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The Communicative Aspect in the Post Listening/Speaking Tasks of Comet and New Prospects Textbooks: A Comparative Study

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Dedications

To the most precious people to my heart; to the ones who gave birth and

meaning to my life, to the persons who gave me strength and hope:

I dedicate this work to my beloved father "Ahcene" and my dear

mother"Nadia"

To my brother "Mouhamed" and my sisters; Tassadite and Lynda

To all my family

To my best friends with whom I shared the University life

"Kenza"

I dedicate this work to:

My dear parents, who always support me.

My brothers for their continual encouragement.

All my uncles and cousins.

All my beloved friends with whom I shared precious moment.

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Abstract:

The present work deals with the evaluation of the post -listening/speaking tasks encompassed in the previous version of the Algerian EFL textbook <u>Comet</u> (2001) and the new version <u>New Prospects</u> (2007). It has attempted, to find out whether the oral tasks in both course books are communicative, and if <u>New Prospects</u> as a substitution to <u>Comet</u> has been improved as regards communication in post listening /speaking tasks. To carry out our research, both qualitative and quantitative methods are used; we have conducted an investigation of the textbooks' speaking tasks following the framework for communicative tasks analysis suggested by David Nunan (1989). For the sake of gathering more data to consolidate our work, a questionnaire is administered to high school EFL teachers in Tizi Ouzou and analyzed using both statistical method for close- ended questions and content analysis for open- ended ones. The results reached out have confirmed that the newly designed course book's post-listening/speaking tasks are more communicative than those of the previous one.

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List of Abbreviations

- **CA :** Communicative Approach
- **CBE:** Competency Based Education
- **CBLT:** Competency Based Language Teaching
- **CC:** Communicative Competence
- **CLT:** Communicative Language Teaching
- **EFL:** English as a Foreign Language
- **ESL:** English as a Second Language
- **FL:** Foreign Language
- **N:**Number
- **NNS:** Non-native speaker
- **NP:** New Prospects
- **NS:** Native speaker
- **Q:** Question
- **QCA:** Qualitative Content Analysis
- **SLA:** Second Language Acquisition
- **TBA:** Task-Based Approach
- **TBI:** Task Based Instruction
- **TBL:** Task-Based Learning
- **TBLL:** Task Based Language Learning
- **TBLT:** Task Based Language Teaching

List of Symbols

%: Percentage

(f): The number of the participants in a category

$\sum f$: The total frequency

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Introduction

Despite the development of other more sophisticated teaching and learning materials, the textbook continues to play a significant role in the field of English as a foreign language teaching and learning, It is*".....an almost universal element [English language] teaching, and ... no teaching learning situation, it seems is complete until it has its relevant textbook*"(Hutchinson and Torres1994:315). This is particularly true in Algerian education in which the course book is the only instructional material approved by the Ministry of National Education. Hence, it constitutes the foundation of the English language learning and teaching, in other words, it is the fundamental source for all classroom activities.

Recent research about foreign and second language teaching and learning has shed light on the great importance of textbook use for both teachers and learners. Hutchinson and Torres describe a textbook as *"an important means of satisfying the range of needs that emerge from the classroom and its wider context*"(1994:327). They claim that *"learners see the textbook as a 'framework' or 'guide' that helps them to organize their learning both inside and outside the classroom during discussion in lessons, while doing activities and exercises, studying on their own, doing homework, and preparing for tests. It enables them to learn 'better, faster, clearer (sic), easier (sic)'*"(ibid, 318). As far as the role of the textbook in ESL/EFL teaching and learning is concerned, Sheldon cites in his work that, students often harbor expectations about using a textbook in their particular language classroom and program, and believe that published materials have more credibility than teacher generated or in house materials (1988).

Textbook evaluation becomes an integral part of EFL teaching and learning. It basically serves English language teachers to become aware of the methodological strengths

and weaknesses these kinds of instructional materials have, in the sense that, they will recognize to which extent they can rely on textbooks in their daily teaching practice. In fact, more and more authors are interested in textbook evaluation. Therefore, the present investigation attempts to make a contribution in this area, and our focus when analyzing New Prospects and Comet will be on speaking/post listening tasks.

Statement of the Problem

Algerian educational system witnessed a reform movement in 2002 approved by the National Ministry of Education. This reform is grounded in the competency based approach as a new teaching paradigm and as a continuity to the communicative language teaching. This is particularly manifested in the designing of new textbooks. Therefore, the newly designed textbook for the Algerian 3rd year secondary pupils, named New Prospects 2007, based on CBA is expected to enhance the previous course book Comet 2001, also targeted for the Algerian 3rd year secondary learners, as regards communication.

The communicative approach has privileged communication within the field of language teaching and learning. Its fundamental principle is that foreign language learners learn the language in order to communicate and this is achieved through exposing them to that language and especially by using it in different situations and contexts. Task-based learning (TBL) is another approach within CLT; it mainly seeks to promote foreign language learning through task. In Algeria, English is taught as a foreign language, and is not widely spoken outside the classroom, hence, the use of task inside the classroom is vital in that it offers the foreign language learners situations to speak in and practice the target language in meaningful contexts.

A brief look at the literature shows that "task" have an essential role in the learning of second and foreign languages. Therefore, it has been the concern of many investigations.

Several researchers have proved that tasks provide a clear context for learners to practice the spoken language. In addition, the learners learn better the language when they are actively engaged in meaningful communication (Prabhu, 1987; Nunan, 1989; Skehan; 1998; Lee, 2000; Ellis, 2003).

Many studies were conducted in MMUTO English department in relation to communicative tasks analysis, to name some the Magister thesis conducted by Fedoul Malika in 2009-2010 that is concerned with Implementation of the Principles of CLT for the Teaching of English in the Algerian Middle School : Textbooks Evaluation. The results of the study reveal that the tasks introduced in the middle school English textbooks are varried some are communicative and some are not. It has also been found that the cultural component proposed by Mairitsch (2003) are incorporated in the textbooks. Moreover, the research determined that the texts included in the course books are non- authentic.

Another work that was conducted in the same department is that of Ferri Nassima and Halit Souhila in(2012) the study deals with the Speaking tasks in the Algerian Secondary School Textbook New Prospects .   The outcomes reached demonstrated that according to Tricia Hedge's theory of developing speaking skills the speaking tasks introduced in New Prospects help the students to develop their speaking skill.

 As far as the issue of comparing two versions of third year secondary school English textbooks concerning speaking post/ listening tasks , it seems that none research has been conducted on this subject. Therefore we think that our work is a fertile field of investigation.

Aim and Significance of The Study

Given that speaking has an important role in developing learners' communicative skill, it lays ground to our motivation to make a contribution towards highlighting its involvement and progress in two EFL textbooks. Therefore, this study aims to scrutinize the speaking/post

listening tasks introduced in New Prospects and Comet. In other words, it aims at illustrating whether the speaking/post listening tasks set in the two textbooks are communicative. Furthermore, it attempts to uncover the extent to which New Prospects enhances Comet as regards communication in the speaking/post listening tasks.

Our interests to deal with the analysis of the speaking/post listening tasks introduced in both EFL textbooks Comet and New prospects as concerns communication, arises from the poor communicative performance of third year secondary school learners when they come to express themselves in the target language, mainly in speaking.

Research questions and hypotheses:

To analyze the EFL textbooks Comet and New Prospects used in the Algerian third grade high schools; our work will answer the following research questions:

1 -Are the speaking tasks designed in the two EFL textbooks Comet and New prospect communicative?

2- Do New Prospects speaking/post listening tasks bring some amelioration in terms of communication?

In order to achieve our aim and to answer our research questions, we put forward two hypotheses:

1) The speaking/post listening tasks designed in the two EFL textbooks are communicative.

2) The newly designed textbook New Prospects speaking/post listening tasks bring some amelioration as regards communication.

Research Techniques and Methodology

In order to conduct our research, we will probe into two EFL textbooks <u>Comet</u> and <u>New Prospects</u> that will be analyzed following David Nunan's (1989) framework for communicative task analysis. Furthermore, to carry out an in-depth study, a questionnaire will be administered to secondary school EFL teachers, that may help us to discern their opinions and views concerning the oral tasks set in the two instructional manuals. The questionnaire will be evaluated, using qualitative content analysis and the rule of three method.

Structure of the Dissertation

In addition to the General Introduction, our dissertation includes two main parts; the first part is theoretical in issue, whereas the second one is of a practical orientation. The first chapter is devoted to the Review of the Literature that consists of different definitions and concepts related to our work. It also presents Methods and Materials section which illustrates the data collection and analysis procedures. As for the second part, it presents the Results and Discussion chapters; the former provides the outcomes reached out from our examination to the two textbooks and the questionnaire. The latter is devoted to the interpretation of the outcomes displayed in the previous chapter. Finally, a General Conclusion of our research is presented, which comprises a summary of the main points of our study, the limitations of the study, some suggestions for further studies and pedagogical implications.

Introduction:

In recent years, EFL teaching and learning have undergone different shifts concerning what to teach and how to teach it. Many approaches of instruction were adopted to enhance EFL learners' communicative competences in the target language. Lately, the Algerian educational system implemented the competency -Based Approach (CBA) as a new teaching paradigm to overcome the difficulties that language learners may face when they interact in the foreign language.

All along this section, we will provide an overview of the communicative language teaching, Competency- Based Approach and define the different concepts related to them. To name some, the communicative competence, competency, the communicative based language teaching, etc. The next part will be devoted to the definition of task based language learning (TBLL) alongside the main principles that underlay it. Then it will end up with the speaking activities. We will shed light on the types of oral tasks and the principles for teaching speaking; such as accuracy, fluency, group pair work, negotiation of meaning. Also we will discuss the previous different works that are related to the work under study.

I. Communicative Language Teaching

The failure of many approaches like Audio Lingualism to make foreign language learners able to use their knowledge of a language for communicative purposes, have led to the emergence of the communicative approach. The latter is defined as an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study (Freda Mishan, 2005). It involves developing language competence through interactions set in meaningful

contexts (Ellis, 2003). This approach to teaching provides authentic opportunities for learning that goes beyond repetition and memorization of grammatical patterns in isolation.

> Communicative language teaching has two main stands: the first is that language is not just bits of grammar, it also involves language functions such as inviting, agreeing and disagreeing, suggesting etc,. Which students should learn how to use. They also need to be aware of the need for appropriacy when talking and writing to people in terms of the kind of the language they use (formal, informal, tentative, technical etc,.) the second stand of communicative language teaching developed from the idea if students get enough exposure to language and opportunities for its use… then language learning will take care of itself. (Harmer 1981:32 Quoted in Chafia Allal)

I.1. The Principles of Communicative Language Teaching

a- Activities should involve real communication to promote learning.

b- Activities should not be imaginary but should be based on realistic motives.

c- The meaningful use and production of language promotes the language learning process.

d- Students use a language as a means of expressing values and their concerns.

e- Students are demonstrated with functions of the language that best meet their own communicative needs.

f- Communicative language teaching makes use of any activity which would help the learners to get engaged in authentic real communication.

g- Communicative language teaching aims to develop certain language skills and functions by using the target language and communicative activities.

h- Favorite activities are social interaction activities conversation and discussion sessions, dialogues, pair and group discussions and role plays. (Erton 2006:79-80)

I.2.Communicative Competence

Communicative competence is what enables the person to perform appropriately in speech events. It includes not only grammatical competence, which allows a person to judge to what degree something is formally possible, but also the competence to judge feasibility, appropriateness, and to what degree something is in fact done.(Riley 1996:11)

From this definition, we understand that communicative competence goes beyond the linguistic competence (phonology, morphology…,etc.) to the knowledge of when and how to use the target language. English language learners should use the foreign language in context, that is to say, they have to put into practice what they have learned to interact effectively in different situations.

I.3. Competency Based Language Teaching

This approach derives from an educational movement that emerged in the United States in the 1970s named the Competency-Base Education (CBE). According to Richards and Rodgers (2001), competency-based language teaching (CBLT) emphasizes on outcome of learning. It addresses what the learners are expected to do with the language rather than what they are expected to learn about it. "*Competency based language teaching is an application of the principles of CBE to a language setting*" (Richards and Rodgers, 2001). In fact, CBLT demands that language to be connected to a social context rather than being taught in isolation, it also requires language learners to demonstrate that they can use the target language to communicate effectively. (Paul, 2008; Richards and Rodgers, 2001; Wong, 2008). According to Docking CBLT: *"...is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about the language to what they can do with it*"(1994,16).

I.4.The Principles of CBLT

CBLT is an application of the principles of CBE to language teaching. Aurebach (1986) refers to eight key features as a framework for CBE programs in ESL/EFL. The factors are as follows:

1. A focus on successful functioning in society: The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.

2. A focus on life skills: Rather than teaching language in isolation, CBAE/ESL teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situations in which they will function. These forms are determined by "empirical assessment of language required" (Findley & Nathan, 1980,224).

3. Task- or performance-centered orientation: What counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.

4. Modularized instruction: "*Language learning is broken down into manageable and immediately meaningful chunks*" (Center for Applied Linguistics, 1983, p. 2). Objectives are broken into narrowly focused sub objectives so that both teachers and students can get a clear sense of progress.

5. Outcomes which are made explicit a priori: Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioral objectives so that students know exactly what behaviors are expected of them.

6. Continuous and ongoing assessment: Students are pretested to determine what skills they lack and post tested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested. Program evaluation is based on test results and, as such, is considered objectively quantifiable.

7. Demonstrated mastery of performance objectives: Rather than the traditional paper-and-pencil tests, assessment is based on the ability to demonstrate prespecified behaviors.

8. Individualized, student-centered instruction: In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time based; students progress at their own rates and concentrate on just those areas in which they lack competence. (Auerbach, 1986,414-415)

II. Task-Based Language Learning (TBLL)

Task –Based Instruction is an approach that emphasizes on the use of meaningful tasks such as consulting a doctor, going to the restaurant, making a phone call, etc. TBI is a branch of communicative approach that seeks to improve the FL learners' interactive competencies rather than developing their linguistic structures (Richards & Rodgers, 2001).

II.1. Task Definition:

In the domain of foreign language teaching and learning, tasks have an important role. They are involved in EFL textbooks and implemented in classroom as teaching tools to promote language learning. Tasks also serve to test FL learners' capacities up to a specific point, and evaluate their competencies to deal with real life problems. A task has been defined differently by different authors. The first definition of task given by Long takes a general perspective, i.e. it encompasses the different things that someone can do in everyday life situations, or outside the classroom.

[a task is] a piece of work undertaken for oneself or for others, freely or for some reward .Thus, examples of tasks include painting a fence ,dressing a child ,filling out a form, buying a pair of shoes ,making an airline reservation ,borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation ,writing a cheque, finding a street destination and helping someone across a road. In other words, by" task" is meant the hundred and one things people do in everyday life, at work ,at play, and in between (Long, 1985:89).

II.2. Research Oriented Approaches to Tasks:

There are different approaches to tasks, in our work we will mainly deal with two prominent approaches which are:

II.2.1. A Psycholinguistic Approach to Task:

This is the first influential research to TBI which has been strongly shaped by Michael Long's (1983, 1989) proposal for the role of interaction as regards negotiation of meaning. *"Negotiation of meaning concerns the way learners encounter communicational difficulties while completing tasks, and how they do something about these activities."* (Skehan, 2003:3) Long (1989) suggests that comprehension checks, clarification requests, and confirmation are all tasks strategies that are favorable and beneficial for negotiation of meaning.

More recently, investigation in this realm claims another conversational feature, termed recast. This is used to correct learner's errors in such a way that communication is not blocked; an interlocutor will repeat the error back to the learner in a corrected form.

II.2.2. The Socio-Cultural Approach to Task:

Another dimension of interaction is the one taken within socio-cultural theory in which researchers are particularly interested in discovering the way learners co-construct

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meaning while engaging in interaction. Indeed, it is supposed that the interest in a task is that participants are able to outline it in such a way that it matches their goals and builds meaning in a collaborative way. In fact, there are various approaches that support this general area; one of them is concerned with Swains' research. The latter strongly focuses on structural development, but the main emphasis on such development is concerned with the potential of tasks to allow language understanding to be built by participants, mutually, through interaction. Swain's research attempts to show how each learner may furnish aspects of language structure that the other cannot, and as a consequence both learners in pair or group work would benefit. (Skehan, 2003)

II.2.3. Input Hypothesis to Speaking

Many second language acquisition (SLA) theories assign the language input a paramount role in helping the learners to acquire the second language. Gass (1997) claims *"No individual can learn a second language without language input of some sort"* (Cited in Taher Bahranin, Rahmatollah Soltani, 2012:39). In the same line, Krashen (1981) puts forward *"the input hypothesis, contending that for SLA to take place, language learners are required to have access to a type of language input that is comprehensible"* (ibid). In other words, it is important for the language learners to understand what the speaker says in order to learn and acquire the language. Thus, In order to understand and to be understood by others, the learners use *"Interactionally Modified Input";* a notion coined by Ellis (1994) and Long (1996) which refers to the alteration of input when speaking with native speakers or more proficient non-native ones for the sake of comprehension. (Ibid). From this perspective, in order to make the speech clear and accessible for others, the speaker must modify and adjust it.

II.3. Communicative Tasks:

Communication is the act of transferring information and messages from one person to another. Communication focuses on how people use language to produce meaning within and across various contexts, culture, etc. Communication is an important element in the process of language teaching. For this, teaching and learning materials should take it into account. The aspect of communication should be manifested in EFL textbooks especially at the level of task. As the latter contributes to the construction and improvement of the learner's communicative competence. Concerning Communicative activities, many authors have made different contributions and sorted out with diverse opinions and definitions. According to Moss and Ross Feldman(2003) communicative activities are the ones that stimulate negotiation of meaning and interaction between learners:

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners. Research in second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks with a dynamic environment rather than in traditional teacher-led classes.

In fact, efficient learning requires a more motivating environment i.e.; the instructor should give learners active and more interesting activities that can motivate them and improve their learning as problem solving activities.

II.3.1. Pedagogical Tasks

Pedagogical activities are defined as:

specially designed to classroom use, they require the use of specific interactional strategies and may also require the use of specific types of language (skills, grammar, and vocabulary). A task in which two learners have to try to find the number of

differences between two similar pictures is an example of a pedagogical task (Richards .J. 2006:31).

According to David Nunan pedagogical tasks *"require learners to do things which it is extremely unlikely they would be called upon to do outside the classroom"* (1989:40). In other words, the task in question is not something one would normally encounter outside the classroom i.e. in the real world, however, *"the interactional processes it requires provides useful input to language development"* (Ibid). Though, these kinds of tasks are only used inside the classroom, they are important, in the sense that they help the language learners to construct their knowledge of language.

II.3.2. Real World (authentic) Tasks

According to Richards (2006) real world activities *"Are tasks that reflect real-world uses of language and which might be considered a rehearsal for real world tasks. A role-play in which students practice a job interview would be a task of this kind"*(31).Real –world tasks require FL learners to put themselves in real life situations and practice what they have learned in the classroom to solve problems they may encounter in their daily life.

II.4. Types of Tasks:

According to Prabhu (1987) tasks have various sorts, they may differ in relation to which the learner is required to do; whether exchanging information, opinions, or making deductions.

II.4.1. Information Gap Activity: the learners exchange information in their groups in order to complete a task. An example of that is might be where one student is given a picture and describes it for another student who draws it.

II.4.2. Opinion Gap Task: the learners are required to express their personal preferences, feelings, or attitudes. For example, the learners might be asked to discuss a social problem, such as high unemployment.

II.4.3. Reasoning Gap Task: the learners are required to deduce and infer meaning from information they have already been given. For example, learners might be given a railroad schedule and asked to work out the best route to get from one particular city to another. (Cited in Diane Larsen Freeman and Marti Anderson, 1986)

II.5. Task Features

Tasks are classified into different categories, and are linked to the nature of the discussion the learner produces on a task (Long et al, 1989, cited in Maria Del Pilar Garcia Mayo, 2007).

II.5.1. Information Distribution:

This refers to the manner in which the information is distributed in order to accomplish the task, in this ground, Long distinguishes two types of tasks

One Way Task: All the information is held by one learner that he should communicate to the other(s) to complete the task.

Two Way Task: Each member of the group holds the information who must share it to carry out the task. (Cited in John P. Thurman, 2008) Long's study (1980) argued that this type of task involves more negotiation of meaning and it results in more "*confirmation checks, comprehension checks and clarification requests*" (Ellis 2003:88).

II.5.2. Goal Orientation: This is concerned with the way the task orients the learners towards the goal, Duff (1986) made a distinction between convergent and divergent tasks.

Convergent Tasks: Learners are required to achieve a correct answer or a same solution.

Divergent Tasks: Learners are required to defend opposing opinions, that is, they arrive at different solutions. (Cited in John P. Thurman, 2008)

Open tasks: The learners know that there is not a fixed solution; these can be found in opinion gap activities in which the learners are free to decide on the final outcome for example debates, surveys, general discussion.

Closed tasks: Are those that require the learners to arrive at a particular, exact answer, these are particularly found in information gap activities (Cited in Ellis, 2003,89).

II.5.3. Interaction:

This category is concerned with whether the exchange of information and opinions is required or optional

Required Tasks: are concerned with information gap activities, in which each partner must exchange information to complete a task

Optional Tasks: are concerned with opinion gap activities, Ellis claims that in these tasks, although each partner contributes to the interaction, what each person says while engaging in the tasks is at his or her own discretion. (Cited in John P. Thurman, 2008)

III. Speaking Tasks

Speaking is one of the most important component of communication. In a foreign language, it is considered to be a central skill that EFL teachers and learners seek to develop. Mc Donough and Shaw define speaking as *"A skill which enables us to produce utterances when genuinely communicatively, speaking is desire and purpose driven, in other words we*

genuinely want to communicate something to achieve a particular end"(1993:152). Likewise, (Byrne,1986) states:

> Oral communication (or speaking) is a two way process between the speaker and the listener and it involves the productive skill of speaking and the receptive skill of understanding. This means that speaking is a process of sharing with another person's knowledge, interests, attitudes, opinions, ideas or feelings which are important aspects of the process of speaking. (Quoted in Rayhan, 2014, 517)

According to Thornbury (2006) speaking tasks should take account of five criteria which are:

1-Productive: a speaking activity should be language productive in order to provide the best conditions for autonomous language use

2-Purposeful: language productivity is increased when the speaking activity has a clear outcome, i.e., learners work together to achieve a common purpose

3-Interactive: classroom discussion is not dominated by a minority of participants. All learners must get a chance to speak and contributions should be fairly distributed.

4-Challenging: The task should motivate the learner to use their available communicative resources to achieve the intended outcomes

5-Authentic: the speaking activities should have some resemblance and relation to real –life language (90:91)

III.1. Strategies of Speaking

III.1.1. Interactional Speaking

It is a conversation that has a social function, i.e. it occurs between a speaker and a listener for the purpose of sustaining social relations, for instance, greetings, this transmits a

message for the hearer that the speaker is friendly. As Nunan claims, the interactional speaking or speech *"...is communicating with someone for social purposes. It includes both establishing and maintaining social relationships*"(1991,56)

III.1.2. Transactional Speaking

It is defined as an interaction which has an outcome to reach or something to do at the end, both the speaker and the listener try to share specific information in an efficient way for instance how to take medicines. The hearer in this type of conversation has to understand the exchanged message correctly. Transactional Speaking*"...involves communicating to get something done, including the exchange of goods and /or of services"* (Nunan, 1991,56)

III.2. Accuracy and Fluency

Accuracy is the learner's ability to produce grammatically correct sentences, (Shilpi Rishi Srivastava, 2014) that it involves the mastery of the structures of the language. On the other hand, fluency, according to Richards (2006,14), means that the speaker should be able to use natural language when he or she has a meaningful interaction and keeps comprehensible communication in spite of limitations in his or her communicative competence. Richards, Platt, and Weber (1985,108) claim that fluency is used to characterize a person's level of communication proficiency, including the following abilities to:

1- Produce written and/or spoken language with ease

2- Speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar

3- Communicate ideas effectively

4- Produce continuous speech without causing comprehension difficulties or a breakdown of communication. (Richards et al, 1985:108-109). Accuracy is defined as

the correct use of vocabulary, grammar, and pronunciation while using the target language.

Both, accuracy and fluency are important in the field of language learning and teaching. Therefore, for the communication to be successful, the speakers have to create a sense of balance between them.

III.3. The Role of Group and Pair Work in Facilitating Speaking

To improve the foreign language learners' communicative competences, it is worth making them work in collaboration either in pairs or groups. The latter facilitate speaking in the target language for the English language learners as Nunan cites*," learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate in groups"(*1991). It also increases the oral proficiency of FL learners, and gives them the opportunity to express themselves freely as well as their ideas and opinions. In the light of this, Brown (1994) says that group work creates a favorable climate for communication by relieving students of the anxiety of having to talk in front of the whole class. Moreover, it is shown that it is an effective technique for producing active learning and for providing simultaneous opportunities for all class members, and it also helps learners carrying out their task without direct and immediate supervision of a teacher .

III.4. Negotiation of Meaning in Interaction

In any interaction, negotiation of meaning is important to avoid communication breakdown. Long's (1981) study of how SLA takes place when non-native speaker (NNS) and native speaker (NS) interact, has come up with two notions; 'input' which is the linguistic form and 'interaction' or 'negotiation' which is the expansion, repetition, and clarification provided by the speaker when the message is not understood (David Rees, 1998). Negotiation of meaning is a process that *"involves checking to see if you have understood what someone*

has said, clarifying your understanding, and confirming that someone has understood your meaning" (Nunan, 1991:51). Actually, it has been shown that the less the receiver understands the speaker's message, the more the speaker tries to expand, repeat, and adjust it to make the message understandable (David Rees, 1998). More to the point, the efforts made by the speaker in order to clarify his message, increases the opportunity to language acquisition. This study has been expanded to foreign language learning. The investigation led by Pica and Daughty (1985) found that in NNS-NNS interactions are more involved in the negotiation of meaning than NNS-NS. (Ibid).

III.5. The Role of the Teacher and the Learner in the Communicative Classroom

With the introduction of the communicative approach to foreign language teaching and learning, the role of English language learners and instructors in the classroom was no longer the same as with the traditional approaches such as; the audio-lingual method, GTM, etc. The role of foreign language teachers moved from transmitter of information i.e. teacher-centered to a facilitator of the communicative process, and an independent participant within the teaching / learning group. As far as the learner's role is concerned, it shifted from passive to active participant. EFL learners are more involved in the learning process, and they act as contributors and negotiators of meaning within a cooperative work (in groups or in pairs), the latter provides them with the opportunity to improve their own and each others' learning.

III.6. The Role of Authentic Materials in the Classroom

Authentic materials are tools that are not specially created for the purpose of classroom instruction. Martinez (2002) states that *"Authentic would be material designed for native speakers of English used inthe classroom in a way similar to the one it was designed for"* (Quoted in Karima Merchi, 2010:4). These kinds of materials can be printed such as newspapers, magazines, or may take the audio/audio-visual form such as; as videos, radio

program, etc. Monti mentioned the immediate benefits of using authentic materials, especially when the learners are already familiar with the content at least by sight, she states the following:

1. Language learners might not know the words and content with much accuracy, but the look of the forms and the vocabulary will be familiar to them, this may not seems to be a big factor, but it saves a great deal of time in the long run.

2. It allows learning to occur faster and increases the rate of transference taking into consideration the time when you have had to learn a new subject.

3. By using authentic materials in the classroom you are showing that what they do in their work is vitally important.

4. As they learn how to communicate effectively by using the materials, they will feel that their learning is immediately relevant .In and out of the classroom they will be able to practice with each other (2004:4).

This made it clear that the incorporation of authentic materials is of paramount importance in language teaching and learning. Nevertheless, the language teachers must be selective when they bring those materials into the classroom, that is, they have to find sequences that are in relation to the lessons and to the course outline.

III.7. The Role of Motivation in Increasing Students' Communicative Abilities

According to Gardner (1985)"*To be motivated the learner needs to have something to look forward to, a purpose related to goal or objective*". (Quoted in Lai-Mei Leong, 2012:10) This goal may be simply learning a language, or learning it to achieve a specific objective. Indeed, motivation has a significant role in the process of language learning, in the words of Rost (2006), *"it is important to think about the language as the essence of language teaching"*(Ibid). Therefore, it is important to incite the learners to acquire this psychological factor to help them in the process language leaning. For this, Rost suggests finding learners'

passion. He argues that "*all successful learning is somehow connected to a learner's passion*", and this is by introducing exciting elements to the classroom such as *"music, movies, fads, current topics, personalities, games, and so on"* (ibid). In other words, if teachers introduce things that are enjoyable, and items that the learners like, they raise the learner's degree of motivation, and hence they increase their chances to learn the language. Another way to meet the learners' passion is, organizing classroom activities around the themes of self-passion for instance, personalizing tasks, speaking circles, interactive questionnaires etc. this *"invite a deeper level of commitment and engagement"* (ibid).

Conclusion

This section has reviewed the major concepts related to the speaking skill. Within the scope of communicative approach, speaking is given significance in the domain of foreign language teaching and learning. In fact, it has been found that the contribution of many factors is necessary to improve the foreign language learners' communicative abilities. In addition, it is illustrated that task is of a paramount importance in EFL learning. Moreover, the selection of the activities may affect the language learning, in that there are some tasks that increase language learning opportunities.

Introduction

Our research seeks to compare and evaluate the communicative activities involved in both the previous and the new version of third grade high school EFL textbooks Comet and New Prospects. It first aims to determine if the activities follow the criteria of communicative tasks, then to find out whether there are any improvements in the aforementioned activities as far as the aspect of communication is concerned. The research refers to the different techniques and procedures used to obtain data, according to Polit and Hunger (2004,233), methodology refers to the ways of obtaining, organizing and analyzing data.

This section covers our research methodology followed to carry out our investigation. It is made up of two parts; the first one presents our data collection procedure that consists in describing two textbooks New Prospects and Comet, and a questionnaire. The second one displays our data analysis procedure which is constituted of Nunan's framework for communicative task analysis used to examine the speaking / post listening tasks included in the two textbooks under investigation. In addition, it describes the qualitative content analysis as well as the rule of three method used to analyze the results of the questionnaire.

I Data Collection Procedure:

To carry out our study and answer the research problematic stated above, we have used textbook evaluation which is considered as the main corpus of our study. This part is devoted to the presentation of the two textbooks designed to teach English as a foreign language.

I.1. Description of the Algerian Third Year Secondary School Textbooks

I.1.1.Comet:

It is a textbook that is designed in 2001 for third grade secondary school learners, which is targeted for the Algerian pupils, and is approved by the Ministry of National Education. Comet was intended to implement the communicative approach to the teaching of English language in a foreign context.

Comet encompasses 143 pages, page 5 displays the table of contents that presents the eleven teaching units, then page 6 presents an introduction to the textbook that sets out its aim, implying that the book in question would stick to the spirit and framework of the original textbooks, specially the one that preceded it, named Think it over. The teaching and learning content stretch out from page 8 to page 111. The last part of the textbook suggests further reading passages, some proverbs, and lists of irregular verbs.

Comet covers eleven teaching units dealing each with a distinct topic. Indeed, each unit opens with a proverb or a quotation that is in tune with the theme, and makes a combination of eight activities graded as follows, Pre-listening, Listening, Post listening, Pre-reading, Reading, Post-reading, Writing, and Get ready. Furthermore, each unit ends up with "Time for a song" and "Reading for leisure" rubrics.

Unit	Topic	Page
1	Modern Life In English Speaking Countries	8
2	Inventions and Discoveries	15
3	English In The World Today	23
4	Humor And Leisure	31
5	Trade And Development	40
6	Computing	50
7	Media	59
8	Automation	70

9	Human Rights And Racial Problems	79
10	Business Correspondence	89
11	Great Challenges To Mankind	100

Table1: Comet Themes and Topics

I.1.2 *New* **Prospects:**

New Prospects is a newly designed version of EFL textbook addressed for Algerian third level secondary school learners, and is also subject to approval by the Ministry of National Education. It is intended to substitute Comet in order to flesh out and implement the competency based approach to the teaching of English language.

It mainly comprises six units and each of which addresses a different topic. Basically, all the units are made up in a similar structure, in such a way that the textbook is presented in a cyclical design.

Units	Theme	Topic	Page
1	Exploring The Past	Ancient civilization	14
2	Ill-Gotten Gains Never Prosper	Ethics In Business: Fighting Fraud Corruption	45
3	Schools: Different And Alike	Education In The World: Comparing Educational Systems	74
4	Safety First	Advertising, Consumers And safety	106
5	It's a Giant Leap For Mankind	Astronomy And The solar System	135
6	Keep Cool	Feelings, Emotions, Humour And Related Topics	165

Table2: New Prospects Themes and Topics

In fact each unit of the textbook is composed of two parts, which in turn are divided further into two sequences.

A-Language Outcomes:

This part is made up of two sequences; "Listen and Consider" and "Read and Consider". These are meant to get the students to internalize the linguistic "tools" by introducing the grammatical structures, vocabulary, pronunciation and spelling, through the around-the-text rubric.

"Listen and Consider" and "Read and Consider" sequences end with a rubric entitled think, pair-share. Here the students are tasked, in speaking or writing, to apply what they acquire by employing a particular function (advising, comparing, informing…etc.)

B-Skills and Strategies Outcomes:

This is composed of two sequences "Listening and Speaking" and "Reading and Writing". This part emphasizes the practice of primary skills (Collaborative work, peer assessment, responding to problem solving situation). Each unit ends up with "The research and report" and "Project outcomes assignments". The former involves website visiting, fieldwork, synthesis, and class presentation, it serves as a training for the students to elaborate a project work.

I.3 Context of Investigation and Sample Population

For the sake of carrying out an in-depth research, a questionnaire was administered to third grade high school EFL instructors who teach in public schools in the Wilaya of Tizi Ouzou,. We distributed the written survey to twenty-five participants, who work in twelve different secondary schools, some of them are located in the city of Tizi Ouzou and others are located in its surrounding regions. The target population comprises both male and female, and their teaching experiences using the two textbooks ranged from ten to fifteen years. In order to get reliable results, the EFL teachers are not selected randomly, i.e., only teachers who worked with both Comet and New Prospects are chosen.

Name of the Secondary school	locality	Type of Secondary School	Number of Teachers
Lycée Colonel Amirouch Polyvalent	Tizi Ouzou	General Education	2
Lycée Al Khansa	Tizi Ouzou	General Education	2
Lycée Djebla	Ouagnoun	General Education	3
Lycée Boudjima	Boudjima	General Education	3
Lycée Krim Belkacem	Draa Ben Kheda	General Education	3
Lycée Fethi Said	Draa Ben Kheda	Technical Education	2
Lycée Si Hocine Outaleb	Beni Yenni	General Education	2
Lycée Manseri Amar	Oucaif		3
Lycée Tassaft Akbil Ain Elhamam	Ain Elhamam	General Education	4
Lycée Bennour ali	Tadmait	General Education	1

Table3: Techers' place of Work

I.3.1. Description of the Questionnaire administered to teachers

The questionnaire consists of eighteen items which are a mixture of both close-ended questions and open-ended ones. It was designed to be easy for teachers to complete, with several questions involving a choice of tick boxes, with a minimum amount of written response required. It is organized under three parts, the first part of the questionnaire is devoted to the participants' age and years of experience in teaching English as a foreign language. Concerning the second part of our questionnaire, it is made up of five questions that go from Q3 to Q7, named "Attitudes of secondary school teachers towards the two EFL textbooks". The questions in this section ask about the teachers' opinions concerning which of the two textbooks under investigation is the most appropriate one to teach English as a foreign language. There are also questions oriented towards improvement in New Prospects as regards speaking tasks.

The third part of our questionnaire is labeled "attitudes of English language high school teachers towards Comet and New Prospects speaking activities". It comprises questions that turn around the speaking tasks. The participants were asked about which of the

two textbooks speaking tasks favour communication. Other questions deal with the suitability of the activities to the learners' level and interests. Besides, the kind of difficulties the learners may face when they deal with such activities.

II. Data Analysis Procedure:

II.2. The Framework for Task Analysis:

In order to assess the quality of the speaking tasks in the two different Algerian secondary school English language textbooks designed for third year secondary school learners, we adopted the framework for analyzing communicative task proposed by David Nunan (1989).As regards the target tasks to be analyzed in the two textbooks under investigation. We have adopted Nunan's definition of communicative task "*a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on meaning rather than form*"(2004:04). Hence, on the basis of the present definition we selected from each unit in New Prospects and Comet one speaking/post -listening task.
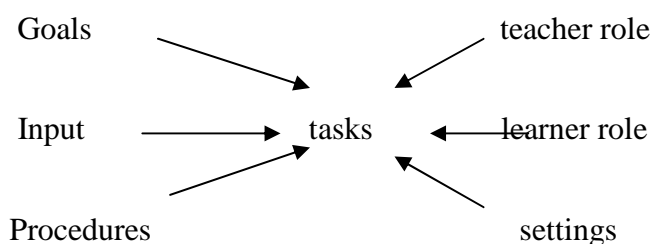
Figure1: David Nunan's (1989) Framework for Communicative Task Analysis

II.2.1.The Components of a Communicative Task

Goals: refer to the purposes of a language task. Goals for a communicative task may include developing human relations through exchange of information, thoughts and feelings, and completing an action.

Input: Input is *"the data that form the point of departure for the task"* (Nunan, 1989,53). The input data for a communicative task has the feature of being authentic, meaning the material has not been specifically produced for the purpose of language teaching and learning. Some examples of input used in a communicative task are hotel brochures, business cards, menu, and storybooks.

Activities: Are what learners are expected to do within the task. Three characteristics are emphasized in the component of activity. First, the activity must be authentic in terms of reflecting real-world tasks. Second, the activity should stimulate learners to apply newly acquired linguistic knowledge when communicating. Finally, the activity is designed to improve the learners' accuracy and fluency when dealing with the target language.

Learner roles: In a communicative task, learners are seen as members of a community progressively moving from dependent to independent learners.

Teacher roles: The teacher working with learners in a communicative task are required to perform three main roles, which are facilitator, participant, and observer.

Settings: Settings are comprised of the learning mode (e.g. task for whole class, small group, or pair work), and the learning environment (e.g. conventional classroom, community class, or outside the classroom) of a task. In a communicative task, both the learning mode and the environment should promote learner-centeredness, meaning learners are involved in learning through doing or using (David Nunan, 1989)

II.3. Qualitative and Quantitative Methods:

To analyze and collect data, it is necessary to select the appropriate research approach. In the present work we have adopted both qualitative and quantitative methods .The qualitative method is dialectic and interpretive, it involves open-ended items. This research paradigm most of the time is concerned with words, language and experiences rather than measurements, statistics and numerical figures. "*During the interaction between the researcher and the research participants, the participant world is discovered and interpreted by means of qualitative method*" (De Vos 2002,360). The quantitative method makes use of close-ended questions that result in numerical data interpreted into statistics .In our work we have combined the two research paradigms stated above as complementary . Our selection of such methodology is two folds; on the one hand, we have opted for the qualitative research to analyze the two versions of the EFL textbook <u>Comet</u> and <u>New Prospect</u> speaking tasks. On the other hand , we have used a mixed method to analyze the open-ended items and the close-ended ones set in the questionnaire.

II.3 Qualitative Content Analysis

In order to analyze the open-ended questions we have selected a Content Analysis as a method for analyzing written, verbal or visual communication messages (Cole 1988). "*Content Analysis describes a family of analytic approaches ranging from impressionistic, intuitive, interpretive analyses to systematic, strict textual analyses*" (Rosengren, 1981 cited in Hsiu-Fang Hsieh andSarah E. Shannon 2005). Therefore, this method is used to analyze text. It comprises three categories; summative, directed and conventional. In this research we have adopted the conventional approach to qualitative content analysis. *"The advantage of the conventional approach to content analysis is gaining direct information from study participants without imposing preconceived categories or theoretical perspectives"*(ibid).

Thus, this allows us to collect reliable data, which will be interpreted and described throughout our dissertation.

II.4 The Rule of Three Method

To analyze close-ended items we have chosen a descriptive statistical analysis. The outcomes of the latter are interpreted in percentages presented in the form of histogram. As the calculation of the close ended data is concerned, we have used the rule of three as follows: first we multiply the number of the participant or (the frequency) of each class by 100% then we divide the total by the total frequency:

$$p = \frac{(f) * 100\%}{\sum f}$$

P=is the percentage

(f)=the number of the participant in a category

$\sum f$ =the total frequency

Conclusion

This chapter presented the research design followed in this investigation; it introduces the data collection and the data analysis procedures. It first presents the two textbooks <u>Comet</u> and <u>New Prospects</u> that constitute the main corpus of our research, then it describes the teachers' questionnaire which is used as a supporting tool to consolidate our work. Concerning the data analysis procedure, we have first described a qualitative and a quantitative research. Then, the framework for communicative task analysis suggested by David Nunan (1989) has been presented. In addition, we have explained the qualitative content analysis and the rule of three adopted to interpret the data collected from both open-ended and close-ended questions.

Chapter III   **Presentation of the Findings**

Introduction

The present chapter is practical. It is divided into two parts. The first part, deals with the findings of <u>Comet</u> and <u>New Prospects,</u> it describes the outcomes achieved from the analysis of the two textbooks speaking/post listening tasks. The second part, presents the results of the questionnaire addressed to twenty-five English language teachers in Tizi Ouzou. The obtained outcomes from both course books analysis and questionnaire analysis are presented in the form of tables and histograms respectively.

I. Presentation of the Textbooks' Speaking/Post Listening Tasks Results

I.1Results of <u>Comet</u> Speaking/Post Listening Tasks

goal	Make a discussion
input	A listening passage
activities	Make a discussion on the qualities that speakers should have to attract the audience interest
Learner role	Speaker in class discussion
Teacher role	facilitator
setting	Whole class, inside the classroom

Table4: The Components of the Speaking, Unit 1 Activity p 9

goal	Convincing.
input	Text for listening comprehension
activities	1)Make a choice concerning which of the inventions is the most important and useful 2)Justify your choice
Learner role	Speaker in class discussion (communicator)
Teacher role	facilitator
setting	Whole class, inside the classroom

Table5: The Component of the Speaking, Unit 2, Activity p 16

goal	Convincing.
input	Text for listening comprehension
activities	1)state your opinion about teaching English as a first language in primary schools. 2)give justifications to defend your opinion
Learner role	speaker in class discussion
Teacher role	Facilitator
setting	whole class, inside the classroom

Table6: The Components of the Speaking Unit 3, Activity p 24

Goal	Get the learners drawing information from real life contexts and expressing them in the target language
Input	Listening passage
Activity	What is the latest international news?
Learner role	Reporter of news
Teacher role	Facilitator/guid
Setting	Whole class, inside the classroom

Table7: The Components of Speaking Activity. Unit7, p 61

Goal	Help learners to express their opinions in the target language
Input	Listening passage
Activity	Can automation help developing countries in their development?
Learner role	Speaker in classroom discussion.
Teacher role	Facilitator/guid
setting	Whole class, inside the classroom

Table8: The Components of Speaking Activity. Unit8, p 71

Goal	Anticipating others' answers.
Input	A listening passage
Activity	Guess what some of young immigrants living there would say to BBC reporters?
Learner role	Speaker in classroom discussion.
Teacher role	Facilitator/guid
setting	Whole class, inside the classroom

Table9: The Components of Speaking Activity. Unit9 p 80

Goal	Help learners to talk about consequences.
Input	A listening passage, and some instructions
Activity	What consequences might nuclear power have on our life?
Learner role	Provider of information
Teacher role	Facilitator/guide
Setting	Whole class, inside the classroom

Table 10: The Components of Speaking Activity. Unit 11 p 101

The charts above display the results of <u>Comet</u> tasks following David Nunan's framework for task analysis, that range from unit one to unit eleven. The tables demonstrate that the textbook in question follows the same pattern of tasks all along the units i.e, the tasks are presented in the form of direct questions to be responded. As the results display, the tasks aim at addressing different goals to develop the learners' communicative skills for instance, convincing, talking about consequences, etc. The activity constituent tries to put the learners in challenges that they have to overcome in each task they carry out. Indeed, each activity is supported by its corresponding input that provides the learners with an impetus for successful and effective accomplishment. The input component is present in all the activities and is displayed in two forms, reading passages and listening passages. Concerning the learner role within the communicative task, it remains at the central of the learning process; he/she is faced by and exposed to problems to be solved in the speaking mode. While the teacher, has a multiple role, he acts as a facilitator, guide.

In addition to this, our findings also reveal that all <u>Comet</u> activities are pedagogical for instance, discuss the quality of a good speaker, can automation help developing countries in their development.

Our examination of <u>Comet</u> , unveils that the post-listening tasks included in units 4, 5, and 6 are not concerned with speaking. Moreover, unit 10 does not cover any post listening/speaking task.

I.2 Results of <u>New Prospects</u> Speaking /Post Listening Tasks

goal	state your point of view, agreement and disagreement towards the others opinion
input	1)coping box 2)a list of expressions listed into two tables 3)the beginning of a dialogue as a starting point
activities	1)have a look at the coping box 2)use the two provided tables 3)prepare a short dialogue asking for and giving opinion about ethics in business 4)agree or disagree with your partner
Learner role	Conversational partner
Teacher role	Facilitator
setting	pair work, inside the classroom

Table11: Task Component of the Speaking Activity Unit 2, p 63

goal	Get the learners to exchange ideas and information
input	Two topics 1-Martian invasion 2-settling on another planet
Activity	1-preparing a short dialogue 2-use the if-conditional or its equivalent forms within the dialogue
Learner role	Conversational Partner
Teacher role	Monitor
Setting	Pair work, inside the classroom

Table12: Task Components of the Speaking Activity Unit3, P 94

goal	Prepare a lecture
input	1)A coping box 2)A list of notes taken from a lecture 3)The beginning of the lecture as a starting point
activities	1)Have a look at the coping box 2)Re-constitute the lecture using both the notes and your background about the history of India
Learner role	Lecturer (giver of the lecture)
Teacher role	Facilitator, Monitor
setting	Individual , inside the classroom

Table 13: The Components of the Speaking Activity .Unit 4, p 125

goal	Get the learners to exchange ideas and information
Input	1-A listening passage
	2-Dialogue starting
activity	Preparing a short dialogue asking for and giving opinion about advertising
Learner role	Conversational Partner
Teacher role	Monitor
setting	Pair work, inside the classroom

Table14: The Components of the Speaking Activity. Unit5, p 154

Goal	answer to different questions
Input	A listening passage
Activity	1-Compare the answers of your partner with the answers of the previous task
	2-Discuss a set of questions
Learner role	Responder
Teacher role	Provider of feedback
Setting	Individual work, inside the classroom

Table15: The Components of the Speaking Activity. Unit 6, p 185

The tables above illustrate a description of the speaking tasks introduced in the third year secondary school EFL textbook New prospects following David Nunan (1989) analytical framework for communicative task, presented in the following order :goal ,input, activities ,learner and teacher's roles and setting.

As far as the first task component (goal) is concerned, the above tables illustrates diverse sets of goals, for instance ; stating one's point of view, agreement and disagreement towards the others opinion, making a description, presenting a lecture. The second task component (input) is a mixture of listening passages and different tables.

Activity, as a third component in the above tasks is presented either in the form of one or a set of different questions. For instance, in the speaking task unit 2 the learners are required to 1-look at the coping box 2- use the two provided tables 3-prepare a short dialogue asking for and giving opinion about ethics and business 4-agree or disagree with your partner. Each question complements another, what makes the task for the learner plain and easier to deal with.

The roles that both EFL teachers and learners are supposed to perform in the classroom are different. Learners are either receiver of a feedback, contributors in the learning process or negotiators of meaning .While teachers act as facilitators, guide and monitors .Finally, the last component (setting), the tasks are conducted inside the classroom individually, or in pairs.

II. Results of the English Language Teachers' Questionnaire

A) The Participants Background Knowledge (age, experience)

- **English Language Teachers' Age:**

	20-30	30-40	40-50	50-60
N	0	6	10	9
%	0	24	40	36
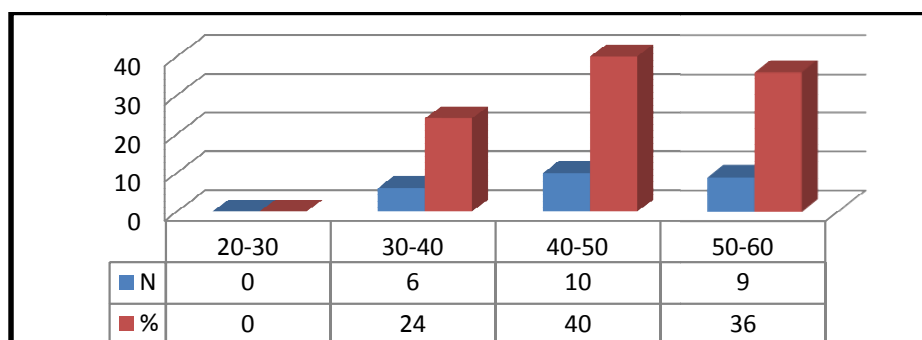
Diagram 1: Teachers' Age

The diagram above shows that the majority 40% of the English language teachers are aged between 40 and 50 years, and the teachers whose age stretches between 30 -40 years old represent 24%. Only 36% of the teachers are aged between 50-60 years old.

Experience :

- **Comet**

	a	b	c	d	f	g
experience	1	2	3	4	5	6
%	8	12	12	12	24	32
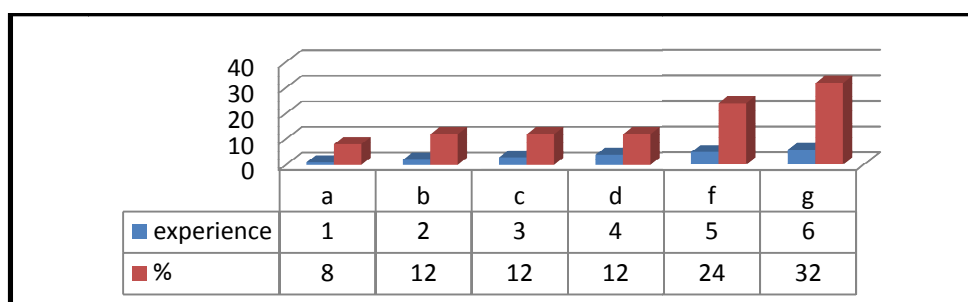
Diagram2 :English Language Teachers' Experience

The outcomes in diagram 2 are about the distribution of the English language teachers' experiences. Concerning <u>Comet</u>, We notice that the years of using it as a teaching material is balanced between 2 to 5 years with the percentage that goes from 12% to 24%. .

- **New Prospects**

	a	b
N	7	8
%	16	84
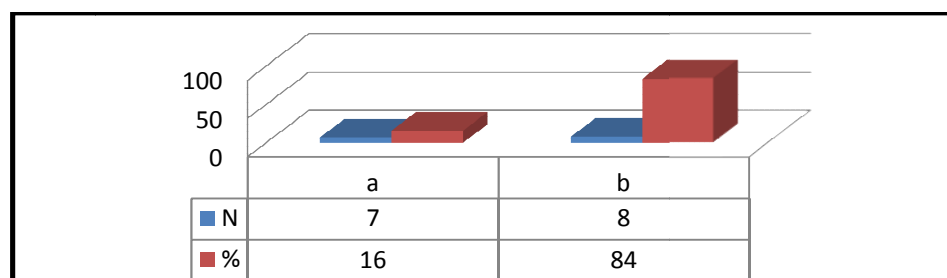
Diagram3:English Language Teachers' Experience

The results in the diagram 3 illustrate that the years of using the newly designed textbook <u>New Prospects</u> to teach and learn EFL is between seven to eight years, from its release in (2007) till (2015). Those who used it for 8 years are marked with a high percentage 84%.

B) Attitudes of Secondary School English Language Teachers Towards <u>Comet</u> and <u>New Prospect</u>

Q3: Which of the two textbooks do you think is the most appropriate to teach and learn English as a foreign language?

	Comet	NP	both
N	2	15	8
%	8	60	32
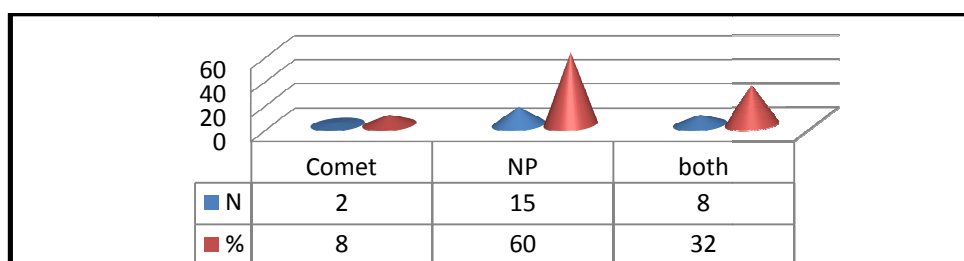
Diagram 4 : EFL Teachers' Opinions on the Appropriate Textbook to Teach English

As far as the diagram 4 is concerned, a considerable number of the respondents 60% selected New Prospects as the appropriate material to teach and learn ESL/EFL. Only 8% of the respondents selected Comet. 32% of the participants selected both textbooks.

Q4: justify your choice?

After selecting the appropriate textbook to teach and learn English as a foreign language, the participants are required to supply arguments to justify their choices. As regards this question, we have collected different sets of responses.

English language teachers' justifications for the selection of Comet

Comet is chosen only by two English language teachers as an appropriate textbook to teach and learn the English language, and only 1 of the participants provides an argument for his choice. The justification advanced by the EFL teacher for his/her selection is related to the fact that the instructors have more freedom to choose the texts. While in New Prospects there are themes which they have to follow i.e. they cannot substitute those themes by others to meet the learners' needs and interests when necessary.

Teachers' justifications for the selection of New Prospects

As concerns the participants who selected the newly designed textbook New Prospects, the arguments vary. The majority of them justified their choices in terms of the textbook content knowledge and internal design. Concerning the former, New Prospects is qualified as rich and constructive, it is made up of varied and interesting themes, and contains great amount of linguistic knowledge "authentic texts full of grammar points ". As regards the latter, the newly designed textbook encompasses a lot of pictures with colors that attract the learners' attention.

The remaining justifications are treated from different angles, some are oriented to the aspect of communication i.e. New Prospects compared to Comet involves and stimulates interaction among learners, others argue for their selection in terms of the general internal structure "*New Prospects is more elaborate*" and involves different aspects of the English language .

Teachers' explanation for the selection of the two textbooks Comet and New Prospects

The eight other participants have no preference for Comet nor for New prospects. They claimed that the two EFL textbooks are of the same importance as regards their appropriateness to EFL/ESL teaching and learning. We have only five participants who justified their choices; this category of the English language teachers argues that the two textbooks are similar in many aspects i.e,Comet and New Prospects are the same in terms of the methodologies and the goal of teaching, and both of which encourage communication and meet the learners' needs and interests.

Q5: Is it sufficient to rely only on textbooks to teach EFL?

	Yes	No
N	0	25
%	0	100
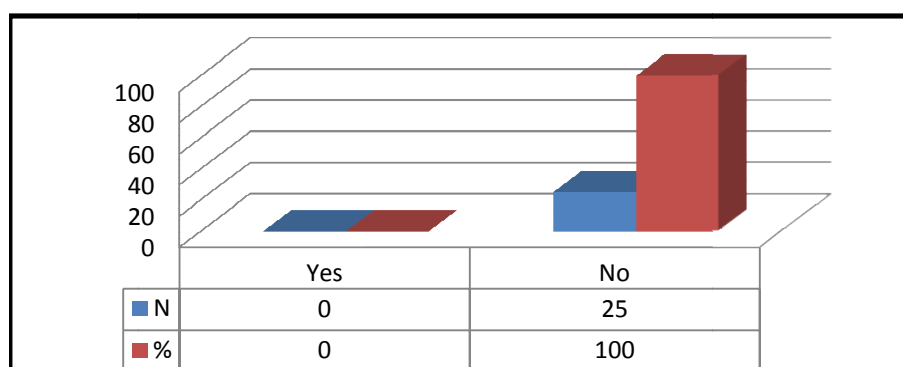
Diagram 5: Teachers' Opinion on the Use of EFL Textbook as the Only Source of Teaching

Diagram 5 shows clearly that 100% of the English language teachers were not for the use of the textbook as the only source to teach and learn ESL/EFL. They supported their

opinions by suggesting other or additional sources they do believe beneficial and appropriate to make use of.

Q6: If no, what sorts of other materials do you suggest to supplement textbooks with?

Teachers' suggestions of additional materials

Concerning the use of the textbook as the only source of EFL teaching and learning, 100% of the teachers were against. Actually, all the teachers think that it is not sufficient to use only the textbook to teach and learn English as a foreign language. The respondents recommended the integration of some additional sources/materials that are of great importance for successful teaching and learning. four teachers have not provided any suggestion, whereas the remaining 21 participants suggested possible additional materials they think helpful. Some propose sources that are authentic in nature /real world sources (audio, videos texts, mass media, short clips, films, internet etc). While few ones recommended the use of in-house materials i.e. something prepared and brought by the instructor to the classroom to make the learning process easier and clear for the learners.

Q7: Have you noticed any improvements in the newly designed textbook New Prospects?

	Yes	No
N	19	6
%	74	24
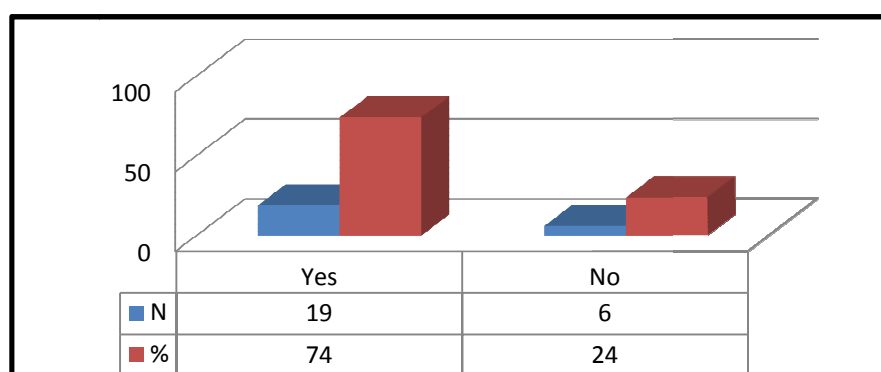
Diagram 6: Improvements Noticed in New Prospects

From the above diagram we notice that 74% of the participants confirm that there is an improvement in the newly designed course book New Prospects compared to Comet. As regards the participants who do not notice any improvements, there are only 6 that are resembled with24%, for this category the old and the new textbook are the same.

C) Attitudes of English high school English language teachers towards the Comet and New Prospects speaking activities

Q8: What are the attitudes of your learners towards New Prospects' speaking tasks?

	positive	negative
N	16	9
%	64	36
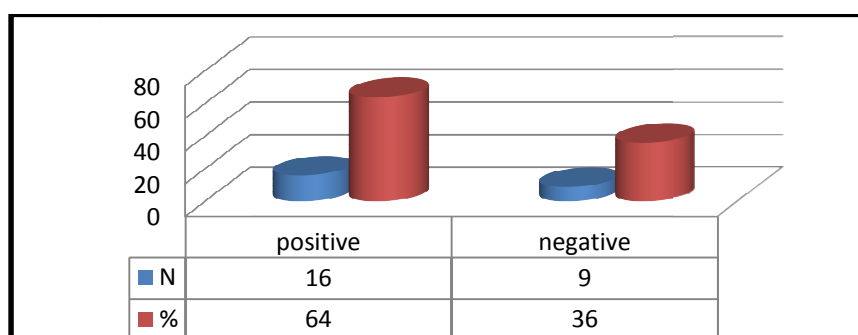
Diagram 7: Learner's Attitudes towards New Prospects Speaking Tasks

As it is manifested in the diagram7, a considerable number of English teachers 64%, responded that the learners' attitudes towards communication are positive, while those who argued for the negative position are of 36%.

Teachers' explanation of the positive attitude of their learners towards communication

The reasons put forward to explain the positive attitudes of third year English language learners towards communication resulted, on the one hand, from the nature of the topics and the chapters introduced in the books, one respondent has claimed "*They found some topics related to their daily life* "that is to say, with such topics learners find themselves in front of situations that are close to what they encounter in everyday life, and "*this increases their curiosity as well as motivates them to interact in the target language*". On the other

hand, the learners' positive attitude according to the teachers came from the role assigned to FL learners in the classroom as 'learner- centered' he/she has stated, "*to stimulate interaction on learners, they need to feel themselves involved as active agent in the learning process*". Finally, what motivates the learners to communicate and improve their use of the target language is the important position the English language occupies in the world.

Teachers' explanation of the learners' negative attitudes towards Speaking

As the above table illustrates, only 7 from 9 participants provide explanations for the negative attitude of their learners towards speaking. Relying on their responses, the reasons behind such attitude varies. the majority of the EFL teachers link the problem to the EFL textbook content, themes and activities, which in their opinions do not meet the learners' needs and interests. Some of the remaining reasons are concerned with the poor communicative competence of their learners, one respondent has claimed, "*It is negative because they are not able to express themselves in different situations of language use. Most of my learners feel blocked*". Others, relate it the class size, that is to say, according to them within large classes learners as well as teachers find difficulties to carry out communicative tasks.

Q10: Do the two textbooks' speaking tasks encourage interaction? Yes or No

- **Comet**

	Yes	No
N	8	17
%	32	68
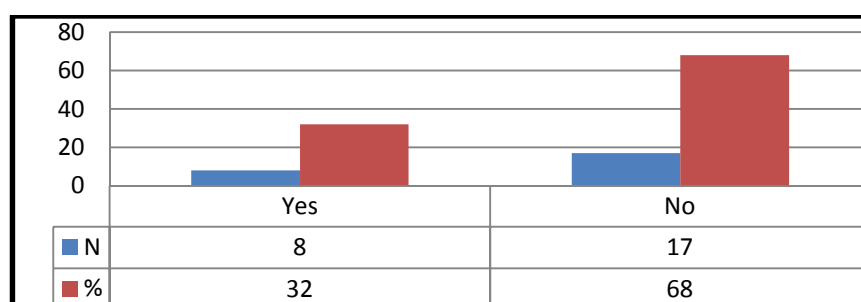
Diagram8: Interaction in Comet Speaking Tasks

As the diagram shows, though some teachers state that <u>Comet</u> fosters communication and interaction, most of them attest that it does not. Three of the teachers did not give any answer.

- **New prospects**
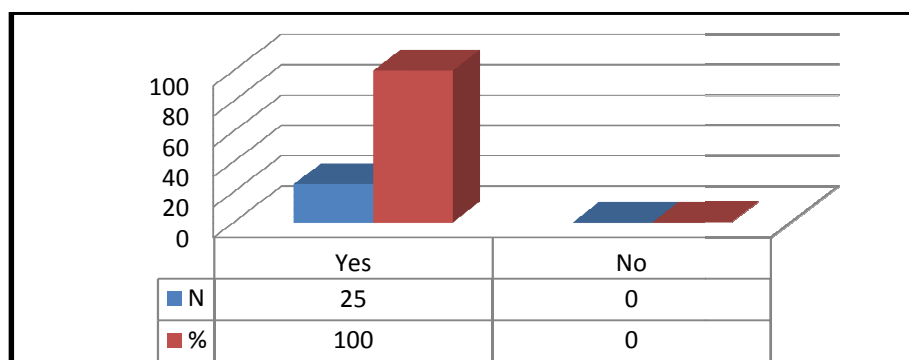
Diagram 9: Interaction in <u>New Prospects</u>' Speaking Tasks

All the teachers agree on the fact that <u>New Prospects</u> promotes communication, none of them ticked the "No" box. In fact 25 teachers, that is, 100%, attest that <u>New Prospects</u> espouses the aspect of communication and interaction between learners.

Q11: Which of the textbooks speaking activities put emphasis on interaction? <u>Comet</u> or <u>New Prospects</u>
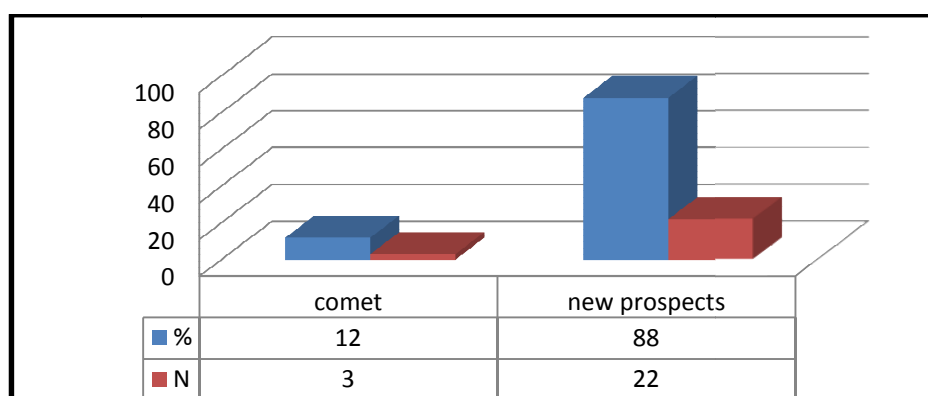
Diagram10: The Textbook Speaking Tasks that Emphasize Interaction

As it seems, nearly all the teachers (88%) asserted that it is the newly designed textbook NP that puts emphasis on communication, only 12% selected Comet.

Q12: Is the input of the speaking tasks introduced in Comet and New Prospects clear for your learners?

- **Comet**

	Yes	No
N	8	17
%	32	68
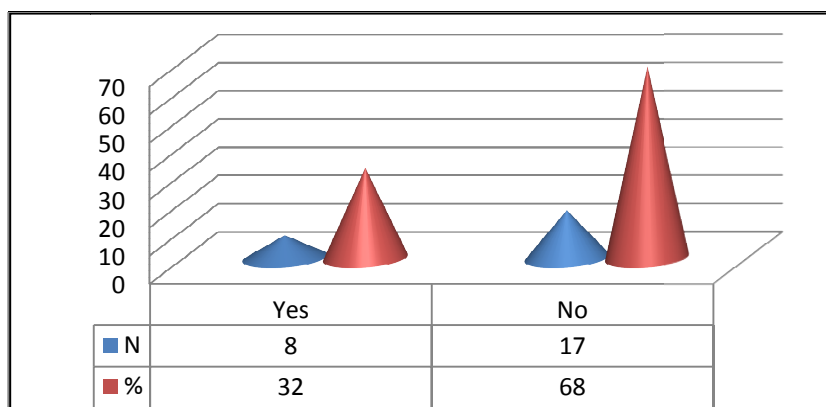
Diagram11: The Clarity of the Input in Comet Speaking Tasks

68% of the teachers claimed that the learners do not understand the input given in Comet. 32% of them state the opposite.

- **New Prospects**

	Yes	No
N	22	3
%	88	12
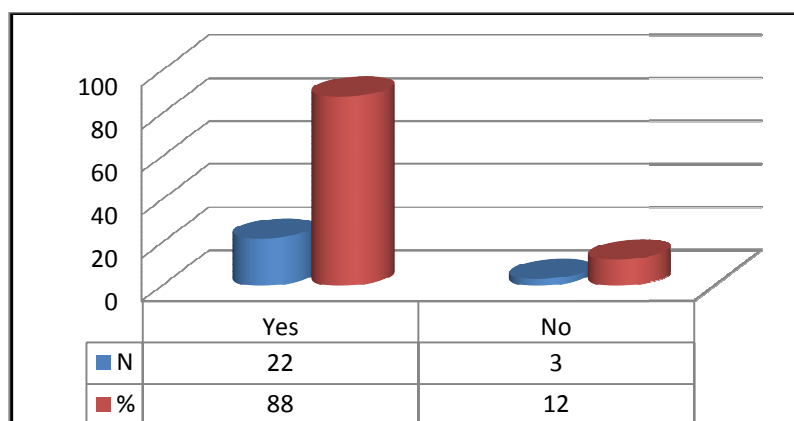
Diagram12: The Clarity of the Input in New Prospects Speaking Tasks

Actually, the majority of the respondents 22, maintained that their learners understand the input set in the New Prospects activities. One of them noted down that this is due to the fact that the learners have more background, he stated, since the reform education movement the learners have accumulated an experience of four years English in the middle school, and three years at high school.

Q13: DO you think that the use of authentic input is vital in speaking tasks? Yes or no

	Yes	No	No answer
N	20	3	2
%	80	12	8
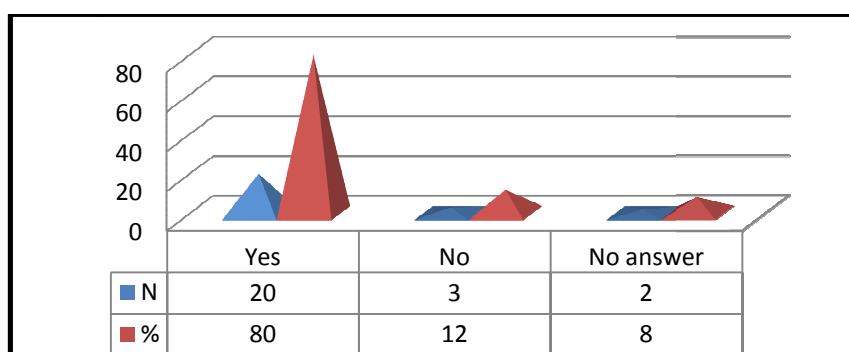
Diagram13: The importance of Authenticity in Speaking Tasks

As regards the importance of the authenticity of the input, twenty have responded 'yes', they maintain that its presence in EFL textbooks is imperative and fundamental. just three have replied 'no'. Two teachers have not mentioned any answer.

Q15: Are the themes introduced in New Prospects speaking tasks motivating?

	Yes	No
N	18	7
%	72	28
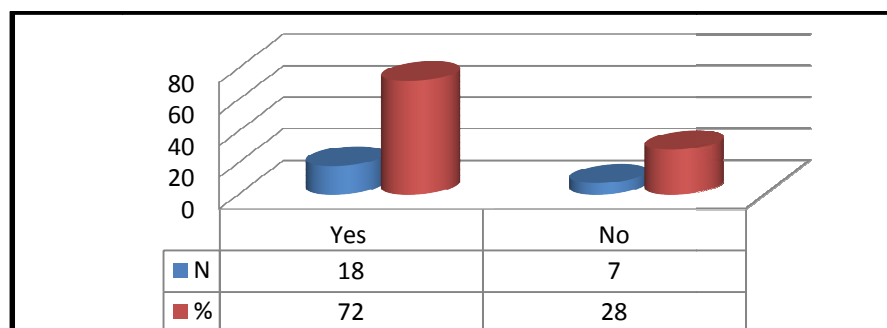
Diagram 14: Motivation in Speaking Tasks Introduced in New Prospects

The themes introduced in the textbooks are seemingly interesting and inspire the learners and the teachers. 72% of the teachers claim that the topics suggested are motivating, while 28% view them as not motivating. One respondent added a comment alongside the box, claiming *"they are definitely not motivating and are beyond the high school pupils' interests"*.

Q16: Do the two textbooks speaking tasks encourage group, pair work? Yes or No

- **Comet**

	Yes	No	No answer
N	15	8	2
%	60	32	8
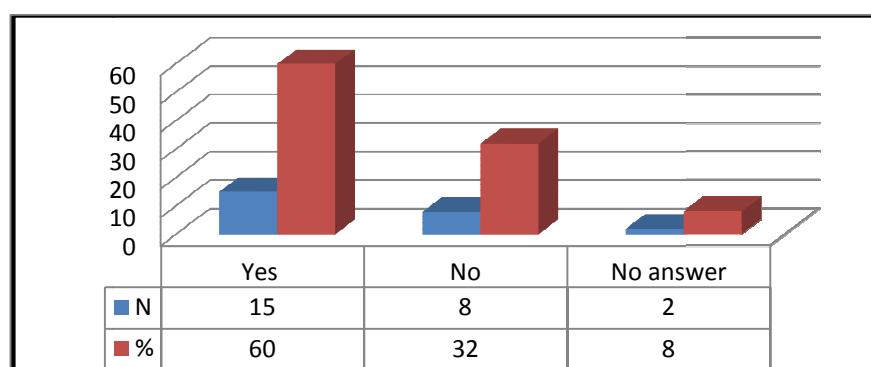
Diagram15: Group, Pair work in Comet Speaking Tasks

The largest part of the teachers (60%) assert that Comet supports collaboration and teamwork between learners, and only 32% of them assume that it doesn't. Again, two teachers have not provided any answer.

- **New Prospects**

	Yes	No
N	21	8
%	92	2
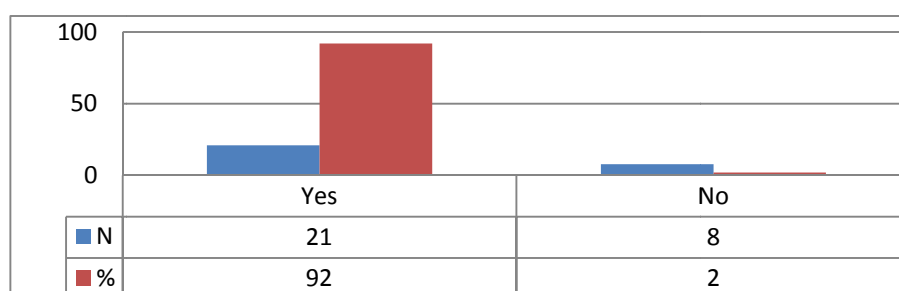
Diagram16: Group, Pair Work in New Prospects Speaking Tasks

The present graph illustrates that the big majority of the respondents 92% portrayed New Prospects as the material that triggers learners to collaborate and to work together. Only 8% responded 'No'. We have gotten another remark from the respondents, who responded 'Yes' for Comet and New Prospects, he has added "*But teachers have to set the right mood*"

Q17: What are the difficulties that your learners face when they deal with speaking activities?

The teachers provided several opinions regarding the difficulties their learners encounter when carrying out speaking tasks. According to them, the learners are not able to use the language to speak fluently and write efficiently; as they experience issues of lack of vocabulary, one of the participants has stated, *"They often do not find the right words to express their ideas"*. Another teacher has asserted "*They lack basic skills to communicate in English such as grammar (problem of tenses)*". The outcomes reveal that the learners show difficulties when formulating sentences, as well as, putting the verbs in the correct tenses. Another reason provided by the teacher is that, the learners are not exposed to English in other contexts beyond the classroom, furthermore "*the communicating situations are artificial*", and the learners "*need to be in touch with real situations that should be included in the textbook*".

Q18: Could you please add any suggestions or comments that might help this study?

The comments and suggestions advanced by teachers are different. Most of the respondents demand and claim the integration of other teaching supports; such as internet, video and audio recordings, and even language laboratories. They strongly affirm that the development of the communicative skill will be achieved through a combination of materials with visual and listening recordings, as they put it: "*The textbook alone is not enough to make the English learning effective and successful, it should be supported by other materials such*

video, audio, etc.". Some teachers claimed the importance of introducing real life situations to the textbook in order to foster and involve the learners in communicative activities, in their words *"we need to put learners in real life situations by supplying our schools with language labs"*

Others made notes about <u>New Prospects</u>, actually, we notice a consensus of opinion among teachers concerning the textbook in question that it is an elaborate and appropriate textbook to the teaching of English in a foreign context. Indeed, a considerable number of teachers stress the importance of making the classes less crowded by reducing the numbers of the learners, in order to make the learning process effective.

Chapter IV   **Discussion of the Findings**

Introduction

This chapter is devoted to the discussion and interpretation of the final outcomes reached from both the evaluation of third year secondary school textbooks Comet and New Prospects speaking/Post listening tasks following the analytical framework for communicative task analysis proposed by David Nunan (1989), along with the questionnaire submitted to third year English language teachers in both town and different regions in Tizi Ouzou. This part aims to answer the research questions as well as confirm or disconfirm the hypothesis put forward in the General Introduction.

III- Discussion of the Textbooks' Speaking/Post Listening Tasks According to David Nunan's Framework for Communicative Task Analysis

III.1 Discussion of the Results Gathered from Comets' Speaking /Post Listening Tasks

As our results illustrate, most of Comet's speaking tasks being analyzed match with the framework of the components of communicative task proposed by David Nunan.

Apart from units (4, 5, and 6 in Appendix 1) that do not entail a communicative goal, all the remaining tasks involve one. As our results demonstrate, the goals vary from one task to another; they aim to promote different functions such as argumentation, persuasion, and prediction. For example the task in (Unit2, Appendix1), requires the learners to make a choice concerning which of the inventions is the most important and useful, in order to help the learners to express their ideas and convince others. The importance of teaching such skills is to help the learners to convey meaning and to communicate effectively in the target language. In addition to this, the competencies gained in these activities can be extended to other

situations and therefore can be applied in different contexts different from those in which they have been learnt.

As regards the input component, we note that the textbook in question covers it in all the activities, and presents it in the listening mode, before carrying out a task the learners have to read or listen to a passage that initiates them to a specific subject and equips them with the necessary vocabulary. This move is of paramount importance in the sense that it prepares and motivates the learners for the next step. Yet, regarding its significant role in stimulating and inspiring the learners' outcomes and creativity, more emphasis should be put on it through the insertion of the authenticity aspect, which according to Hyland (2003) *"it increases learners' motivation and reflects positively on the learning process"* quoted in Rashid Hamed Al Azri, Majid Hilal Al-Rashdi, 2014:253).

When it comes to the activity component, it is presented in the form of one or two questions in which the learners have to put into practice the knowledge and the information they have acquired all along the lesson and the input phase ,for example, what is the latest international news. At this point the learners strive to respond to the question that has been advanced by means of speaking. This is a crucial stage, since it is here that the interactional and the communicative skill are developed.

As regards the learner and the teacher, it is not easy to identify their roles within the task, but since the textbook is designed along the communicative approach, we may state that the former is an active participant, whereas the latter is a guider and a facilitator of the learning process. The tasks are designed to be carried out inside the classroom. Nevertheless, it seems that they are intended to be performed individually and not in pairs or in groups, hence the learners do not work in collaboration. This may inhibit them to take advantages the

latter engenders for example; debate, exchange and negotiate meaning, learning from one another, constructing and taking responsibility for their learning.

As regards the type of the tasks, our investigation to Comet illustrates that all of them are pedagogical in nature, that is to say, they are tasks which "*require learners to do things which it is extremely unlikely they would be called upon to do outside the classroom*" David Nunan (1989, 40). This means that the learners are not trained with language and situations that are likely to be encountered in real life situations. However, it is argued that even pedagogical tasks are vital in that they are *"stimulating internal processes of acquisition"* (Ibid). Moreover, they aim to develop the learners' communicative competences and help them to speak the target language fluently. This goes hand in hand with Nunan's claim, "Pedagogical tasks involve communicative language use in which the user's attention is is focused on meaning rather than grammatical form" (2004, 4)

It is clear that real world and authentic tasks are completely overlooked in comet speaking activities, despite their valuable importance in preparing learners to face real situations beyond the classroom, and in creating contexts for language learning that makes the learning process easier. In these tasks the learners are more likely to remember the vocabulary they learn, since they do it by associating the acquired language to an experience. William Guariet and John Marley have added; *"The use of authentic texts is now considered to be one way of maintaining or increasing students' motivation for learning. They give the learner the feeling that he/she is learning the 'real' language; that they are in touch with a living entity, the target language as it is used by the community which speaks it" (2001,347)*. With the use of these materials the learners are exposed to the language spoken by the natives and they feel that they are learning the 'real' language, this is what makes them excited and willing to learn a foreign language. In addition, since knowing a language goes beyond the knowledge of grammatical rules, vocabulary, and pronunciation, these materials may offer exposure to the

target culture underlying the language; that assists the learners to speak and negotiate meaning successfully.

III.2 Discussion of the Results Gathered from <u>New Prospects'</u> Speaking /Post Listening Tasks

The results reached from the analysis of speaking tasks in <u>New Prospects</u> reveal that the tasks in question entail goals with communicative ends .i.e. the goals assigned to the above described tasks are oriented to develop the learners' communicative competence. As highlighted in our analytical work the tasks aim first, to establish and maintain relationships through making learners exchange their opinions and ideas, an example of that; state your point of view, agreement and disagreement towards the others' opinion. Second, express different meanings .Third, transmit as well receive various kinds of information, for instance; the goal in asking for and giving opinion about advertisings is to make learners able to express themselves through exchanging their views and getting the needed information.

Again, each task's goal intends to develop a language function. For instance, expressing agreement and disagreement, persuasion, prediction, etc. When taking a closer look at the book map, it is noted that before carrying out a task, the learners are introduced to grammatical structures and vocabulary associated with each language function. For example, in the second unit before performing the task that aims to develop the function of expressing agreement or disagreement, the learners are consolidated with appropriate vocabulary and grammar such as; expressing opinion (I think, believe…), advising (should, ought to, had better+ bare infinitive), expressing condition (as long as, provided that…) expressing wish and regret (I wish, it's high time+ subject+ past simple and past perfect).

The tasks as described in the tables vary from pedagogic to real- world .The former are especially designed classroom tasks that are intended to require the learners to transfer meaning with the use of specific language structures such as; grammar, vocabulary and syntax, for instance; one speaking task (Unit 4 in Appendix 2)is intended to make learners preparing a dialogue and talk about either 'Martian invasion' or 'settling on another planet', and in the same time using and learning the language structure 'if-conditional' or its equivalent. Pedagogical tasks cannot be encountered in real life situations, but they are important in that they help the learner to develop skills that he/she may use outside the classroom (Nunan, 1981). Concerning real-world tasks, they are tasks that reflect authentic uses of language and which are a rehearsal for real world situations (ibid). In carrying out the speaking task (Unit 2 in Appendix 2) learners are put in real life situations 'lecturer' and make a speech trying to communicate effectively with the audience to attract their attentions and inform them about the history of India. The incorporation of the two types of tasks within the textbook may help the learners to cope with different situations, and benefit from the advantage those tasks have.

Concerning the second task component, the input data, it varies, that is to say; some are verbal as acknowledged in the speaking tasks (Unit 5 in Appendix 2) 'listening passage'. Others are of a non-verbal nature for instance 'list of expressions listed into two tables 'in the speaking task (Unit 2 in Appendix 2). Another input characteristic to deal with in the discussion is authenticity. The inclusion of real world sources in the learning tasks is of a great importance. According to Brosnan et al (1948), the use of the real world materials in foreign language teaching and learning is beneficial, as these kinds of materials are concise in form and encompass '*complete and meaningful messages'*(quoted in Gail K. Oura: 69-70). They claim that real world materials *"provide students with the opportunity to make use of non linguistic clues (layout ,pictures colors ,symbols, the physical setting in which it occurs)*

and so more easily to arrive at meaning from the printed word"(ibid). But what is noticed in the above described tasks input authenticity is completely absent that is to say, the provided points of departure for the tasks completion are far from real-world context (authentic).

As regards the component of activity, our analysis of the speaking tasks reveals that some of them are characterized as rehearsal for the real world, that is to say, the activity that learners are supposed to do to accomplish the tasks is closely related to real life situations. As an instance of that, preparing a lecture, making a dialogue about advertisement. This kind of activity which helps learners to improve their competencies in communication are classified as skill using i.e, the learner makes use of the linguistic knowledge and structures he learned to comprehend and produce communicative language. Another characteristic to consider in the above activity is fluency and accuracy. Both are taken into account, we notice that the activities focus on the effectiveness in the selection and correctness in the use of the language structures e.g. in carrying out the speaking task (Unit 5 in Appendix 2) the learners are supposed to prepare a short dialogue in which they are asked to exchange ideas and information concerning either 'Martian invasion' or 'settling on another planet' using the if-conditional or its equivalent form. In the speaking task (Unit 2 in Appendix 2) learners have also to state their opinions, agreement and disagreement using some statements and expressions provided in tables to express their views accurately and appropriately.

As cited in the aforementioned description of tasks, in carrying out the activities the learners and the teachers assume different roles. Previously, teaching has been based on the transmission of knowledge by the teacher, and the learners were just empty vessels or consumers of knowledge (Thornburry, 2006:38). But with the introduction of the communicative approach to EFL teaching and learning, the function of both is no longer the same. Learners as the above tables show are more involved in the learning tasks, their roles move from passive receivers to active contributors and producers of information. As our

analysis highlights, to accomplish the speaking tasks learners perform different functions such as thinkers, transmitters of information, feedback providers. While instructors are assigned the role of independent participants in the learning task that is to say, in a communicative classroom, teachers seek to encourage learners' maximum participation through acting as guides, facilitators and monitors. This shift from teacher to learner-centered classroom provides the learners with opportunities to be responsible for their own learning.

The last component to take into account in our results is the setting .The above description illustrates that the environment where both teachers and learners are expected to accomplish the learning task is merely inside the classroom. In addition to this, the activities introduced in the speaking tasks give the learners different opportunities to interact and work either individually or in pairs. These different ways of carrying out tasks may motivate the learners, and may help them to communicate their needs, opinions, ideas and information appropriately, and encourage them to be active participants.

The results reached out from the analysis of the speaking tasks introduced in <u>New Prospects</u> demonstrated that neither information gap, nor reasoning gap are included in the textbook. Indeed, the latter comprises only one type of activity that is opinion gap. In fact, it is proved that reasoning gap and information gap activities are important in that they involve the learners in meaningful communication. According to Prabhu (1987) they "*encourage a more sustained engagement with meaning*" (quoted Diane Larsen-freeman and Marti Anderson, 1986). Marisol Fernandes Garcia has added, information gap activities generate more negotiation of meaning; whereas, opinion exchange tasks *"generate the least opportunities for negotiation of meaning because each interactant has access to the same information, and there is no requirement for interactant to converge towards the same goal in order to complete the task" (*2008:79). From this standpoint, we may argue that the oral tasks set in <u>New Prospects</u> do not offer learners an intensive negotiation of meaning. Accordingly,

regarding the importance of reasoning and information gap tasks, we suggest their introduction in third year secondary English textbook.

Likewise, regarding task features, since all the post listening/speaking tasks set in <u>New Prospects</u> follow the same model that is opinion gap, their goal orientation is of open or divergent nature, indeed, the textbook does not cover any task with a close or a convergent goal. Actually, all the tasks introduced in the textbook do not require the learners to achieve a definite solution or final agreement, for example, the speaking task (unit 4 in Appendix 2) involves the learners in a dialogue in which they have to ask for and give opinions about advertising in which each partner expresses and gives his own point of view. Nonetheless, it is argued that, *"open tasks remove the need to make an effort to communicate"* (Long, 1989 quoted in Ellis 2003:89). This is justified by the fact that, in the above mentioned task, for example, since the learners are not required to achieve a definite solution they are not required to make clarifications and adjustments. Moreover, it has been argued that, in open tasks the learners *"can treat topics briefly and switch topic if necessary"* (ibid). On the other hand, it is suggested that closed tasks are more likely to *"promote negotiation of work than open tasks"* (ibid,90) since in these kinds of activities, each partner makes an effort to be understood and attempts to make the speech more precise(ibid). Therefore, from the interaction hypothesis point of view, it seems that closed tasks which promote negotiation of meaning are more likely to facilitate language acquisition.

However, the justification that tasks with closed or convergent orientations stimulate more negotiation of meaning, does not necessarily mean that open or divergent tasks are not valuable. Actually, it is justified on the ground that divergent tasks have significant role in stimulating the learners to generate more words, language production, greater utterance complexity (Duff, 1986 cited in Ellis, 2003). To this end, in order to create a long term development in language learning, the textbook designers are recommended to include

different types of tasks that is, opinion gap, reasoning gap and information gap activities. When designing the latter we suggest opting for two way tasks in the distribution of information, goals with a close or convergent orientation, and interaction with required tasks.

The investigation of <u>Comet</u> speaking tasks reveals some limitations. It is noticed that the tasks follow the same pattern all along the units. In fact doing the same kind of activity in each unit may be predictable and monotonous for the learners. Besides it is noted that the tasks do not encourage interaction and collaboration between the learners. That is, the latter are not engaged in dialogues or conversations that may set up interaction between them. On the contrary, it is observed that the <u>New prospects</u> speaking tasks encourage collaborative work and interaction between learners. Moreover the speaking tasks designed in <u>New prospects</u> are variant, what gives to the textbook a sense of diversity in its content .i.e. the textbook mixes between real world and pedagogic tasks, that are performed in different ways for example, making a speech and setting dialogues.

After having analyzed the above results, we may confirm the hypotheses advanced in the General Introduction, actually, the two EFL textbooks speaking tasks are communicative, that is to say, they comply with the analytical framework of communicative task proposed by Nunan(1989), i.e., all of them correspond to the six components (goal, input, activity, learner/teacher roles, and setting). In addition, the goals they involve entail communicative ends. i.e. filling a gap, transmitting meaning, information, and opinions. Furthermore, it has been shown that the newly designed course book speaking tasks have brought some amelioration in terms of communication. The improvements <u>New Prospects</u> brings about are manifested as follows, first, through our analysis of the two course books speaking/post-listening tasks, which reveals that the newly designed textbook has shifted from the traditional activities of questions to be responded to the incorporation of dialogues that stimulate learner-

learner interaction. Second, via our analysis of the teachers' questionnaire which shows that

New prospects speaking tasks bear some progress.

IV. Discussion of the Results Gathered from English Language Teachers' Questionnaire

The results obtained from the questionnaire administered to third year EFL teachers are important to the present research. Given their long experience in teaching EFL, the English language teachers have supplied this research with consistent and helpful information. The long years spent using the two textbooks <u>Comet</u> and <u>New Prospects</u> allow them to evaluate, notice and depict any kind of change or improvement wherever it is stated in the two foreign language teaching and learning materials.

It is worth mentioning that contrary to the previous version of the English textbook <u>Comet</u>, <u>New Prospects</u>' is approved by most of the EFL teachers, this may be due to the fact that; it embraces different cultures (local and international), it incorporates many familiar and interesting photos, moreover it conveys more vivacity and brilliance through its colors.

Teachers' Evaluation of <u>New Prospects</u> and <u>Comet</u> Concerning their Appropriateness to EFL Teaching

The answers obtained concerning the appropriateness of <u>Comet</u> and <u>New Prospects</u> in EFL teaching and learning, demonstrate the important position the English language teachers assign to the newly designed course book <u>New Prospects</u>. The outcomes reached reveal that the great majority of the participants (84%) qualify the newly designed course book as a suitable material for FL teaching and learning over <u>Comet</u> (8%) (see diagram 3). In fact, most of the justifications given by the participants are related to the themes, lessons, pictures, colors, grammar points and communication. An example of the teachers' responses is; *"the introduction of pictures especially using colors attracts their attention ".* It seems that the internal physical aspect of <u>New Prospects</u> has a positive effect on the learners, indeed, the diversity of colors and images may trigger them to be enthusiastic about learning the target

language. Another characteristic the teachers portray is the quality of the "themes". They claim that the themes meet the learners' expectations and interests, what may raise their motivation to get involved in the process of learning. A good number of teachers made comments about the aspect of grammar for instance, "*New Prospects offers a large range of grammar structures"*. Another added *" It is full of grammar points*" this implies the important position the teachers allot to the linguistic forms in language teaching and learning. As a matter of fact, it seems that the instructors still stick to the traditional approach that considers the linguistic structure as an important factor in the mastery of the language. Indeed, few ones address notes about the insertion of communication in the textbook, for example one of them states "*In New Prospects more opportunities are offered to learners to communicate"* this means that teachers are aware about the importance of communication in learning the foreign language. One teachers affirms*," compared to Comet, New Prospects is a good innovation in teaching English as a foreign language. The approach upon which it is based really aims at communicative competence"*, according to the teachers, New Prospects conforms to the objectives of the communicative approach, in such a way that it encourages the learners to communicate using the target language.

The Attitudes of Foreign Language Learners Towards New Prospects' Speaking Tasks

As concerns FL learners' attitudes towards speaking tasks introduced in New Prospects, the findings displayed in diagram 7 show clearly that the majority of the participants hold a positive position (64%) over a negative one (36%). The justifications supplied by participants for both attitudes are diverse. Some of the English language teachers who perceived that FL learners' attitudes towards speaking tasks is positive, claim that this is due to the fact that New Prospects oral tasks are related to the FL learners' real life situations. One of the respondents, for example, has asserted that *"New prospects speaking tasks motivate learners because they are well elaborated, and they are relatively taken from reality*

and daily life as corruption, advertising, education and emotions". in the light of this Brophy has asserted that *"...all students should learn how and why knowledge was developed, in addition to acquiring the knowledge itself, should have opportunities to apply what they are learning to their own lives"* (2010 :32). This implies that the knowledge obtained in the learning task should not only be restricted to classroom use, FL learners should feel the need to associate and use it outside the classroom for real life purposes. Moreover, as one participant asserts, *"the speaking tasks motivate learners and encourage interaction ".* This may be related to the way the oral activities are elaborated in <u>New Prospects</u> such as the inclusion of dialogues, since working in collaboration may increase the language learners' willingness to accomplish the task and interact with one another. The high rate obtained from the positive attitudes may also be explained in terms of the position the English language occupies in the world, for instance ,one of the respondents has stated *"pupils are increasingly aware of the importance of the English language as an efficient tool for communication everywhere and in different fields".*

The remaining participants who are for the negative attitudes, relate it to different obstacles such as; psychological problems, they acknowledge that the latter is originated from shyness and fear of making mistakes, when the foreign language learners come to speak in the target language lose confidence and feel embarrassed in front of the audience. Therefore, they always prefer to remain silent, This is proved by UR who has Stated *" learners are often inhibited about trying to Say things in foreign language in the classroom worried about making mistakes, fearful of criticism, or losing face or Simply shy of attention that their Speech attracts"* (1991, 121). Few ones claim that the FL learners negative attitudes towards speaking is derived from their weak level, that is to say, the speaking tasks set in <u>New Prospects</u> are beyond the level of the pupils, as an instance of that, we may state the response

of one participant who has asserted that *"The speaking tasks in the book are too demanding for such weak students"*.

Teachers' Suggestions Concerning Additional Materials

Even though the majority of the participants are for <u>New Prospects</u> as an appropriate EFL teaching/learning material, 100% have claimed that it is not sufficient to use the textbook as a mere tool to teach and learn the target language. For the sake of making the teaching/ learning task easier and efficient, the EFL teachers have suggested some additional materials they think are helpful. The recommended supporting tools are authentic in nature such as, the internet, films, videos…etc. The teachers' long experience in the field of EFL teaching allow them to attest that the use of the course book alone cannot help to develop the learners' communicative competence, for example, one of the respondents has stated *"Foreign languages mustn't be taught just like other subjects; learners should listen to audio devices and watch sequences in English. I mean in listening tasks they shouldn't listen to their teacher "simulating" a conversation, or worse to their mates. This is totally wrong"* to emphasize his statement, he adds, *"I experienced that, when I bring some listening (situations or sequences) on my phone or tablets; I noticed that learners are more attracted and motivated. They get involved in the interaction and thus communicate"*. In fact this response goes hand in hand with Rost's (2006) arguments that in order to increase language learners' motivation, exciting elements should be introduced in the classroom such as, fads, music, current topics (Cited in Lai-Mei Leong, 2012). These evidences made it plain that the effects of the authentic materials are vital in foreign language classrooms, in that they raise learners' motivation to learn and to communicate. Therefore, the teachers are recommended to supplement the textbook with additional materials that are compatible with specific situations set in the classroom.

Authentic Materials

The teachers' emphasis over the integration of authentic materials, shows the positive impact they may have on the foreign language apprentices to learn the English language, in the light of this, Martinez (2000) has asserted that with the use of the real world materials *"students are exposed to real discourse*". More to the point, these materials have the potential to provide learners with a context for their language study, that is, they bring the events and the social situations into the classroom, in order to allow the learning process to be developed in a more natural way, in this context one participant, for instance, acknowledge, *"I have experienced situations in which adolescents' emotions and interests are involv*ed*, the pupils' reactions are just wonderful when they are in touch with audio-visual materials"*. This made it plain that the inclusion of authentic instructional materials is of a paramount importance, and play a vital role in helping the learners to develop their communicative skills. In fact, most of the teachers have confirmed that the difficulties their learners meet when speaking, are mainly related to the lack of vocabulary. One of the respondents argues, *"learners come across situations where they can't find the right words and expressions to express their ideas and opinions"* another one inserts, *" they lack language background"*, another one argues *"They fail to find the right words to express their ideas and thoughts"*. In reality, People used to speak by imitating, therefore, FL learners have to be provided with opportunities to listen and watch sequences in English, so that they imitate the grammar, vocabulary, and pronunciation they are exposed to. Hence, we may state that the communicative gaps and the lack of vocabulary noticed in the 3SE language learners may be due to the fact that the pupils need more input, In this context Serrano (2001), claims that the limitation the language learners have is due to the paucity of input (cited in Caremen Munoz, 2012). In addition, the EFL learners need to be in touch with real and authentic situations, to help them to construct their knowledge and become producers of it.

Group and Pair Work in Speaking Tasks

Communicative approach as a new paradigm to foreign language teaching and learning encourages cooperation in learning, in this respect Johnson (1998) claims that working in collaboration" *...influences students' educational aspirations and achievements, develop social competencies, and encourage taking on the perspectives of others* "(quoted in Douadi Fatima,2010:24). The final findings in our work concerning task techniques in speaking activities pair and group work have revealed that 92%(see diagram 15) of the participants affirm that cooperative learning is implemented more in the newly designed course book New Prospects . Dewey (1916:302) has said *"certain capacities of an individual are not brought out except under the stimulus of associating with others"* (Cited in Ellis, 2003: 266). In the light of this assertion, FL learners may work better in groups, do activities, solve learning problems and engage in various tasks within the classroom. During cooperative work many advantages will appear; the amount of speaking will be raised, the amount of interaction will be higher and all group members will be active (ibid). More to the point, organizing learners into groups or pairs while carrying out tasks in the classroom may motivate them and increase their interaction .The outcomes we reached have demonstrated again that all the participants100% (see diagram9) claim that the newly designed course book New Prospects speaking tasks emphasize more on interaction over Comet, this made it plain that the newly designed course book brought some ameliorations as far as communication is concerned.

Motivation

As regards the motivation factor, it is revealed that most of the teachers 72%view the speaking tasks introduced in New Prospects as motivating, this may be interpreted in different ways; the fact that the tasks are designed to be performed in group and pair work may trigger the FL learners' motivation to interact with each other, this goes hand in hand with Kundo and Tutto's claim(1989) "*It is a source of intrinsic motivation for students as working in*

groups is fan for them " (Quoted in Najma Raja,2012:156). Second, it may be related to the themes introduced in the tasks, the participants have claimed that the speaking tasks topics are updated and meet the learners' interests. In fact this goes hand in hand with Rost's(2006) claim that the learner's motivation can be increased by means of several factors such as, current topics (Cited in Lai-Mei Leong, 2012). Indeed, inserting recent topics may assist the learners to interact and discuss them, since the learners may associate the oral activities to real context. Although the apprentices are not supplied with necessary materials that may help them to develop their communicative competencies, it seems that they have volition to succeed and learn the English language, in this context, Rost states " *all the conditions that we know contribute to successful second language learning are lacking in most EFL contexts... because of these adverse conditions, a learner has extraordinary motivation to succeed at learning a foreign language"(ibid),* in this respect, one of the respondents contends, *"the learners are eager to communicate in English"*, this may be interpreted in terms of learners' willingness to achieve a particular goal for example; passing exams, getting jobs.

 Conclusion

This section is devoted to the interpretation of the outcomes collected from both research tools implemented in our work, the teachers' questionnaire and the textbook analysis, Comet and New prospects. The final findings answer the research questions and confirm the hypotheses mentioned in the General Introduction. The results obtained from the analysis of the two textbooks along with the questionnaire demonstrates that the speaking tasks are communicative. Furthermore, the investigation has revealed that contrary to Comet, New Prospects oral tasks encourage negotiation of meaning between learners, through the insertion of dialogues. To this end, we may state that New Prospects speaking tasks are more communicative than those of Comet.

General Conclusion

The present research has surveyed the speaking tasks designed in the Algerian third year secondary school textbooks Comet and New Prospects. It is intended to determine if the tasks in question are communicative in relation to Nunan's framework for communicative task analysis, and to probe whether the newly designed course book New Prospects has brought any kind of improvement as regards communication in oral tasks.

To deal with the issue and answer the research questions set in the General Introduction, we have gone along two parts that cover four interrelated chapters, each of which has a close relationship with the aim of our study. The first part is theoretical; it encompasses the literature review, which defines the different key terms and tackles the previous works related to the theme. Research Design and Methodology was mainly concerned with the description and presentation of both, the theoretical framework followed, and the research materials employed (textbook evaluation supported by a written survey was devoted to high school teachers). The second part of the work, is of a practical direction, it involves the analysis, interpretation and discussion of the final outcomes along with some pedagogical implications for further research.

The final outcomes achieved in the research confirm the first and the second hypotheses set out in the General Introduction. Concerning the first hypothesis, our results have indicated that the post-listening /speaking tasks match with Nunan's analytical framework .The tasks in Comet and New Prospects are and remain communicative even though there are some gaps that are completely missing such as lack of authenticity, gap information especially in the previous version.

The outcomes resulting from both task analysis and teachers' questionnaires about the improvements in New Prospects confirm the second hypothesis .Our results unveil the fact

that EFL course book designers introduce some modifications and changes for New Prospects speaking tasks compared to Comet, as an instance of that, we may state the two- way interaction (learner –learner), illustrated through the inclusion of dialogues that are overlooked in Comet. Furnishing such conditions of interaction is of great assistance to the learners so that they feel at ease to express and communicate their ideas freely and to be active participants in the process of learning by doing. Foreign language learning is facilitated when learners are engaged in cooperative and meaningful communication during and out of class time. Moreover, the teachers' preference of New Prospects over Comet has made it plain that the newly designed textbook bears some changes that could be of great importance and utility in the teaching learning process.

Even though New Prospects has refined Comet deficiencies and strengthened the communicative aspect of tasks, some shortage is depicted mainly in the teachers' responses to the questionnaire such as; the exclusion of authentic materials. Hence, we may state that New Prospects is not enough to enhance the learners' communicative competence, and the EFL teachers must be conscious of the importance of complementing and enriching the communicative practice by bringing extra authentic materials into the classroom. Furthermore, the results sorted out show that the new textbook follows only one type of task which is opinion gap.

Although this study is carefully prepared, it includes some limitations and shortcomings. First this research is limited to the third year secondary textbooks; therefore it is not possible to generalize the results to other secondary course books.

Second, we have administered a questionnaire only to English Language teachers, and EFL learners' views is overlooked in this work, since it is difficult to find the intended population, i.e. learners who have studied in the previous version Comet as it is no longer in use.

Pedagogical implications:

The implementation of TBLT in foreign language teaching and learning alongside with the integration of the well designed speaking tasks in the EFL textbooks help the apprentices to improve their communicative competence when they come to deal with the target language. In the current section, we will try to propose some pedagogical implications for EFL instructors and learners . Furthermore, we will give some recommendations that we do believe are helpful for both language learners and textbook writers while designing the oral tasks.

Relying on what our findings unveil, the use of the textbooks as a mere teaching/ learning material is not sufficient. Hence EFL textbooks should be equipped with authentic materials such as, audio visual materials, newspaper articles, movies, songs…etc. By doing so, language Learners find themselves exposed directly to real life situations and to the different uses of the target language. The mentioned materials have the potential to raise learners' awareness of cultural differences, motivate and involve them more in the learning task. So, on the one hand, learners are more interested in handling the task. On the other hand, learners' speaking and communicative competencies will be improved with the constant exposure to the target language.

In order to deal with the speaking tasks successfully, we recommend for the EFL learners to enrich their vocabulary by promoting the reading and the listening skill.

Suggestions for further research:

- Since our study is limited to third year secondary school EFL textbooks, we suggest extending this research to other secondary levels, 1st and 2nd year English course books. This may allow us to generalize the results reached out in this work.

- To use a different research tool like classroom observation to investigate the way the speaking tasks are implemented inside the classroom environment, would be another important recommendation for further research in the field.

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I. PRE - LISTENING

1/ Let's talk about it.

a) Where and when do crowds of people form in your town / village?

b) What particular aim do these crowds gather for?

c) There's a special place in London where people gather to listen to speakers. Do you know its name?

II. LISTENING

2/ Listen to the following passage and say whether it is:

a. economic?   b. political?   c. cultural?

III. POST - LISTENING

3/ Class discussion

* What qualities should speakers have to interest their audience, according to you?

TEXT FOR LISTENING AND READING COMPREHENSION
DID YOU KNOW IT?

Speaker's Corner

Situated at the Marble Arch entrance to Hyde Park, Speaker's Corner has existed as a meeting place for many years. Hyde Park, London's biggest and most central park, is regarded by many as the "People's Park", and has been used as the starting point for many demonstrations, as well as being a useful place for holding large meetings.

It is a place where everyone, whether radical, missionary, or just plain lunatic, can stand on a box and shout out his or her opinions into the crowd.

Every Sunday, Hyde Park sees the start of a series of world revolutions: speaker after speaker talks about religion, the arms race, East-West relations, and life's inequalities.

9

I

I. PRE - LISTENING

1/ Let's talk about it.

Television is a recent invention. Can you name other inventions and explain their utility?

II. LISTENING

2/ Listen to the following passage and write TRUE or FALSE in front of each sentence.
a) Curiosity is the only cause of invention.
b) The wheel was invented after the bricks.
c) No one knows when the bow and arrow were invented.
d) They were invented for hunting.
e) An invention is something that has not existed before.

III. POST - LISTENING

3/ Class discussion

Of the inventions mentioned in the text, which one do you consider the most important and useful? Justify your answer.

TEXT FOR LISTENING COMPREHENSION
Inventions

Inventions are the result of man's curiosity about the world around him, and of the urge to fill an expressed need. It was a need for more durable building materials that led man to invent bricks about 4,000 B.C. It was probably just curiosity that led to the invention of the wheel about 3,000 B.C. The date of the invention of the bow and arrow has been lost in time, but it is fairly certain that it was for the purpose of providing early man with a quicker and surer means of killing animals for food. We look upon thousands and thousands of things today as commonplace, but at one time the world did not have them. They all had to be invented.

Inventions have provided our world with matches, telephones, wire, needles and thread, light bulbs, radio, television, motors, medicines, and even paper and ink. Inventors, being curious and at the same time seeing need, bring their ideas and the necessary materials together to produce something new - something that has not existed before - an invention.

16

4/ Let's talk about

What are the mai

V. READING

TEXT FOR

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like the Eskimos).
bicycles, and taxis,
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II

I. PRE - LISTENING

1/ Let's talk about it.
* How many languages do you speak?
* What is your native language?
* Why do you learn foreign languages?

II. LISTENING

2/ Listen to the text and write TRUE or FALSE in front of the following statements. (This extract is taken from the syllabus of English).

a) English is used in the United Kingdom and the U. S. A. only.
b) It is the national language of many countries in the world.
c) It is the only first foreign language in Algeria.
d) The Algerian National Charter gives a great importance to English.

III. POST - LISTENING

3/ Class discussion

The Algerian System of Education introduced English as a first foreign language in primary schools (4th year) a few years ago. Pupils can choose to study either English or French as a first foreign language. What do you think? Give justifications to defend your opinion.

TEXT FOR LISTENING COMPREHENSION

The English language has imposed itself as a major means of access to anything that happens around the world and in every field: scientific, technological, political . . . It is no longer the property of the United Kingdom and the United States of America alone, it has become a sort of universal language. It is the national language of many countries on the five continents. Even in the ones where it is not a national language, it is the first foreign language taught in schools and colleges.

Our country, just like others round our planet has had to comply with the situation and to bring it into her Educational system. In her National Charter she considers English (together with other foreign

languages) as "a
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IV. PRE - REA

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V. READING

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12 BRITISH CHILDREN INJURED IN CRASH

RACEGOERS HURT

COPTER CRASHES

DAILY EXPRESS
May 28, 1973

NEW YORK, Sunday -One man died and nine others were injured when a helicopter carrying Secret Service agents to guard President Nixon crashed into the Atlantic off Grand Cay, Bahamas, where he is holidaying.

DAILY EXPRESS
June 7, 1973

One passenger was seriously injured and four others slightly hurt when a coach taking a party of Italians back to London from the Derby crashed into a fence less than a mile from the race course last night.

DAILY EXPRESS
June 22, 1973

Police in Berkshire yesterday searched the road between Reading and Maidenhead for a container of sulphuric acid which fell from a lorry.

III. POST - LISTENING

3/ Class discussion

* What is the latest international news?

1/ Let's talk about it.

* What is the word "Automation" generally related to?
* Which countries have developed their industrial production thanks to automation?

II. LISTENING

2/ Listen to the text and say which of the following statements best summarize it.

a. The threat of automation.
b. Automation in the car industry.
c. The advantages of automation.

3/ Listen again and put TRUE or FALSE in front of each statement.

a. Automation is the production of machines.
b. Automation makes our lives better.
c. The car industry has benefited from automation.

III. POST - LISTENING

4/ Class discussion

* Can automation help developing countries in their development?

TEXT FOR LISTENING COMPREHENSION
Automation

Automation is a term which describes the use of machines to control other machines. The process of automation is expressed to increase production and to improve our standard of living. Certain forms of automatic equipment have been used by the auto industry for many years to move materials to the assembly line. Ford Motor Company now uses some automatic controls. At its engine plant in Cleveland, rough cylinder blocks go through a series of 530 automatic operations and come out as finished products in just under fifteen minutes.

While many labor leaders fear that automation will cause workers to lose jobs, scientists say it will demand more workers to maintain and to repair the automatic machines.

V

I. PRE - LISTENING

1/ Let's talk about it.

* Where do immigrants in Great Britain come from?
* Where do you expect to find immigrants in England?

II. LISTENING

2/ Listen to the following news bulletin and answer the questions written on the board.

a) What happened in the district of Tottenham in London?
b) When did it happen?
c) Is that the only event that has taken place recently?

III. POST - LISTENING

3/ Class discussion

* Try to guess what some of the young immigrants living there would say to BBC reporters.

TEXT FOR LISTENING COMPREHENSION
BBC newsman

Last night on a housing estate, in the North district of Tottenham, a policeman was stabbed to death with a gun. The violence there is said to have been far worse than in rioting in other inner cities of England recently. Tension has remained high all day on the broad housing estate, with the police patrolling the area in strength, fearing a repetition of last night's trouble, and to judge by views expressed to BBC reporters during the day by some of the young people living there, hostility to the police makes those fears fully justified.

The recent troubles in Birmingham, in London's Brixton district and now in Tottenham were all sparked off by specific incidents, giving rise to local resentment against the police.

80

IV. PRE - READING

4/ Let's talk about it.

* Which countries do th
* Do you know anyone
  emigrated? Why?

V. READING

TEXT FOR R

The dilemma

1 Certain European
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and cultures. This mean
exist permanently in the
co-existence gives rise t
ignore, or even to oppose

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their native language. To
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SOCIAL

Conference

I. PRE-LISTENING

1/ Let's talk about it.

a) What are the different sources of energy you know?
b) In what fields can nuclear energy be used?
c) What are the disadvantages of nuclear power?
d) What happened in Hiroshima and Nagasaki in 1945?
e) What happened in Chernobyl recently?

II. LISTENING

2/ The Chernobyl Accident

This is a BBC news bulletin, you will hear a detailed report of the accident that happened at the Chernobyl nuclear power station in Ukraine on 28th April 1986.

Neighbouring countries and foreigners living in Kiev were directly concerned. Listen to the news and list the countries concerned.

3/ Read the sentences below, listen to the text again and write T for true, F for false, opposite each sentence.

a) None of the casualties left hospital.
b) The western students underwent radiation examinations in Moscow.
c) The British students showed a dangerous level of radiation.
d) The British students will fly back home.
e) Only one Finnish national was evacuated from Kiev.
f) Drinking water in rivers and reservoirs in the area of Kiev is contaminated.
g) The Polish authorities have taken special measures to protect children.

III. POST-LISTENING

4/ Class discussion

* What consequences might nuclear power have on our life?

- spoil the area
- ruin people's health
- affect marine life
- pollution

▶ After listening

● Have a look at the coping box and do the task that follows tables 1 and 2.

───── Coping ─────

When we ask for, give opinion, or say what people think, we use the expressions listed in table 1. Opinions are not facts. We can agree or disagree with them by starting with the expressions listed in table 2.

Table 1

Asking someone for their opinion	Giving your opinion	Saying what people think
Do you think …? What do you think about…? What do you think of …? What do you say to that ?	I think that … I believe that… In my opinion, … It seems to me(that)… As far as I'm concerned /as for me If you ask me,…	(Some people) think/ believe that… ● be in favour of ● be against ● be undecided ● be in two minds

Table 2

Agreeing strongly	Absolutely/exactly- I couldn't agree more- You are telling me - Right you are! …
Agreeing	Yes, I know - I quite agree with you - That's right - You're right …
Agreeing but not stronly	I suppose so - I guess so …
Disagreeing politely	Yes, but - I know, but - I see your point, but - - But don't you think…? - I'm not so sure…
Disagreeing strongly	No. That's not true - You must be joking! - No way - I can't accept that – Rubbish !

● **Task:** With your partner, prepare a short dialogue asking for and giving opinion about ethics in business. Agree or disagree with your partner's opinions. E.g.
You: Do you think that women are more honest than men in business ?
Your partner: _____   Communicative

▶ As you listen

① Listen to the **first part** of the lady's life story and check your answers to the questions on the previous page.

② A student has taken notes on the same part of the life story but has got some notes wrong. Can you correct them?

> police inspector interrogating girl - *Russian school room*
> *Manya Sklodovsky born - Moscow - colonial Poland*
> *Father : doctor lost job - faced hardship*
> *started teaching 16 - saved money - went London   further studies*

③ Have a look at the coping box below. Then listen to the second part of the story and take notes.

Coping

When you take notes, write down only **important words** and **specific details**, such as dates, which you are not likely to remember.

Taking notes is not the same as writing from dictation. So

- ❑ leave grammar words such as pronouns (E.g.**he.she**);
- ❑ use abbreviations (E.g. USA, UK, Feb.);
- ❑ use figures instead of letters when you write numbers;
- ❑ omit words and phrases which are repeated.

communication strategies

④ Use the notes you have taken in task 3 above to make a short oral summary of the life story you have listened to.

▶ After listening

① Have a look at the coping box below. Then complete the blanks in the commentary that follows.

Coping

Life stories or biographies are written to teach lessons for life. So when you read or listen to them, you should try to draw the lessons they want to teach you. You should also respond to them by saying whether you like them or not, and why.

I find Marie Curie's life story very moving. It reminds me of____ The thing I liked best about it was ____ . Another thing I liked about it was____. What I didn't like was ____ . I think the lesson that the author wanted to teach us was _____ .

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② The notes below are taken by a student during a lecture about education in India. Re-constitute the lecture using both the notes and your background knowledge about the history of India.

Start like this
Today's lecture is about _____ .

Puzzle and problems.

Lecture notes: Education in India
Independence : *Aug. 15,* **1947**
primary schools 12,843 - colleges 636 - univ. 17
Literacy 14 %
Total edu. expenditure : 570 m rupees
Edu. Census 1996
600,000 primary schools
literacy for age groups 6-11 , 94%
211 univ. - 7000 colleges - 3.5 m students
Overall literacy 52,11 %
Edu. expenditure 200,000 m rupees = 6 % of Gross National Product (GDP)

▶ Saying it in writing
● Imagine that you could plan an ideal school. Decide what sort of school it would be. Then describe it in detail. Follow the procedure below.
① Brainstorm ideas about your ideal school using the following spidermap. Explain your decisions.
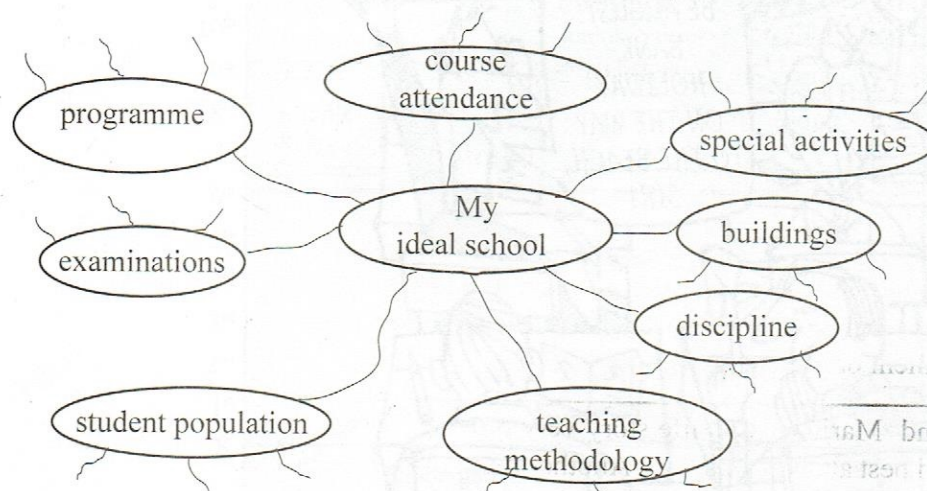
course attendance

programme

special activities

My ideal school

examinations

buildings

discipline

student population

teaching methodology

X

A. Go back to task 1 and analyse Jenny's and James's ideas about advertising. Then synthesize their conversation in 4 to 5 sentences using the gapped text below as a framework.

Jenny and James are talking about_____ . The problem is whether or not _____. Jenny is in favour of _____ whereas James is _____ At first James denies that _____ . Then he admits that _____ . In the end, _____ .

B. Listen again and check whether you have not omitted any important item in your summary of the conversation between Jenny and James.

▶After listening

● Have a look at the coping box below and do the task that follows.

─────────── Coping ───────────

One way of putting forward an argument without sounding intolerant is to admit that there are arguments that differ from your own. Link words such as **while, although, though, despite the fact that** and **in spite of the fact that** are useful in doing this. Adverbs like **admittedly, undoubtedly, certainly** can also be used. E.g.

Argument: As far as I can tell, television offers few benefits for children.

Concession: Admittedly, there is too much junk food advertising on TV these days and this makes TV viewing very undesirable; still you can't deny that some educational programmes are quite beneficial for them.

● **Task:** With your partner, prepare a short dialogue asking for and giving opinion about advertising. Use the information in the coping box above and the arguments on the next page.

Voice your opinion by starting like this:

A: In my opinion, advertising is more likely to harm consumers than serve them. What do you think of that?

B: I believe that advertising is essential for both business and consumers. Though _____ . But _____

● Have a look at the coping box. Then do tasks 1 and 2 that follow.

───── Coping ─────

We often use **stative** (also called **non-conclusive verbs**) like think, believe, hope, guess, suppose, etc. to express **agreement** or **disagreement** with what is said to us.

○ When we agree, we use all of these verbs with **so**. E.g. 'Will man be capable of settling on the moon some day ?' 'I **think so**.'

○ When we disagree, we use.

A. the negative form of the verb followed by **so** (with **think, believe, suppose**) E.g. 'I don't think so.'

B. the affirmative form of the verb followed by **not** (with **hope, guess, suppose**). E.g. I hope **not**.

○ You will notice that **suppose** can be used either way.

① Think of a response to one of the questions and statements below using the verbs in the coping box above with **so** and **not**. Then act out a short dialogue with your partner.

A. Is what they are telling us about space laboratories true ?

B. Are we really capable of settling permanently on another planet ?

C. Have people really seen all those UFOs reported in newspapers ?

D. Space exploration is just a waste of money.

E. Today we are capable of diverting comets from their orbits.

② With your partner, prepare a short dialogue speculating about the situations below. Use the if-conditional or its equivalent forms.

● Martian invasion
● Settling on another planet

Start like this

You : Suppose/supposing/ imagine _____ ; what _____
Your partner : Well, if _____

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▶Say it in w

● Make a shor
Follow the proc

① Brainstorm
below and write

Detail / exam

Introduction

?

Solving the myster

② Now write a s
on your fishbon
important startin

Ladies and ger
I think/believe

③ Exchange dra
version of your s

● Are the p
● Are the l
● Are there
● Is there a

⑤ **Summaries** A-C below are some of the possible **inferences** that can be drawn from the last part of the lecture about friendship. Study them closely. Then listen to the lecture again and choose the best summary. Justify your choice.

A. A recent analysis shows that people who do not have affinities can't become friends. The reason for this is that everyone is attracted to a person that resembles him/her most.

B. The best way to make friends is to change your behaviour in order to become more likeable. To do this, you have to do some self-analysis.

C. You can't change your behaviour – just be yourself. Analysis proves that making friends is natural. Friends should like you for what you are and not for what you look like.

► **After listening**

① Compare your answers to task 5 above with those of your partner. Then discuss the following questions.

A. Do you notice any difference between the actual words and the inference you have made ?

B. What values does the author associate with friendship ? (Go back to task 3 on the previous page for help.)

C. Do you agree or disagree with the author's opinion about how the ideal way of making friends? Why, or why not ?

② Have a look at the coping box below. Then do the task that follows.

_____ **Coping** _____

The organisational patterns of talks/texts are sometimes not signalled by the use of link words. In these cases, you must reason logically to understand the organisational pattern used by the author. This means finding the meaning relationship between the sentences and the paragraphs of the text.

● **Task:** The paragraphs on the next page are not in order. Re-order them to get a coherent public statement. One of them is irrelevant. Write letters (A-F) in the white boxes in the diagram representing the structure of the public statement.

Appendix III

The Teachers' Questionnaire

Dear teachers

This questionnaire is part of a research work that aims to collect information which we will use to evaluate the EFL textbooks used in secondary schools as regards communication.

You are kindly requested to answer the stated questions by ticking the appropriate boxes or by giving the appropriate answers when necessary. Thanks a lot in advance for your collaboration

1- Age

Age	20-30	30-40	40-50	50-60

2-Teachers experience

How long have you been teaching (comet)and (new prospects)?

Textbook	Comet	New prospects
How long?		

Attitudes of secondary school English language teachers towards the two EFL textbooks

3-Which of the textbooks do you think is the most appropriate to teach and learn English as a foreign language?

textbook	Comet	New prospect	both

4-justify your choice?

………
………
………
………
………..

5-Is it sufficient to rely only on the textbook to teach foreign languages?

Yes ☐   No ☐

6-If no, what sorts of other materials do you suggest to supplement textbooks with?

……….

……

7-Have you noticed any improvements in the newly designed text book (New prospects)?

Yes ☐   No ☐

Attitudes of English high school teachers towards the Comet and New Prospect speaking tasks

8-What are the attitudes of your learners towards speaking tasks?

Positive	
Negative	

9-Explain your choice?

………
………
………
……………………………………………………

10-Do the two textbooks speaking tasks encourage interaction?

Textbook	yes	no
Comet		
New prospect		

11-which of the textbooks speaking tasks put more emphasis on interaction?

Comet	
New prospects	

12-Is the input of the speaking tasks introduced in Comet and New Prospects clear for your learners?

Textbooks	yes	no
Comet		
New prospects		

14-Do you think that the use of authentic input is vital in speaking tasks?

Yes ☐   No   ☐

15-are the themes introduced in the two textbooks speaking tasks motivating?

Textbooks	yes	no
Comet		
New prospects		

 16-Do the two textbooks speaking tasks encourage group, pair work?

textbook	yes	no
Comet		
New prospects		

17- What are the difficulties that your learners face when they deal with the speaking tasks?

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…………………………………………………………………………..

18- Could you please add any suggestions or comments that might help this study?

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