. Analysis of the teacher's Questionnaires

The Participants:

Q1: Gender

Gender	Number of teachers	Percentage
Female	17	85%
Male	03	15%
Total	20	100%

Table 01: Teachers gender.

The population of the questionnaire composed of 85% female teachers and 15% male teachers.

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Q2: Age/ degree form/ teaching status

Options	Age			Teaching status				
	Under 30	Between 30 and 40	Above 40	T. trainer	A major. T	Certified. T	Trainee.T	Substitute.T
Number	6	9	5	2	7	6	4	1
percentage	30%	45%	20%	10%	35%	30%	20%	5%

Table 2: Participants profile

The teachers that were specified the questionnaire had different experiences in the educational field. There were novice, expert and experienced teachers. They were both males and females with different ages. This question is close-ended; it aimed at knowing the experience and status of teachers. So, 30% under 30 years and they are considered as novice, or trainee teachers. While, 45% of them look as certified teachers their age between 30 and 40 years. Whereas, 20% were above 40 years and they are seen as major and trainer educators.

Q3: Do you teach second year middle school using the Second-Generation textbooks?

The result obtained showed that all of the questioned teachers used second-generation textbooks.

3.2.1. Describing the New Textbook (G2)

Q4: Are the objectives of the Second-year syllabus that you are using, or have used, clearly stated?

Answers	Number	Percentage
Yes	20	100%
No	0	0%

Table 03: New Syllabus Objectives

The next question is concerned with second-generation syllabus aim. the teachers were given “yes/no” options.

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The results show that, all (100%) of teachers agree that this second-generation syllabus respond to the need of learners and the expectation of teachers. They confirm that these textbooks respond to the ongoing needs of individuals.

The 2nd Generation textbook's layout is regarded as attractive to the intended learners of middle school level

Answers	Number	Percentage
Yes	18	85%
No	02	15%

Table 4: The textbook layout

Obviously, the results obtained showed that most of the respondents 85% believed that second-generation textbook layout is good-looking for our future learners to achieve their needs via constructivist layout, unlike the 15 % saw it out of their living reality.

Q9: Does the content of Ms2 matches the objectives and learners' levels?

The present question seeks to look into teachers' perception about the Ms2 content. The teachers were asked to indicate whether matches to the objectives and learner level or not. The figure below shows the obtained responses.

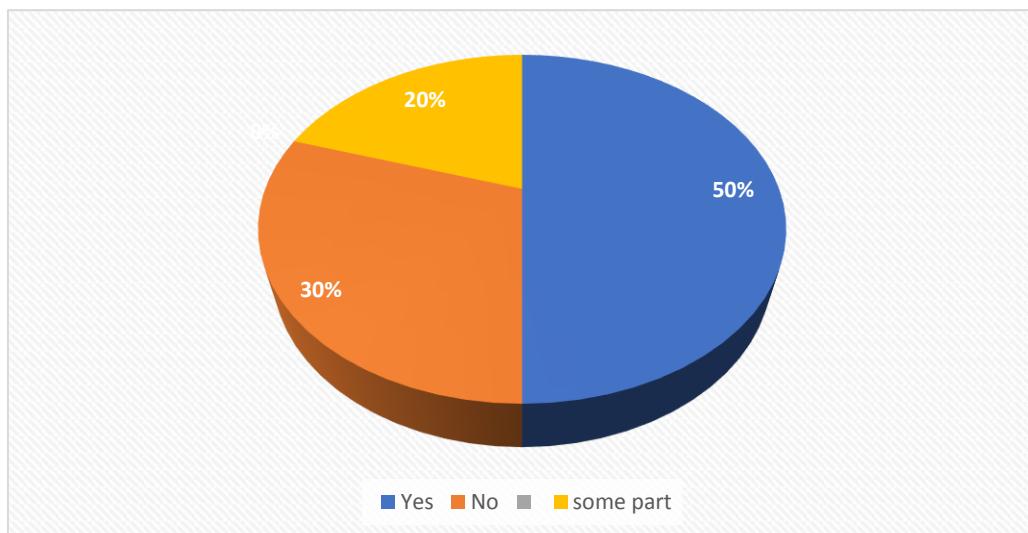


Figure 01: Teacher's opinion towards Ms2 Content.

The Figure above showed that 50% of participant fond the Ms2 content agree on its objectives and believe that appropriate to learners' levels, while, about 30% do not think so. Besides, 20%

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think that the content somehow serves the objective of the syllabus since these 2nd G objectives doesn't implement in some part of textbook.

As far as tasks and activities, half of the participants believe they correct with syllabus objectives, whereas the other half do not approve of that.

The result show that half (50%) of teachers declared that second generation tasks are beneficial and very helpful for our learner level and it serve the syllabus objectives. However, the other half (50%) responded that these activities help the syllabus objectives in some parts.

Q8: Is the order of teaching the four skills easily accessible to the learners and teachers?

It is an open-ended question to have a general idea about teachers' opinion concerning teaching the four skills.

The obtained data elucidate that all of participants agreed that the order of teaching the four skills are easily available to both learners and teachers in some part, some of them answered that this program helped in both reading and speaking skills, since learners are capable to absolute sounds correctly and properly, so that reading texts can be done appropriately. However, they added that writing and listening were not granted much in this program. The rest of participants agreed both on the fact that the program is very helpful for the four skills; even though pupils are not writing in a coherent manner, but still one skill affects the other, for example, good listening leads to good pronunciation, and correct reading.

The other question to be analysed in this section addresses 2ndG sequences of Ms2 and if it graded from simple to complex and from general to specific. The purpose is to get an idea about these new sequences. The responses are stated in the following figure.

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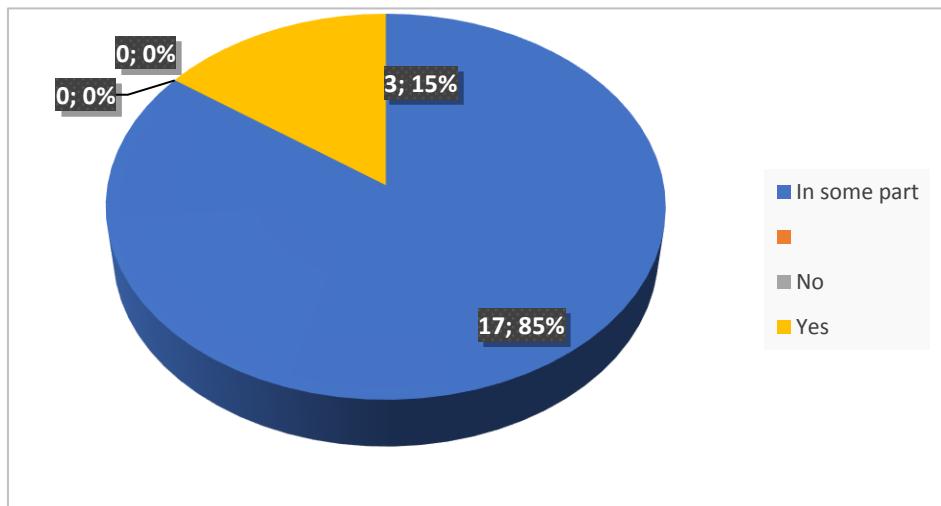


Figure 02: The Ms2 sequences.

It can be clearly noticed, from the obtained results, that the majority of participants 85% informed that the gradation of 2nd generation sequences evaluated from simple to complex, and is impartial in some part of the textbook, while just (15%) consider it perfect and narrowed from general to specific.

Q15: Does the proposed method in the Ms2 textbooks imply the use of competency-based approach method?

Participants confirmed that competency-based approach method is implemented in the Ms2 textbook.

The second question to analyse in this section intended to know the best way to introduce new.

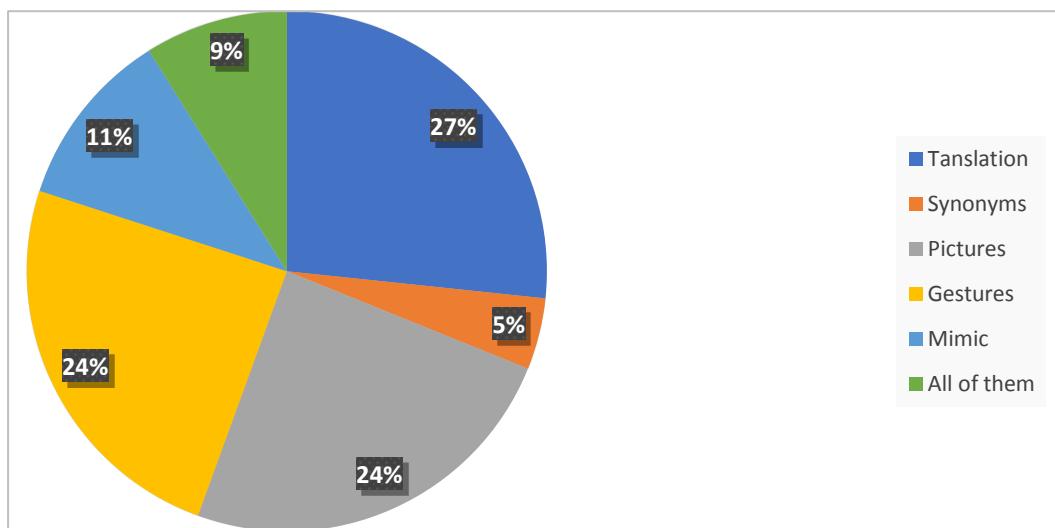


Figure 03: Teaching New Vocabulary

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The process of teaching vocabulary in teaching English is used by all teachers, the frequency differs from one teacher to another. The question tackled how teaches introduce new vocabularies to their learners. Well, this question asked to know diffent teaching techniques that used by participants while teaching new 2G vocabularies. Consequently, 27% of them prefer in presented by translation. While 24% choose to introduce it through gestures and pictures. By contrast to others, 11% who answered that they use mimic. As for the other 9% declared that use all of the mentioned point (Translation, mimic, gestures, ...). As a final point, 5% of the population claimed that they use gestures just for the sake having learn.

Participants experience:

Choices	less than 5 years	From 6 to 15 years	More than 15 years
Respondents	5	9	6
Percentage	25%	45%	30%

Table 05: Teacher's teaching experience

The teachers that were given the questionnaire had different experiences in the educational field. There were novice, expert and experienced teachers. They were both males and females with different ages. This question is close-ended; it aimed at knowing the experience of the teachers. So, 25% of teachers declared that they had been teaching English at middle school for 5years and 45% stated that they had been teaching the English language for 9years. While 30% said that they had been teaching English at middle school for 6 years. From this table we notice that all teachers have experience in both teaching and English language, especially the use of second-generation textbook.

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Q17: Do your learners have difficulties grasping 2ndG.T new vocabulary?

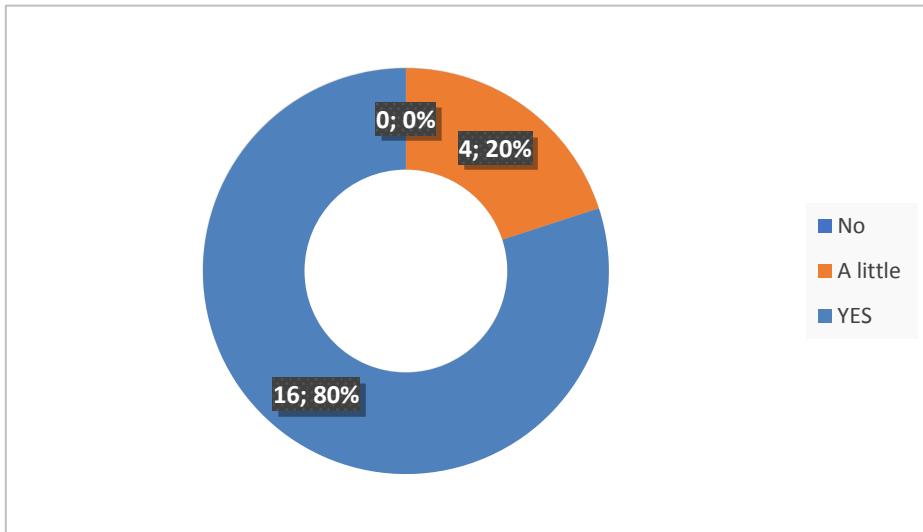


Figure 04: Understanding New Vocabulary

Teaching vocabulary is an important element in English language teaching, and it is considered as significant element that must be learnt to master the language. The question required to find if learners find difficulties in grasping 2ndG.T new vocabulary or not. So, 80% answered yes, it is difficult and they justified their answer as follows:

- Each lesson includes plenty of new vocabulary and 2Ms pupils can't grasp 10 or 15 words per lesson, i.e. in sequence 3, the learner should name 15 health problems and find the remedy to each illness in one hour.
- Vocabulary in new generation seems to be heard of such level to grasp because of concept of words and terms.
- Lack of foreign language inclination.
- They not acquire the basics, and not having a daily bag of terms.

As for the remaining 20% of participants complained their learners have a little difficulty understanding new vocabulary items.

The next question looks into teachers' opinions of teaching 2ndG. vocabulary. The participants were asked to express their opinion by ticking the right answer from the three provided options. However, the data gathered remarkably demonstrate that the higher rate recorded (75%) showed that the most of participants have problems in teaching second generation vocabularies. while 20% encounter some problems to some extent. Only 5% face

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no difficulties while teaching with G2 textbook. The result shows that most of novice teachers like (trainees, certified, and substitute) see that teaching with these books difficult; it can be due to their hyper-effort they make in teaching or because of their inability to use CBA, while it looks less difficult for the experienced teachers such as trainers and major teachers.

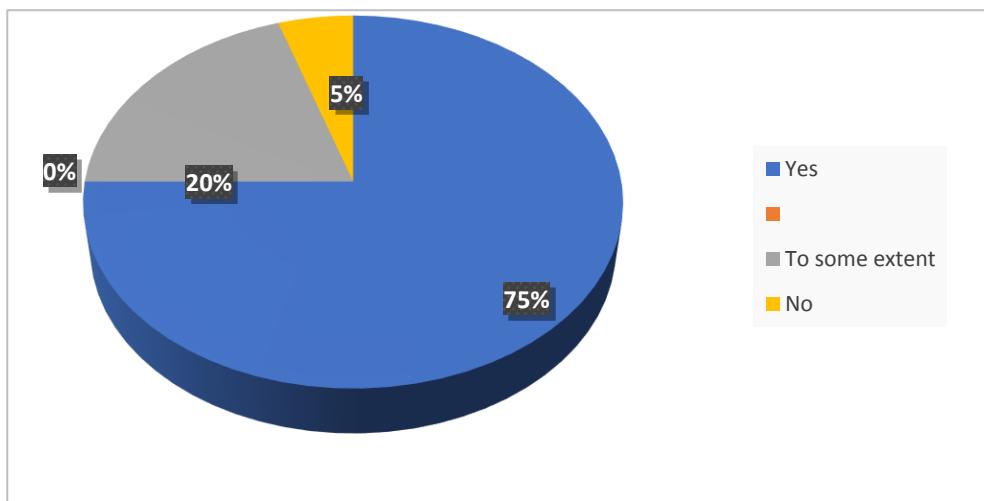


Figure 05: Difficulties in teaching vocabulary

Q19: What difficulties do you generally encounter while teaching grammar?

Teaching grammar is considered as significant element that must be learnt to master the language. The question sought to find teachers difficulties in teaching grammar.

When asking this question, it was found that all these participants face a lot of different difficulties in which most of them said that the syllabus includes too many grammatical items in one sequence that is why it's difficult for a beginner to memorize many grammar rules, i.e. (in sequence 4, the pupil should make difference between 3 different tenses: the future, past, present) So, it is time consuming and effort demanding. Other teachers find difficulties on how to implement these 2G rules, in addition to the specified narrow time. Also, learners who couldn't understand all the rules and they found them difficult they are beyond their level. Therefore, as mentioned their answers, most of learners often find it difficult to make flexible use of rules of grammar taught in the classroom. what makes matters worse, in the lack of prior background knowledge of basic grammatical rules which learners are supposed to have already understood the year before.

The next question to analyse in this section intended to if second-generation textbook improves learners' writing abilities. The answers are displayed in the pie chart below:

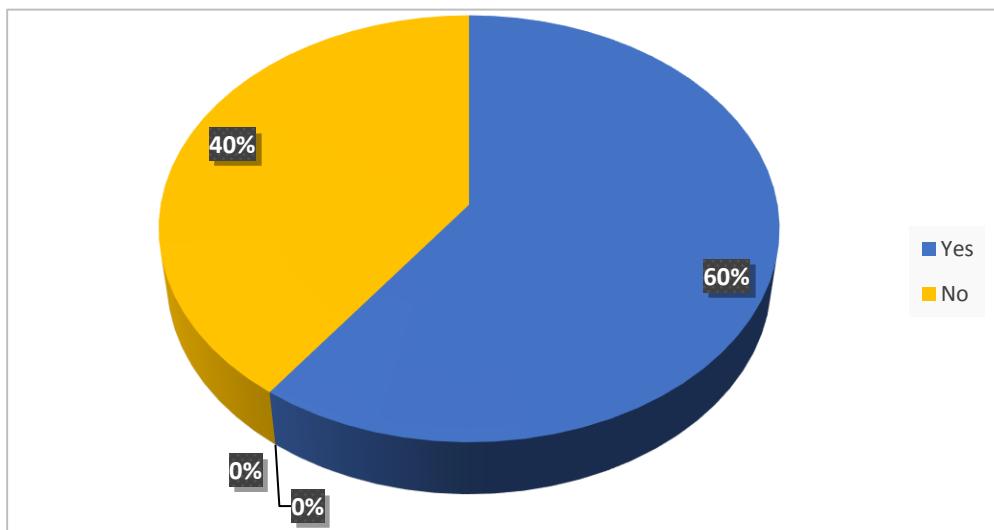


Figure 06: Writing abilities in the New G. Textbooks

data displayed in the graph reveals that most of the informants believe that 2nd generation grammatical point enhance pupils' writing abilities. Whereas 40 of them saw the opposite that these 2ndG. grammar can't develop writing objectives.

Q22: What types of activities do you provide as solution of difficulties you mention before? (in question N°19)

It is an open-ended question to teacher's solution toward the mentioned difficulties. The teachers responded that they use game and so on. And one of the teachers prefers to start from simple to complex, also to grade them from their background, and using sentences from the situation of their lives. The other prefer to reacts throw giving corrective feedback either implicitly or explicitly. whereas, some of them to facilitate the learning process they teach grammar through short text and fun activities.

3.2.2. Overcoming Difficulties

The present section includes another question that seeks to look into teachers' technique to overcome the G2 teaching difficulties for each skill. Some of teachers prefers to give listening and speaking activities such as: listening comprehension, quizzes, songs and role play, simulation, repeating, or sometimes by using visual videos ads and asks their learners to make them participate. In addition to real dialogue and using gestures, mimic, pictures. While for reading skill most of them using simple text from their reality, taking notes, besides choosing interesting materials and working in group, to the extended practice. Concerning their attitudes towards writing, they teach spelling skills, simplifying writing tasks by grouping work and ask their learners to write about something close to their reality.

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This section includes another final question that aimed at teachers' help. Yes/no options were provided, followed by an open-ended question. The table below illustrates the results:

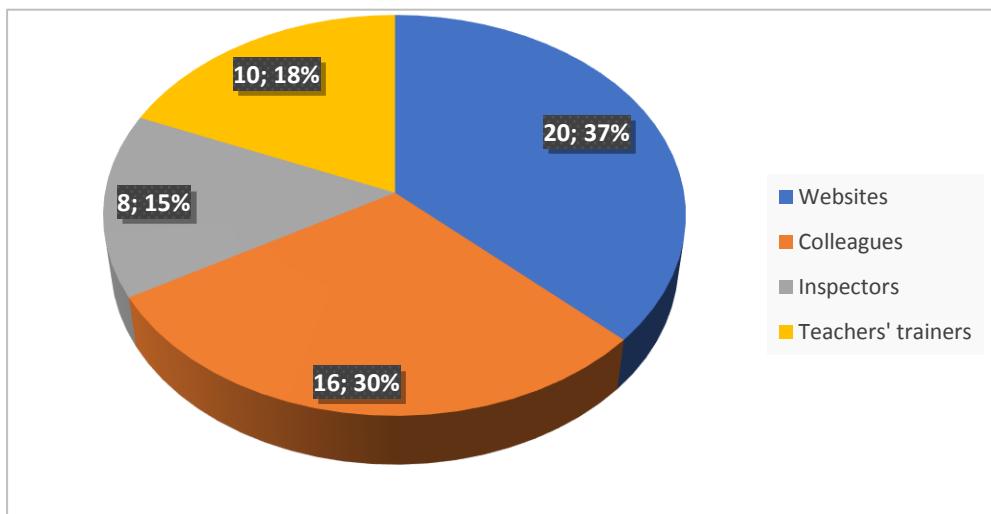


Figure 07: Teachers' Assistance.

The figure above showed that 37% of the participants prefer using websites in teaching, while 30% of them turned to their colleagues for assistance. Moreover, 18% of them asked teachers' trainers, whereas only 15% stated that they prefer to look for inspectors' help.

3.3. Analysis of Inspectors' Interview

One of the employed instruments is the interview with the EFL inspector. They usually organize training for English middle school inspectors. In this case, the training content was about the second-generation textbook and the preparation of the learning sequences for second MS years. In this prospect, the inspectors interview aimed to gather information about their attitude towards the change within the new second generation syllabus.

The interview was carried out through messenger because of COVID- 19. However, the virtual interview was also beneficial. It involved a set of questions which are mentioned in appendix(B):

Inspectors' profile

Five education inspectors have accepted to be interviewed. This question was asked to see teaching experience of inspectors in English language. it may differ from one to another it ranges from four to ten years as an inspector. The results indicate that most of the inspectors are aware of second-generation textbook.

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Question two: How do you define the concept of Second-Generation textbook?

Most of inspectors gave the same definition about the second-generation textbook. And they consider the G2. textbook as a book that is designed in a way to cope with the CBA approach in which the learner is the center of the teaching / learning process. They define as «*teaching and learning material that has been literally designed in compliance with 2 G approach (CBA) that attempts to help learners construct and develop their various competencies through the mobilization of a bulk of resources*». Another inspector said that unlike the first-generation textbook, the second generation one gives more emphasis on the CBA approach. It includes problem-solving situations, which was not the case with the previous book where just linguistic tasks were devised.

However, the second-generation textbook is defined as the teaching/learning materials through which the CBA is given "form and substance", these textbooks are projected to offer opportunities for language autonomous learning due to which the skills and knowledge acquired at classroom can be reinvested in real life situations.

3.3.1. Second-Generation textbook Objectives

Question four: what were its objectives?

According to experienced Inspectors, G2 objectives are: fostering learner autonomy and collaborative work, and to develop learner metacognitive and critical thinking via confusing problem situations and major tasks rather than simple activities, also to promote national and universal morals and construct the intercultural sense. while the most importantly to push the learner to have access to science and technology, then to make learners more independent, creative, methodical in their learning.

So, the Second-Generation Program aims at fostering autonomous EFL learning context through the newly designed textbook. Also, aims at bringing improvements upon the previous one which were launched in 2003.

3.3.2. Spotlight on English Vs My book of English

Question four: Are there any similarities and differences between Spotlight on English and My Book of English? If yes, to which extent?

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In response to a question comparing the new textbook “My Book of English” with the previous one “spotlight on English”, the interviewees reported that:

Spotlight on English	My Book of English
<ul style="list-style-type: none">- Insist on content rather than competencies- Focus was on the grammatical points rather than communication.- The learner is less independent.- Isolated activities, boring and sometimes hard irrelevant texts.	<ul style="list-style-type: none">- Focus on communication- Focus on the teaching of pronunciation- Daily conversation, self-assessmentLearning autonomy, peer correctionStudents discuss their answers- Initial, installing resources, integration, training and Assessment

Table 6: Comparing spotlight and My Book of English.

Question five: According to your encounters (visits), do they like teaching with these 2nd G.T? if “yes” or “no” why do you think so?

This question is concerned with inspectors’ visits in second year middle classes. The inspectors were given “yes/no” options. The following graph demonstrates the inspectors’ answers.

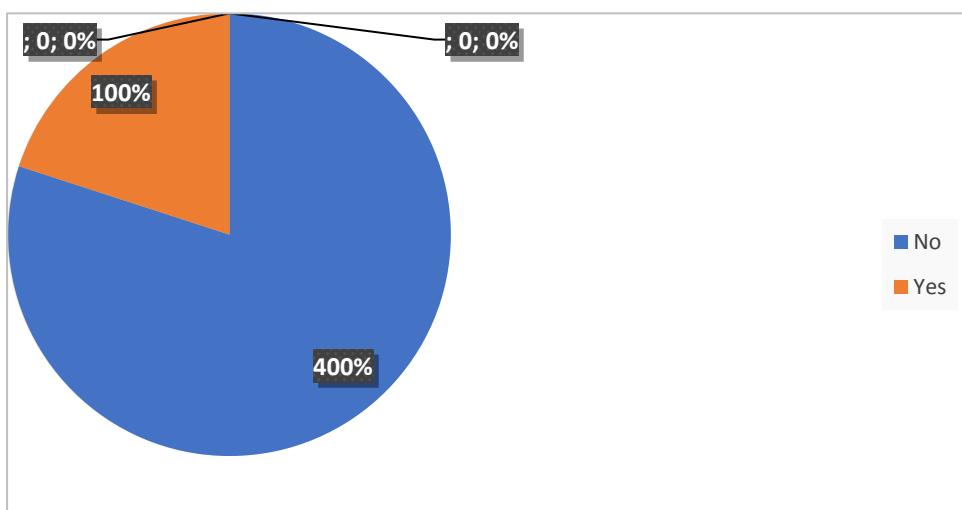


Figure 08: Inspectors’ opinion.

The figure above showed that, except for the minority who answered positively, the majority (80%) are looking forward to see some change within the application of this program. Then, they all saw that the change is not 100% on their hands however they are involved, procedure creators should help in this matter and they stressed on the presence of technology since today’s pupils are computer-based generation, in addition to voluminous of the programme.

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Question six: According to the seminar, what were the easy and the most difficult point to deal with?

We moved to ask them about the teachers' reaction and the difficulties they faced when training them, and they said:

"Teachers generally complain about the cooperation of the administration, luck of time to implement all the required objectives in 2 or hours per week as far as 2nd year and year middle school levels are concerned. It is not easy to teach very crowded classes-40 or more-using the SG techniques."

"...Initial situation/Integration/Assessment and remediation"

"Easy not sure it depends on teacher's expertise. The design is easy to follow with some difficulties as follows: The difficulties lie in how to find the effective content combination and task selection to design their lesson plans, let alone the way to facilitate some problem situations esp. in writing."

So, when asking this question, it was found that most of teachers face a lot of difficulties in which one of them said to manage a large number of learners 'in only one group. So, it is time consuming and effort demanding, in addition to the difficulties on how to ask questions and to choose an appropriate topic.

3.3.3. Second-Generation Textbook Difficulties

Question seven: During your visits, did you check whether they grasp the 2nd G. Methodology? If "not" what difficulties did they faced?

The majority of the inspectors see that most of teachers are perceiving this second-generation methodology negatively, that they facing difficulties in dealing with. According to the inspectors, the majority of the teachers prefer the previous method. They believe that the new lesson plan is time consuming, they could not succeed to devote lesson's duration. They obviously did not make their pupils listen to videos when it comes to lessons of pronunciation, in which pupils need to get drilled to pronounce new words and sounds after listening to the teacher. Only one inspector claimed that it depends on teacher expertise.

Question six: In your opinion, do you believe that the Ms2 2nd G.T will be more beneficial to learners and the previous one's?

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This question is set to see if 2nd generation program has an impact on the level of the learner. When asking this question, all the interviewees knew that this program affect the learner's level. They all agreed on the fact that it has a positive and negative impact on the learners' level. Some inspectors replied that the new textbook is not perfect and some changes need to be finished to make it real and more practical. One of the responses remarked that the outcomes will be good and more beneficial specially when teachers know how to use these 2G textbooks as they replied, “Yes, *I do believe it is fruitful and outcomes will be good. It is just a matter of time*”. Another inspector believe that teaching experience can help learners exploit better the textbook during the learning process to concept their competencies.

All inspectors agreed on the fact that it has a positive impact in the case of *inspire learners to reflect on and assess their progress*. However, they all tried to explain its negative side of decreasing their level on practical side, regarding the teacher's attitude toward teaching within this 2nd.G. Textbook.

3.4. Discussion of the Results

In this section, the focus will be on discussing the main results which emerged from the questionnaires, the interview, our survey aims at knowing EFL teachers' difficulties while using second-generation textbook.

After analyzing both questionnaires and interview, it can be concluded that all teachers are using the 2nd generation textbook with knowledge of its advantages and disadvantages. the above result show that this program tends to be useful and helpful in many aspects in the EFL classroom. It gives too much focus on the teaching of pronunciation. Then, it aims to make pupils at the center of learning, it supports learners to use the language in real life situations. Also, it helps to provide good writing.

Concerning the G2 textbook, it is well-organized and full of pictures, visual aids, songs. According to some teachers, “My Book of English” is better than the previous one since they worked with both textbooks. However, the new textbook needs to be reread regarding the learners' level. For instance, in sequence04 and sequence05 are difficult, long, and hard to be taught for second-year learners. Therefore, most of the teachers still do not rely on the textbook to prepare their lessons because they believe that it does not fully cover the learners 'needs and level. Teachers use additional materials to do so, such as internet, extra books, websites, and

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fun activities. However, teachers could not hide the shortcomings of this programme since they are involved in such process. Teachers pointed out the lack of affective variables including: lack of materials, classroom size, time, profile of teachers that needs further trainings, and eventually unbalanced textbook syllabus.

Regardless what is mentioned about the 2nd generation programme, its application is still based on the CBA principles. The data obtained through the teachers' questionnaire showed that the majority of teachers face problems in teaching because of the new vocabularies, with the complexity of grammar and unwell-structure lessons.

Through the analysis of the questionnaire, the researcher found out that EFL teachers have several techniques which they use in the classroom to develop learners' abilities and facilitate teaching through using second-generation textbook. One of the activities they prefer is a role play, they feel that role play helps their learners to be active. additionally, most of them prefer to correct the learners' mistakes besides they benefit from using pair and group work. Too using games, fun activities, via photos, mimic, and using simple scripts, etc.

The usual teachers show us that they face many difficulties in their teaching toward using second-generation textbook, this is what made them look for help when not sure how to advance from their colleagues, inspectors, and specially from websites and Algerian English web Facebook groups.

To conclude, teachers and inspector approve that the implementation of the second-generation textbook is useful and beneficial, and it has brought positive change to the educational system. However, the negative side seems in the incapability to cover all learners', about their level and not within teachers' expectations.

Based on the results above, the three hypotheses are confirmed, the first one is that the objectives behind G2 textbook is learning autonomy, to make learners at the center of learning. The second one, that teachers face different problems in teaching vocabulary, and grammar, in addition to the unwilling content. Besides, teachers use appropriate activities and interesting topics to facilitate teaching through song, games, and so on.

3.5. Limitations of the research

The current research has reached the aimed objectives; however, the researcher faced some problems that perhaps future researchers should not face or meet during their research.

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First, due to coronavirus, there have been a lot of strikes; as a result, the absence of both teachers and inspectors, besides it was not easy to be authorized in order to get access to the middle school. In addition, because of lack of time, the researcher focused on using two research tools, even though it could be better to consider classroom observation as a third research tool in order to validate and confirm the hypotheses. Finally, these limitations did not prevent the current work to achieve its main objectives and figure out its problematic.

3.6. Suggestions and Recommendations

After studying the problem and identifying the main gaps of 2nd generation program, the researcher has put the following recommendations to provide better application in EFL classrooms. Therefore, all participants are involved in the process of implementing change within CBA approach. Here are some proposed solutions to overcome the different obstacles motioned before:

- Managing with large classes, which is the teacher's responsibility even if it is a hard and a continuous trouble.
- Teachers are advised to cope with individuals. E.g. giving more opportunities to slow learners.
- Do not be the slave of the book! Meaning that teachers have the right to modify and replace texts and exercises in pupils' textbooks by updated and attractive ones.
- Attend conferences, seminars, and study days.
- Prepare a good course-design in accordance to the content.
- Be eclectic by using a combination of mixed traditional approaches and updates one
- Not relying just on papers and textbooks blindly, however, a good use of technology and visual-aids can play an important role
- Assessing pupils in a formative and summative manner to help pupils progress regardless the textbook difficulties
- It can for Policy-makers help by devoting extra sessions for English as a foreign language in middle school since one or two sessions are not enough to master the language.

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- Decreasing the number of pupils in each classroom, i.e. no more than 20 pupils in the class in order to give everyone the opportunity to express, participate, and answer freely.
- Devising textbooks that fits the learner's age, level and interest
- Making a balanced textbook syllabus that meet the yearly planning
- Providing extra logistics in each school including language labs with their materials, technological tools like data-display in each class, computers for all the pupils and teachers, and duplicating facilities, in addition to the technicians that figure out any problems occurring in schools.

3.7. Conclusion

The researcher provided data analysis of 2nd generation textbook application within Algerian EFL classrooms through two research tools: teachers' questionnaire and Inspectors 'interview. They were used to study and expose the gaps behind applying this syllabus in the class and their positive and negative effect, as well as, their key parts of focus on learning autonomy. The researcher has provided solutions and recommendations in order to improve, modify, and change the way of applying this kind of programs. Besides, suggesting what participants are able to do since they are all elaborate the content of the teaching and the learning process, we look forward to implementing another program within the CBA method to improve the quality and effectiveness of teaching.

General Conclusion

This dissertation tried to discuss and analyze subjects related to the implementation of the second-generation textbooks in middle schools. The new reform features are presented throughout the whole research including textbook, program, and lessons plan. The aim of this study was to enquire the effect of the use of the second- generation on the domain of EFL teaching depending on teachers' perception and the inspector's attitude towards this change. To focus on the topic, we divided the research into three main chapters.

The first chapter was the theoretical part of the work, and it started with an overview about ELT in Algerian schools including a special focus on the second-generation textbook. with brief definition about learning autonomy and its effects on the teacher and learner passing through the methods and approaches used during the whole instructional situation which is the CBA definition, its different characteristics, principles and role. The second part was assigned to explore the new textbook, giving definitions, focusing on the content, as well as the role of these books and the advantages and disadvantages of textbooks in teaching/learning, with much focus on grammar and vocabulary.

The practical part of the research we adopt a descriptive research methodology in which was showed with second year teachers of middle schools as a case study at Achaacha middle school in Mostaganem, hence we selected two main research tools to test our hypotheses, a questionnaire was administered to a population of second year teachers, besides an interview was carried out.

The last chapter covered the data analysis and the results concerning teachers and the inspector's attitude towards the second-generation textbook and its main objectives in which the majority gave negative feedback and expressed their approval even with the few positive points that they have mentioned concerning the learners' level and needs. In the end, a set of recommendations was provided with some practical solutions that may help teachers to challenge their difficulties while teaching using the 2G textbook.

Our hypothesis is partly confirmed that teachers find the second-generation textbook difficult to apply in the classroom and difficult to understand the content of the lessons regarding grammar and vocabulary except that inspectors supported the implementation of the new textbook contrary to teachers.

The findings indicate that this program tends to be useful and helpful in many aspects in the EFL classroom. It gives too much focus on the teaching of pronunciation. They mention that the implementation of this program helps pupils to utter words correctly, but it diminished their ability to write paragraphs properly. The negative points can be covered with the following recommendations:

Concerning the difficulties, it is claimed to be time consuming with long program, difficulty of word and the complexity of grammar. The researcher suggest that the teacher can prepare ready printed paper, using different techniques like games, we demanded for extra sessions and so on.

As for the limitations, the accessibility of experimental teachers was an obstacle in which we wasted time looking for them. Furthermore, they spent long time to answer the questionnaires claiming that they are tired and have other responsibilities. We tried to send them via facebook but they did not respond. As well as for inspectors because of COVID 19 we obliged to interact with them via messenger. Despite these difficulties, we have made great efforts to make this work in its present state.

For future researches, we suggest that one can work on the same theme giving other viewpoints because the results obtained are of a short time study. Also, they can rely on the analysis of the textbook and the lesson plans or the objectives of the new textbook to build up the research. In addition to that, they can choose a larger context within a larger population. They can work also on a comparison between the first-generation syllabus and the second-generation syllabus as well taking into consideration the pupils' results depending on classroom observation and even a questionnaire given to the pupils since the change will not be concerned only with second-year pupils.

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Appendices

Appendix A

Teacher's Questionnaire

Dear teacher,

The following questionnaire is a part of a work that investigates the difficulties of Middle School EFL teachers in handling Second Generation textbook. The answers will provide a great help.

Please put a tick () for the appropriate choice and make statements whenever it is necessary.

I. General Information:

1. **Gender:** male female
2. **Age:** under 30
Between 30 and 40
Above 40
3. **Degree form:** university
Institute technologique de l'éducation
Ecole Normale Supérieure
4. **Teaching experience:** less than 5 years
From 6 to 15 years
More than 15 years
5. **Teaching status:** teacher trainer trainee teacher
A major teacher substitute teacher
Certified teacher
6. Do you use Second-Generation textbooks of second year middle school?
Yes No

If yes, please state for how long have been teaching

II. Section two:

7. Are the objectives of the Second-year syllabus that you are using, or have used, clearly stated?

Yes No

8. Do the aims of syllabus respond to the need of learners and the expectation of teachers?

Yes somehow No

If "No" why

.....

III. Section three:

9. Is the 2nd Generation textbook's layout attractive to the intended learners?

Yes No

If yes, what makes so?

.....

If No, please state why?

.....

.....

10. Does the content of Ms2 go with the objectives and learners' levels?

.....

.....

.....

11. Do tasks and activities serve the syllabus objectives?

Yes somehow No

12. Is the order of teaching the four skills easily accessible to the learners and teachers?

.....

.....

13. Does the 2nd Generation syllabus that you are using or have been using provide consolidation of previously learnt knowledge?

Yes Somehow No

14. Are the 2nd G sequences of Ms2 graded from simple to complex and from general to specific?

Yes In some part No

IV. Section four:

15. Does the proposed method in the Ms2 textbooks imply the use of competency-based approach method?

Yes No

16. How do you introduce new words to your pupils? Is it through:

Translation pictures mimic

Synonyms gestures all of them

None of these, specify

.....

V. Section five:

17. Do your learners have difficulties grasping 2ndG.T new vocabulary?

Yes a little No

If yes, please mention the major ones

.....

.....

18. Do teachers find difficulties while teaching 2nd G.T vocabulary?

Yes to some extent No

VI. Section six:

19. What difficulties do you generally encounter while teaching grammar?

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

20. Are the grammatical points integrated into context?

Yes, all of them yes, most of them
 Yes, but only a few points none of them is integrated

21. Does the 2ndG. grammar promote pupils writing abilities?

Yes

No

VII. Section seven:

22. What types of activities do you provide as solution of difficulties you mention before? (in question N°19)

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

23. How do you manage to overcome teaching difficulties found by the G2 textbook in each step, as follows?

Listening

.....

Speaking

.....

Reading

.....

Writing

.....

24. Do you look for help when not sure about how to proceed?

Yes

No

If "yes" from:

Colleagues Teacher trainers Inspectors Websites

Others;

.....

Thank for you cooperation.😊

Appendix B

Interview

Greeting the interviewee,

1. How long have been working?
1. How do you define the concept of Second-Generation textbook?
2. When did the Ministry of Education take the decision to apply the Second-Generation textbook into teaching?
3. What were its objectives?
4. What was it supposed to handle in the old textbooks?
5. Did you program any visits to second year middle school classes? How many so far?
6. According to your encounters (visits), do they like teaching with these 2nd G.T? if “yes” or “no” why do you think so?
7. During your visits, did you notice any difficulties faced teachers while using the 2nd G.T? if “yes” what was it about?
8. I have noticed the implementation of teaching value within the 2nd G.T, do you think that pupils at this age are mature enough to grasp this notion?
9. Did you supervise any seminar or study days on how to use these 2nd G.T for the Ms 2? How many seminars? When? Where? And what was the topic? What were the objectives of this seminar?
10. According to the seminar, what were the easy and the most difficult point to deal with?
11. During your visits, did you check whether they grasp the 2nd G. Methodology? If “not” what difficulties did they faced?
12. You personally, did you take part in elaborating this new textbook of 2nd G.T? if “yes” what were the key elements in comparison with the old textbook?
13. In your opinion, do you believe that the Ms2 2nd G.T will be more beneficial to learners and the previous one’s?