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**The Role of Algerian Second Generation Textbooks in the Digital Era:
Students' Expectations and Teachers' Use of First year Middle school
Textbook of English**

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Didactics

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Dedication

I am dedicating this dissertation to my best woman which has meant and continue to mean so much to me. Although she is no longer in this world, her memories continue to regulate my life. First and foremost, to my maternal grandmother whose love for me knew no bounds and, who taught me the value of hard work. Thank you so much , I will never forget you.

Next, I have to thank my inspiring parents for their endless love, support and encouragement t throughout my life. Thank you both for giving me strength to chase my dreams.

My sincere thanks also goes to my friends who shared wonderful memories with me.

Boudouissa Soumia

Dedication

To my angel in this life, to the smile of my life and the mystery of existence, to the one who her prayers were the secret of my success and her tenderness is surgical balmy, to my dearest Momy.

To the one who taught me to give without claim, to the one who I proudly bear his name, to the loved father.

To the one who supported me in every step of my journey, to the one without whom I'm nothing, to the meaning of love, respect, support, tenderness and everything good in this life, to my companion, my hero, my dear husband Ahmed.

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Abstract

While there are many educational materials, textbooks in print form have always been reliable sources in the learning/ teaching process. They are designed to meet the needs of a specific generation in a specific era. Given this claim, the present study aims to examine students' expectations and teachers' attitudes towards the use of second generation English textbook, currently used in teaching first year middle school pupils, and its role in the digital era. This study opts for a mixed quantitative and qualitative method that combines two main methodological instruments; a questionnaire distributed to one hundred first year middle school pupils and an indirect interview directed to ten teachers of English language from different middle schools and different regions. The findings of this study reveal that second generation textbook as irreplaceable guide can, at some extent, help learners meet their needs but with the use of digital devices that should be appropriate for the topics embedded in the targeted textbook.

Key words: Second Generation Textbooks, Digital Era, Digital Natives, Learning/Teaching Process, Learners' needs.

List of Abbreviations and Acronyms

2ndGT :Second Generation Textbook.

SGP: Second Generation Programme.

FGT: First Generation Programme.

CBA : Competency Based Approach.

Ms1: First Year Middle School.

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General Introduction

Change has always been at the core of education, in other words, there is always a necessity for educational reform. Needless to say, the learner's role in education is the core factor and actor in any educational system. All instructions then should turn around students and their needs. In Algeria itself, the educational system has gone through considerable changes at the primary, middle and secondary levels (Amziane 2015). The Algerian Ministry of National Education launched a new educational program in 2016 known as the Second Generation Program (SGP, henceforth). Farid Benramdane, a pedagogical advisor to the Ministry of National Education, points out that the programs of the Second Generation aim at bringing improvements upon the First Generation Program (FGP, henceforth), which were launched in 2003. (The Algerian Press Services). There are many studies about the evaluation of this change. Among their significant rationales, they examine new curriculum, syllabi and textbooks. In this study, we consider the role of textbooks in terms of its normal day to day use in teaching and learning process.

It becomes a cliché that today's' students and teachers are obsessed with digital technology and this of course has a profound impact on their learning. This is in fact is a good reason to conduct a research about the role of second generation textbooks in the digital era. Following this, this study raises these main questions:

1. Does second generation EFL textbook currently used in teaching first year secondary school meet the needs of today's students?
2. Does second generation EFL textbook currently used in teaching first year secondary school meet the needs of today's teachers?
3. Are they relevant in the digital world?

2. Research Hypotheses

We hypothesise that second generation EFL textbook currently used in teaching first year secondary school at some extent meet the needs of students and teachers. But some teachers question the relevance of the textbook as being unsuitable and unfit to learners' needs.

3. Research Aims

As our world continues to become more digital, our main aim is to examine the content of second generation EFL textbook and explore its role in the digital era.

4. Research Significance

This work can be a good academic reference in the educational research. It can help teachers, novice and experienced ones, to know more about the Second Generation Textbook (M1) and know their students views. It also be beneficial for experts and book designers to revise current textbook and examine their role in the digital era

5. Research Methodology

In order to collect valid data, it is recommended to conduct this present research using a mixed approach (quantitative and qualitative methods). To this end, an online questionnaire is distributed to 100 Ms1 students who were selected randomly because of the situation we are living (Covid 19). In addition to this, an indirect interview is directed to 10 teachers of English language. These teachers are from different middle schools, they were requested to answer five different questions about Ms1 second generation textbook and mainly about their reliance on it in the learning /teaching process.

6. Research process

This dissertation is divided into three chapters. The first chapter is dedicated to the general and basic interdisciplinary issues surrounding the topic of teaching/learning materials and digital technology. It includes definitions, roles and types of the textbook as an agent of change. The second chapter attempts to outline key theoretical and methodological considerations that guided the development of knowledge production in this study, it provides an account of the data collection instruments and the methodological approaches employed in the data analysis. This chapter includes an overview about Ms1 textbook (My Book of English), description, design and layout. Chapter three is dedicated to the practical side of this research; it is used to present a detailed discussion of the data analysis. This chapter reaches many conclusions concerning the topic being studied.

7. Research Limitations

As every research study has different limitations that may undermine the relevance of the work, our study also has potential limitations. First, concerning the sample size, we could not meet our chosen sample face to face and record gestures or verbal language. We could not also find a large number of participants to fill in the research questionnaire; we just distributed some questionnaires online while others distributed to our neighbours and some friends' brothers and sisters and collect answers from them. It was a very hard work when those participants showed a lack of interest that made us feel frustrating. Most importantly, we could not meet our supervisor and have face to face discussions. This is the hardest thing we encountered in our research .

I. Chapter One: Textbook in the Digital Era

1.1.introduction

1.2.Curriculum

1.3.Syllabus

1.3.1.Types of syllabus

1.3.2.Format of syllabus

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1.4.Textbook

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1.6.3.Digital wisdom

1.6.4.Textbook as agents of change

1.7.Conclusion

1.1.Introduction

Textbooks are produced to meet the needs of both learners and teachers, usually in educational institutions. Many textbooks are published in both print and digital formats, but today, with the rise of the Internet and the spread of content across it, teachers have found new sources to support student learning. Recent studies indicate that student-computer ratios in most American schools have reached 5.1 (five students per computer), with almost all teachers reaching at least one computer in the classroom. To support these initiatives, schools can access a wealth of free and premium content specifically designed for the K-12 curriculum. Most textbook publishers have launched digital platforms; in fact, many have switched their primary identities from traditional textbook publishers to educational science companies or digital education companies. Digital lessons can provide information with dynamic and interactive features such as simulation and video clips. Digital textbooks can also provide support features that are not possible in a printed book. To illustrate, students can highlight text, search for content, change font size, or use text-to-speech audio. This chapter then sheds important light on the relationship between textbooks and the digital era. In particular, it reviews why textbooks should meet the needs of learners and teachers and how they can be agents of change.

1.2.Curriculum

The goal of education in the 21st century is not simply acquiring knowledge or use of new technology, it is a mastery of learning process. Education should help learners to be expert learners, individuals who want to learn, who know how to learn strategically, to be prepared for a life.

The word curriculum is derived from the Latin word 'Currere' which means 'racecourse', 'run' or 'run way', on which a student runs in order to achieve his distinctions or goals, hence, etymologically curriculum means distance or part or way to be covered. In sense, the meanings of curriculum can a course of study, a content to be taught, subject matter....etc. Curriculum is a systematic organisation of courses, sequences or subjects required for graduation. If it is hard to say what this means, it is preferably to start with these quotes:

"Curriculum is the study program design to achieve the aim of education, it is planned action for instruction" McDonough, J. & McDonough, S. (1997).

"Curriculum is a plan for providing learning opportunities to achieve broad goals and related specific objectives for identifiable population by a single school centre" Alexandre and Sylers(1974)

*"Curriculum is all of the activities that are provided for students by the school"*Alberty.H and Alberty.E (1962)

"Curriculum is the total effort of the school and out of school situation" Saylor, B.G. Alexander, W., & Lewis, A. (1981).

*"The curriculum should consist of permanent studies-rules of grammar, reading, rhetoric and logic, and mathematics (for the elementary and secondary school), and the greatest books of the western world (beginning at the secondary level of schooling)".*Robert Hutchins (1936):

As it is stated above, there is no fixed definition of curriculum, in other words, this term itself has been defined by different writers and in different ways. Following these views, it is clear that these definitions visualised curriculum as an activity under the control of school or educational institution. It is a vital social perspective and human being experience. Furthermore, it must be said that curriculum is a course of study that is directed at some aims, or set of aims. These are the things we want students to know when they finish school, generally to achieve this, we break school up into various subjects (maths, English, music... Etc) and then create sub goals for each of these subjects as well. The most important in what is being discussed so far is the idea that curriculum is a tool in the hands of the teacher to mould his student according to his aims and objectives in his classroom. It includes all those activities which are utilized by the school to attain the aims of education.

Now, the question we may not think to ask is whether or not this way of dividing up students' time at school is something of separate subjects? What would be the implications of not teaching in this Way? One of the problems, of course, is that we have always taught in this way, so for example asking a Maths teacher to teach across the curriculum is likely to be resisted, but the real question we probably need to ask is what is in that we really do it want or kids to learn?. Apparently in this use of the word curriculum, the meaning is understood to pertain to children, it means so much of what kids learn at school has been decided for them (in curriculum documents) and that all to much of that places the students in the position of

passive receivers of learning but surely what we ought to be trying to help kids learn is how to be active and involved members of a democratic society.

1.2.1. Types of Curriculum

1.2.1.1. Separated Subject Matter

It is a curriculum that includes a number of independent study materials. A specific time is allocated for each subject. The Arabic language materials are divided into reading, writing, grammar, creation and archives. Each department has a special time or class, this section is taught separately from the rest of the language subjects, and so on in the other subjects. The following characteristics of this approach are observed:

- a. The goal is to master partial knowledge in every section of the subject. Perfection here is memorization, ticket and knowledge.
- b. The curriculum clarifies who are less officials or specialists in the academic subjects, especially the educational supervisors.
- c. Each part of the course has a separate goal. Students must achieve all of the set goals.
- d. Curriculum comprising a large number of separate subjects: (history, geography, national education, etc.)

Teaching the subjects separately or independently or students lose the ability to see their integration, and lose them the ability to face daily life problems. The problem of life does not depend on solving it on any part of the article. Writing a letter, for example, requires knowledge of rules, spelling, creation, computer, communication ... etc. A student cannot confront such a situation by studying separate partial materials.

The school curriculum is crowded with enormous information in every part of it. In order to master the rules, you must learn all the rules. In order to master the literature, you must learn all ancient, modern, local and international literature. Thus, the curriculum has many details that it is difficult for the student to take note of. The student must remain calm so that the teachers can explain all the subject matter. Thus, the share of the teacher and the teacher's talk became without sufficient opportunities for dialogue and discussion.

1.2.1.2. Assignment Curriculum

This approach is due to the ideas of the educator Helen Parkhurst at the beginning of the twentieth century, where a new method was applied in the town of Deltene on the basis of:

a. dividing the academic program according to the months of the academic year, so that the student studies a section in each month, and the student intends to complete this section. Therefore, this method was called: the contract method, i.e. an agreement between the teacher and the student. The student is free not to adhere to a specific schedule or classes. Rather, he is entitled to go to any class and distribute his time as he wants, provided that the contracts he signed are adhered to.

b. The school division shall be canceled into regular classes. This replaces the setting of classrooms or halls, in which a room is designated for each subject. If the student wants to learn the language, he goes to the language hall, and so on ...

c. When a student gives an appointment for his studies, the teacher makes sure that the appointment includes the following: guidance on the appropriate way to study, a simplified presentation of the academic subject, practical methods and models, questions and activities and references needed by the student.

To be brief, the disadvantages of this method are that it still focuses on the subject matter, not the students' lives, needs and inclinations.

1.2.1.3. Broad Fields Curriculum

This curriculum appeared as a reaction to the separate curriculum, curriculum, as the student program was crowded with a large number of subjects. Some thinkers considered the necessity of organizing the school curriculum to include a number of broad fields, and each field includes a number of decisions.

History, education, patriotism, rhyme, and sociology are all organized in a field called social sciences, general sciences, biology, and geology. They are organized in a field called

sciences, and so on; the curriculum is from specific fields. The advantages of this approach may be: finding correlations between a number of subjects, reducing the size of the subjects in the student's schedule and increasing the student's ability to face problems in a holistic, non-detailed manner, as the broad field opens up greater prospects for the student than a limited study subject.

However, this type of curriculum did not solve the basic problems of students and was accused of a number of negatives. It not differ much from the separate materials curriculum, so each material remained as if it were independent within the field, and the same material and the same contents remained within the field. Students get simple information about each subject instead of the basic information that the independent curriculum provided.

1.2.1.4.Fusion Carriculum

This curriculum is based on finding strong relationships between the subjects or fields of study, so that they merge with each other, so there are no longer social or human subjects. It has suggested combining language with social sciences, arts, or natural sciences in one subject without distinguishing between its parts, but the effects of many educators are a sharp criticism of this curriculum that it does not help students to know the different academic subjects and the limits of each subject and cannot delve into any of them.

As a result of this objection, the merging curriculum has been modified so that the curriculum is a set of problems instead of a set of materials. A problem such as the problem of structure, the problem of immigration, or the problem of unemployment can be addressed in this curriculum through a number of subjects.

The problem of the environment, for example, has to do with social, cultural, economic and political conditions, and it can be studied through these conditions and the role of each in solving this problem. Thus, this approach achieved the following advantage which is helping students to confront problems in a holistic and serious manner, it integrates the subjects into real life.

However, the criticisms leveled against him are neglecting some aspects of the subject and neglecting to delve into the academic subjects, which makes the study formal or superficial.

1.2.1.5. Activity Curriculum

This organization in the curriculum is based on the necessity of paying attention to the activities carried out by the students, as they practice direct practical experiences through this activity, and the students choose what activities suit them related to their needs and problems. The subjects are not taught for themselves, but are taught through their connection to laboratory activities. Students actively collect information from a variety of sources. They carry out activities in observing phenomena, following events, experimenting with some ideas, and applying some situations. Through these activities, they learn a lot of information related to the subjects, practise colors of activity such as:

1. Mental Activity: Research, Meditation.
2. Physical activity: healthy, motor, and athletic.
3. Individual, marital, group, or group activity.
4. Writing reports and conducting experiments.
5. Accidents and discussions.
6. Create exhibitions and museums.
7. Planning for work and life, planning trips for productive projects.
8. Voluntary and charitable activities.
9. Professional activities.
10. Recreational activities: parties.
11. Democratic activities, elections, decision-making, formation of bodies.

The carrying out of these activities by the students makes them experience important practical life experiences, helping them to integrate fully, physically, mentally, socially, and emotionally.

This in fact helps learners to satisfy their needs and preferences, and to link study to their lives and problems, which makes school life more enjoyable. It puts them in front of integrated situations similar to what they face in life, which makes them more mature and more able to assume responsibility for their learning and responsibility for their future lives. Additionally, students are accustomed to self-employment, independence, endurance and perseverance.

Criticism of this curriculum is that it is difficult to find qualified teachers to supervise the activity, or to create a school system that allows all of these activities or to provide the materials and tools necessary to practice the activity.

1.2.1.6. Core Curriculum

This curriculum is based on achieving part of the curriculum which is implemented in part of the school day to become an axis revolving around a specific problem. It allocates the rest of the school day for regular school subjects. The axis is part of the curriculum that is implemented in a part of the school day that is repeated over a specific period of the semester, and an axis such as "social life or social relations" can be chosen. It is allocated part of the school day. And organize the study on this axis as follows:

1. The Impact of religion on social relationships: Religious Education.
2. Historical development of relations between people: history.
3. The impact of geography, location, and climate on relationships: geography.
4. Economics and Social Relations: An Economy.
5. Sports and its impact on relationships: sports.

Thus, the axis is discussed through a number of subjects, and this requires that teachers gather together, plan and prepare the axis, and make plans for its teaching, this axis may be long over a year or a semester, and it may be short for a week or less.

This type of curriculum in this way enables all students to learn a common subject, often linked to their needs and problems. The product of the opportunity for students to choose other subjects from subjects taught outside the axis which helps to link the study to their tendencies and interests. In addition to that, students understand the extent to which the different subjects are related, and how they are synergistic in achieving common goals.

As for the criticism directed at this pivotal approach, it is definitely the difficulty of coordination between teachers of different subjects, especially in the stage of implementing and teaching the axis.

1.2.1.7.Units Curriculum

The unit is part of a course, or a subject in a subject or a problem in a subject such as: (man and space, petroleum in our lives, feel displaced, population growth, family planning, quadrants, unemployment, and professional work). The unit is chosen, and the various activities are objectives, concepts, generalizations and principles. And methods of teaching, and methods of evaluation, and we unite in the unit the required information, skills and directions. It can also contain the necessary teaching aids and references, the unit can be taught by one or more teachers, and it can also be taught by students.

Curriculum units have spread to become a hallmark of most curricula in the world. Among its advantages is that the units are more related to working life, students' needs and problems than independent study materials. Therefore, the student feels that he is studying an integrated topic. When he studies a poem, he studies with him about the writer's life, the social life in his era, the rhetorical rules and images in it, and some rules of exchange and grammar. It provides an opportunity for self-activity or cooperative education, in addition to everyone's activity.

Though this, it may take a long time and may not lead to a deeper study in each subject. The student is restricted to a specific study and to achieving specific goals.

1.3.3. Curriculum Design

It is a method that contributes to setting the curriculum within a specific educational framework, and helps the teacher in knowing all the detailed components of the curriculum that he will study, and also defines the design of the curriculum, as the means that combines all the contents of the curriculum, such as: goals, evaluation methods, and supporting media, And multiple activities, solutions to curriculum book questions, and other content. This contributes to supporting the teaching style of teachers, making them more able to interact with students, and making efficient use of the time allotted for the class.

There are general requirements for the process of designing, planning and developing curricula. When designing, planning, and developing curricula there are several general requirements that can be summarized as follows:

1. Defining and choosing the philosophical theory, the theoretical model adopted by the curriculum, and the strategy it follows in implementing it;
2. Determining the curriculum elements that will be covered, such as: objectives, content, activities, and experiences that we seek to provide to students, then define appropriate evaluation methods;
3. Defining the relationships between the different components of the curriculum;
4. Defining the administrative requirements represented in the procedures and conditions necessary to implement the curriculum, evaluate it and improve it.

There are many important general principles for curriculum design; the most important ones are as follows:

1. The design must be flexible in order to meet the interests and needs of students, and also take into account the requirements of preparing them as good citizens in society;
2. It must be comprehensive so that it provides all the cognitive, emotional, social and motor experiences required by the stage of student growth, which the school can take into account;
3. It must be based on social problems in the community;
4. It provides opportunities for active and active participation of students in building and developing the curriculum, its implementation, evaluation and improvement;
5. It clarifies the type and specifications of the curriculum elements, including objectives, content, teaching and learning activities, and evaluation method;
6. The proposed design has to clarify the type of relationships that must be present in the various components of the curriculum.

The design of the curriculum depends on a set of foundations, which are: *the philosophical basis, the social basis, psychological basis and knowledge basis*

1. *The philosophical basis*: it is the basis that aims to design the curriculum according to the prevailing thought in society, or the state. Acceptable, applicable and philosophical foundations of curriculum abound; each distinct orientation influenced education, and notably the field of curriculum, for a considerable period of time. No doubt that the philosophy of a school and its officials has a direct bearing on the goals, content, and organization of its curriculum. A philosophy of education has always had an impact on schools and society; it

tends to determine educational or curriculum decisions. According to John Dewey (1916), the leading advocate of this perspective, philosophy is the all-encompassing aspect of the educational process.

2. *The social basis*: it is the foundation that reflects the nature of the areas of public life within the content of the curriculum, such as: religious values, customs, heritage traditions, and moral directives. „, cause that, the social foundations play a major role in outlining an educational theory and discussing the most suitable learning theory to adopt for a comprehensive curriculum. Schools and society must have a strong relationship for a curriculum to be accepted and trusted. The transmission of cultural heritage from generation to generation is the primary mission of a society’s educational system. In the educational process, school is a vital institution, and so is society at large. A curriculum content, activities, and environment indirectly help shaping and socializing students.

A society’s values and norms govern interpersonal relations and produce a model personality and it reflecting the attitudes, feelings, and behaviors shared by most members of that society. As for developmental theories, they maintain that maturation and appropriate societal experiences are necessary to move the individual from stage to stage. Researchers and educators realized that basic needs in learners (personal, social, and economic) must be satisfied for actual learning to take place. In the case of curriculum, developing a social-issues curriculum, along with a core curriculum, may also help focus on resolving issues of importance to individuals and society. Analyzing the social foundations of education and schooling, several an answered questions remain; do schools make a difference in knowledge and procedures learned.

3. *Psychological basis*: It is the foundation that is concerned with the awareness of the psychological nature of students, based on studying the academic stages and assessing the way they interact with them, based on the advice of specialists in educational psychology..... Just like good teaching (which effectiveness is known only when genuine learning takes place), a curriculum has worth only when students gain long-term knowledge. Both teaching and learning are essential processes to curricularists. To enhance those two processes, curriculum needs to be organized in a certain way, based on a psychological theory of learning. Three major schools of thought in psychology embody the psychological foundations of education and curriculum. They are:

(1) Behaviorist or association theories which deal with various aspects of stimulus-response and reinforcers, i.e., conditioning, modifying,,,,,,

(2) Cognitive information processing theories which account for the significant role of the environment and the way the learner applies information. This implies that the focus is on student's developmental stages and multiple forms of intelligence, as well as on creativity, critical thinking, and problem solving.

(3) The phenomenological, humanistic theories which consider the whole child as a social, cognitive, and psychological being. This entails countless alternatives in learning since the emphasis is on the ever-changing learner's needs, feelings, and attitudes.

d. Knowledge base: is of a set of sources and knowledge references that contribute to enriching the content of textbooks with sufficient information on their topics and that contribute to developing the student level taking into account all its aspects, especially psychological and social side.

1.3.Syllabus

The syllabus is the primary document that guides and directs teaching. The term 'syllabus' is defined in many ways according to theorists. Widdowson (1984) defines it as a framework within which activities can be carried out a teaching device to facilitate learning. That is the guide to a course or what will be expected in the course. Generally, it includes course policies, rules and regulations required texts, and a schedule of assignments. To fully elaborate this, syllabus is an outline and summary of topics to be covered in an education or training course, it is often either set out by an exam board, or prepared by the professor who supervises and controls the course.

It is worth mentioning here that 'subject curriculum' is deemed as synonymous with 'syllabus' Steyn (1984:21; 1985:9; 1988:7) and Calitz (1982:2-3) Warwick (1976:22) regard the syllabus as the academic content in a subject. In the same line of thought, Steyn, Badenhorst and Yule (1987) describe the syllabus as the structuring of content for a specific subject that is organised in subsections, providing an idea of the work that should be done during the course of a year. Van der Walt and Combrink (1988) describe 'syllabus' as a statement of what has to be learnt during a particular period.

These statements may provide and justify the view that any syllabus must have a significant role:

1. A syllabus specifies the work of a department and the subsections of work done by specific groups the sequencing of content is either intrinsic in the theory of language learning or the structure of specified material that is relatable to language acquisition, but restraints may also influence sequencing;
2. it is linked to time; it is a document that directs administration; it is negotiable, because it is only partly justified on theoretical grounds;
3. A syllabus is a public document that expresses accountability, and - it can only state what is taught, but cannot organise what is learnt, it can tell you nearly everything you need to know about how a course will be run and what will be expected of you;
4. A syllabus usually contains specific information about the course ,such as information on how ,where, and when to contact the lecturer and teaching assistants an outline of what will be covered in the course a schedule of test dates and the due for assignments the grading policy for the courses, specific classroom rules ;etc
5. Syllabuses are used to ensure consistency between schools and that all teachers know what must be taught and what is not required.

1.3.1. Types of Syllabus :

Three different syllabus types based on the communicative approach are discussed here. These include the Situational Syllabus, and the Functional-Notional Syllabus, and the Task-Based Syllabus, which is discussed in more detail.

1.3.1.1. The Situational Syllabus:

Is one in which the content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting. Yalden (1987) describes examples of situational syllabi in which students are initially presented with a "problem situation" or "illustrative situation". This "problem situation" is then followed by drills and

inventions and then by "practice situations". It is thus evident that the different situations created in Situational Syllabi determine the language structures to be learnt

The aim of the Situational Syllabus is communicative competence; the nature of its contents will not necessarily lead to total communicative competence. This shortcoming led to the development of the Functional-Notional syllabus. Another purpose of a situational language teaching syllabus is to teach the language that occurs in the situations. Sometimes the situations are purposely relevant to the present or future needs of the language learners, preparing them to use the new language in the kinds of situations that make up the syllabus.

Situational syllabi can also lead more directly than others to learners' ability to communicate in specific settings, especially for highly specific and predictable settings. Situations also provide contexts of discourse in which form and meaning coincide, and the form-meaning relationship can be reinforced (going beyond sentence level to discourse level)

The use of situations in language teaching can help to provide some social and cultural information about the language and its users in a nondidactic way; well-prepared situations can show how native speakers act and what they talk about and are concerned about.

1.3.1.2 Functional Syllabuses :

when we deal with this type of syllabus, it is important to first clarify the definitions of the terms the term « function » refers to the communicative purpose of the speaker. These functions can be personal, interpersonal, directive, referential or imaginative and they can either be expressed through fixed formulae in the language or communicative expressions (Finocchiaro&Brumfit, 1983). Thus, the functions to be expressed depend solely on the speaker.

Finocchiaro and Brumfit (1983) stated that specific notions can be defined as words following the functional expression. 'Notions' are thus meaning elements which may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives, or adverbs. Notions then will depend basically on three factors: the functions, the elements in the situation and the topic.

Finocchiaro and Brumfit(1983) make use of another term 'exponents' which means ,the language utterances or statements which stem from the function ,the situation, and the topic .they are the language forms a speaker uses to express (to complete or realize)a

message :to indicate an awareness of elements in the situation (social roles, for example which will influence the formality of the conversation) ;and’’ to keep’’ the topic when it is important to do so ,as in an interview . Again, Finocchiaro and Brumfit (1983) summarized these exponents as follows:

Function	Situation	Specific Notions
Communicative expressions and/or formulas	People Place Time topic	nouns Verbs adjectives adverbs structure words miscellaneouswords

The aims of Functional Syllabuses can be :

1. setting realistic learning tasks in which full-class or individualized instruction may be utilized;
2. providing for the teaching of everyday, real-world language use in a variety of sociocultural situations in which features of pronunciation, vocabulary, grammar, and culture are selected and graded according to their priority in actual communication, and intermeshed meaningfully from the first lesson at the beginning level of learning to serve the learner's immediate communicative purpose;
3. leading us to emphasize the need for numerous, varied, receptive activities before rushing learners into premature performance;
4. recognizing that while the language used in any speech act should be based on the situation or setting in which it occurs and be grammatically and semantically appropriate, the speaker must, above all, have a real purpose for speaking and something to talk about;
5. The act of communication, even at elementary levels, ·will be intrinsically motivating simply because it expresses basic, universal communicative functions of language and

because it makes use of notions that are most appropriate to complete the specific function or functions being expressed;

6. enabling teachers to exploit sound psycholinguistic, sociolinguistic, linguistic and educational principle, they can develop naturally from existing teaching methodology. Curriculum writers and teachers may, thus, use an eclectic approach, taking what has been found best and most suited to their teaching personalities from the direct, audio-lingual, structural, situational, or any other method and integrate relevant features of each into a functional-notional approach.

1.3.1.3_Task based Syllabus:

Is based on task_basedlearning ,an approach where learners carry out tasks such as solving a problem or planning an activity. The language learnt comes out of the linguistic demands of the activity; a task _based syllabus is structured around a series of these tasks.According to Loschky and Bley-Vroman (as quoted by Skehan, 1998:277), tasks can be divided into three categories: possible, useful and necessary. They propose that "if a teacher wants to make progress, one has to use the third of these conditions, and devise tasks which 'force' the use of particular structures" (Skehan, 1998). This means all the benefits of a task basedapproach, namely "normal communication and triggering of acquisitional processes" (Skehan 1998) are combined with a systematic approach to instruction.

For Skehan (1998:277), a different approach to choosing tasks can be taken. A lesson could start with a "real-world task", even if the language required is beyond the learners' current proficiency. This task will point them ahead and start to trigger their natural acquisitionalprocesses, and will motivate them. "Then, pedagogic tasks are designed which are based on such real-world tasks but which are more accessible to the learner" (Skehan, 1998:277).

As can be seen from the above-mentioned examples, there are many ways to implement the task-based syllabus in the classroom. It would be very difficult within the context of a process task-based syllabus where the students choose the activities and the way in which they are going to approach the tasks. However, in the case of a procedural task-based syllabus, the teacher has some control over the choice of activities and should therefore aim

for communicative competence with the focus on meaning and sensitivity for the form of the language.

Task_based learning helps students do this because it forces them to do something in class that they would do (and probably have done) in their own language ...it replaces the « traditional » classroom with real_life situations that allow them to answer or solve real problems. The intent of task_based learning is to use learner's real_life needs and activities as learning experiences, language for is learned through language use.

Task_based learning is structurally geared toward language learning or acquisition because the tasks is part of a language learning environments or program. The theory of language most closely associated with this type of syllabus is communicative; it is very powerful and widely applicable. It is suitable for learners of all ages and backgrounds. It addresses the crucial problem in language teaching: transfer, directly by using active and real tasks as learning activities. Moreover, it can be very effective when the learners are engaged in relatively similar out-of-class activities.

1.3.2. Approaches to syllabus design

The classical humanist approach: it is characterised by the promotion of generalisable intellectual knowledge that is transmitted from one generation to the next. An elitist group guards the culture, knowledge and standards. Syllabuses are subject-centered and content is central to the syllabus. The content is selected from an analysis of the subject matter into its constituent elements of knowledge.

1.3.2.1. The progressivist approach :

Progressivists believe that individuality, progress, and change are fundamental to one's education. Believing that people learn best from what they consider most relevant to their lives, progressivists center their curricula on the needs, experiences, interests, and abilities of students. Progressivist teachers try making school interesting and useful by planning lessons that provoke curiosity. In a progressivist school, students are actively learning. The students interact with one another and develop social qualities such as cooperation and tolerance for different points of view. In addition, students solve problems in the classroom similar to those

they will encounter in their everyday lives. Progressivists believe that education should be a process of ongoing growth, not just a preparation for becoming an adult.

1.3.2.2. The reconstructionist approach :In this approach, methodology is learner-centred, and experiential learning is favoured above practice or memorisation. Learners are assisted in developing learning-how-to-learn strategies to develop the life-long learner. Individual differences are dealt by allowing each learner to develop at his own pace and at his own level, while assignments are negotiated.

1.3.3. Competency based syllabus

Competency-based learning is an approach to teaching and learning that is often used to learn specific skills from abstract learning. It differs from other unrelated approaches in that the learning unit is very fine-grained. Instead of a course or unit all individual skills / learning outcomes, known as proficiency, are one unit. Another common component of competency-based learning is the ability to completely skip learning units if the learner can actually demonstrate mastery. This can be done either through a prior learning assessment or formative test.

Learning-based competence is also learner-centered and works naturally with independent study and with the trainer as facilitator. Learners often find different individual skills more difficult than others. This learning method allows students to learn those individual skills they have difficulty in their pace, practice and refine as much as they want. Then, they can move quickly through other skills that are more skilled.

What it means to be proficient depends on the field learning (in subject matter). On a subject that could affect safety, it would be customary to expect complete learning that could be repeated every time. In abstract learning, like algebra, the learner may only be to demonstrate that they identify an appropriate formula, for example, 4 of 5 times since when using that skill in the next proficiency, the solution of the formula, will usually allow the learner the opportunity to discover and correct their mistakes.

Competency-based learning is an educational method that can be applied in many fields and learning environments. It is an area of educational research and not sufficiently understood in one, one learning domain. It is efficient and potentially lower-cost degree/credential options for students. It guarantees greater understanding of learning

outcomes throughout the academic, institution courses, learning resources, and assessments aligned to well-defined goals. It motivates students and increases their retention and completion rates, particularly when prior learning can be applied to degree progress

1.4. Textbook

It must be mentioned that it is really difficult to define textbook in a single definition. A textbook is a collection of the knowledge, concepts and principles of a selected topic or course. It is usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher guides, which provide you with supplemental teaching materials, ideas and activities to use throughout the academic year.

According to Oxford Advanced Learner's Dictionary, a textbook is defined as "*a book that teaches a particular subject and that is used especially in schools and colleges*" (OALD, 2000, p. 1238).

Tomlison (2011) defines the textbook as one the material used to help teachers teach learners. Tomlison continues saying that it is the most convenient of material presentation, it also helps learners to achieve consistency and continuation, it gives a system of learning to learners, cohesion and progress and it also help teachers to prepare and students to revise.

A textbook is defined as an effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, a reference source for students, asyllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence (Cunningsworth, 1995 as cited in Awasthi, 2006: 2). Cortazzi and Jin (1999) refer to a textbook as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured programme and it guides students and teachers to follow the steps taken in previous lessons. A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable, written by experts and authorized by important publishers or ministries of education.

Hutchinson and Torres (1994) state that a textbook is a guide for teacher in teaching, and for learner to review knowledge. It is also considered as a record for measuring what has been taught by the teacher. They say that “*the textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in (various) countries... No teaching-learning situation, it seems, is complete until it has its relevant textbook.*” (1994, p. 315)

Furthermore, Hutchinson and Torres (1994) refer to textbooks as effective agents of change, playing a significant role in innovation. They indicate that textbooks introduce change gradually within a structured framework and create a supportive environment for teachers in potentially disturbing change processes, helping them to feel more confident to demonstrate new methodologies and relieving them from the burden of responsibility for introducing change. They argue that textbooks have a vital importance in teaching the English language, especially at an elementary level, and they become even more important in periods of change.

Gray (2000) defines textbooks as “ambassadorial cultural artifacts” (Gray qtd. in Litz, 2005, p. 7) and says that students can improve their language skills by using them as a useful means in order to stimulate discussions and cultural arguments.

This definition seems to cover many things. Generally, textbook is defined differently by different writers. It depends on how and in which context textbooks are used. They have one thing in common: that is textbook source of material for both teacher and as well as learner. This definition looks to be useful for current study.

1.4.1. Role of textbook

Sheldon (1988:237) argues that textbooks symbolize “*the visible heart of any ELT program*” and they offer significant advantages for both students and teachers. In his view, students’ opinion is that published materials (textbooks) are more trusted than home-produced photocopied teachers’ resources, which are regarded as less valid. Their view is based on the fact that textbooks are written by eminent experts in the field of language teaching. The effects of using a particular textbook, therefore, depend not only on its promoted approaches and methods and its content, but also on the expectations of the learners and the general view of textbooks in the learners’ culture.

Efficient textbooks provide structure and syllabus, effective language models and input and a variety of learning resources. They maintain quality of teaching and help standardize instructions. They help students understand how various parts of the course are interrelated. Additionally, textbooks are easy for students to take home for study; they provide an outline that the teacher can use in planning courses, units and lessons. .

Yet, textbooks may contain inauthentic language (don't represent the real language), they may not reflect students' needs (may not relate to students' life background). They can diskill teacher and limit the opportunities for negotiations. They tend to be general, non-controversial and bland.

1.4.2. Types of Textbook

There are may be two types of textbooks: print (paper) textbooks and digital textbooks. Print Textbooks (known as traditional textbooks) are textbooks that are printed on paper. Digital Textbooks (known as eBooks or electronic books) are of digital version.

Technology has become the most important part in the society, however it is used every single day in every domain even education; so, the question that still remains all the time, do we need textbooks in schools? Some would argued that textbooks are obsolete in the age of technology with the position that electronic devices such as tablets and cell phones make a good replacement, the advancement of technology has changed the way we learn things in school. Lee et al.(2013) suggested that digitized forms of textbooks “*will potentially replace existing paper-based textbooks in the school curriculum*” (32). These devices decrease the amount of paper works given by teachers to help save our ecosystem, with these devices the teachers are allowed to customize students learning. They might make our works fast but they come with consequences, let us see the different points that make every type of textbooks better than the other one: hand held technology have a wide range of health problems including Computer Vision Syndrome which causes headaches, dry eyes and blurry vision.

Now let us talk about features. According to 68% of young adult students with devices use for reading appreciate that they can read in any light condition, store a lot of book with one touch and carry it any where, books with physical aspects do not look like the digital devices, it can give a more natural experience by flipping the pages and take notes. From the easiest gifts for the reader, according to 66% of young adult students, printed books are better, they are friendly and they don't require power. Ebooks on the other hand are the opposite of these

reasons which made it difficult for them to read, also they cause eyestrain. About the cost, 86% of students who have devices find ebooks cheaper than printed book, printed books just cost more.

About learning and comprehension, according to an interview with young adult student all of them retain information longer when they read in printed format than on digital. Millar and Schrier (2015:182) mentioned that *“simply prefer print to digital, and they also believed that printed textbooks were more convenient than electronic textbooks”*

After this analysis, students have listed three characteristics that they love in both ebooks and printed books, ebooks are convenient, can be stored in one single device and can be read any time ,any where ; while printed books are said to be authentic, classic and collectible. So ebooks and printed books have their own characteristics and they differ from person to person on which one to use , it is absolutely depends on personality and the own preferences of the reader and also depends on which format best serves a certain situation.

1.5. Textbook Evaluation

Books are written for many different purposes, some books are written for children, some written for entertain, other books can be used for academic projects, but books need to be evaluated for: Accuracy/ Documentation/ Objectivity/ Audience/ Currency/ Relevancy. What do they mean?

1. Accuracy: deals with the credential of the author's source;
2. Documentation: The book should have sources in the end;
3. Objectivity: Each book have clear focussed objectives;
4. Audience: The book is intended for a specific researchers or learners;
5. Currency: When dealing with a new addition which is supposed to to be more current and updated.
6. Relevancy: Sometimes the book can work for some specific research needs but it is helpful when looking for the next addition with updated information.

The process of evaluation *“is basically a matching process: matching needs to available solutions”* (Hutchinson_ Waters, 1987:97). According to Rosenbuch (1991) evaluation is the process which helps the learner decides whether continue using the program or rejecting it. So, we can say that textbook evaluation or program evaluation means to study the planned program and see whether it is working and functional or not.

The reason that teachers need to evaluate textbook is to check their suitability for their student's needs, objectives and wants as well as "*their own teaching styles*"(Richard, 2007). Weir , Roberts (1994) and Nevo (1977) argue that it is important to evaluate a textbook to improve it and they view that evaluation giving the knowledge on the aims, designs, implementations and points out the process of indicating and evaluation is responsible for the implementation and outcome of educational activities and during the development it improve the product and quality of education. After completion of final product it demonstrates it. Nevo (1977: 127) Also Awasthi (2006) and Tomlinson (2003) were from the supporters of the importance of evaluating a textbook. It is an important part of teaching to evaluate a textbook of language teaching materials, and it is also necessary to know that the material of teaching learning process is effective or not and how the presentation of material is made, and what kind of learning tasks and the way the course are designed... (Rea-Dickins and Germanie, 1994: 5).

It is too hard to evaluate a textbook because we are dealing with the different levels of students, but it is necessary to do so because the decision making has a great deal with the success or failure of the evaluated textbook. So the teacher according to Cunningswort (1995) should take into consideration these important criteria for textbook evaluation:

- a. *Aims and Approaches*: It is in line with the statement of Cunningswort (1995) that "Textbooks need to match the objectives of language learning program and should be correspond to learners' needs";
- b. *Design and Organization*: It is mentioned in the statement of Lee, Marni (1980) that "the lay out of the lesson or units should be influence the utilization of the book in the classroom ";
- c. *Language Content*: Students should be able to use and develop their own vocabulary outside the classroom, it is in line with the contribution of Harmer (2007) that "Textbooks can be systematic about the amount of vocabulary presented to the students and allow them to study on their own outside the class";
- d. *Skill*: Any textbook should contain questions to practice and should consider the level of the learners to allow them use their skills easily, it is in the line of Hutchinson and Waters statementstatement (1987) "Opportunities for learners to use their existing knowledge and skills";

- e. *Topic:* Richards (2001) states that : " Textbooks provide a variety of learning resources .it is because, they are often accompanied by workbooks that can be provide a rich and varied resource for teachers and learners ";
- f. *Methodology:* The students here should be active when searching ways to solve problems , like it is mentioned by Romero (1975) : " A good textbook should have a teache'r manual. It should explain the methodology of the course, so that the teacher knows exactly what is expected from him and why".

As mentioned by Hutchinson and Torres (1994), the more explicit instructions in a textbook, the more it is likely to be a script, and the less appears for the teacher to decide and work out.

1.6. Textbook in the Digital Era

Textbooks are relatively easy to use. The same does not necessarily apply to digital resources, which may require technological expertise - on the part of the teacher or school specialist - to implement them well. Moreover, teachers 'beliefs about technology integration remain barriers to adopting digital content in the classroom there is also a cost issue. Well-equipped schools operate digitally, often reallocating their written budgets to purchasing these materials. However, many schools struggle to cover transportation costs. Likewise, some schools, especially those in rural communities, find it difficult to access the wireless or high-speed Internet services needed for digital learning: in 2016, 39 percent of rural areas lacked broadband internet.

Technological know-how are not the only obstacles. Sources of digital education also differ in quality, and choosing the right content can be a major challenge for schools and this means that the teacher's ability to evaluate and choose digital content becomes an important requirement for digital learning. Teachers should be able to find the right resources for their lessons - and ensure that they are of high quality, standardized, and current tools compliant. Without these skills, teachers struggle to integrate technology and digital content with their teaching methods. Most teachers rarely get the chance to learn how to evaluate, select, and integrate digital resources in the classroom.

1.6.1. Digital Era

The emergence of digital technology represents an important turning point in the history of transmitting and accessing knowledge, after the transmission of knowledge depended on material vessels, such as: clay tablets, papyrus, paper and leather, then the paper that was initially used to record manuscripts, then the printed book container in the middle of the fifteenth century AD, then things became a passenger in the rapid and successive development, as a result of the emergence of communication and information technology that changed the lives of people a lot in the past two decades ; Educational renewal in the field of technology has become a necessity necessitated by the modern era variables, in order to benefit to the fullest extent possible from the new advanced technologies. This is not done spontaneously, but must be done in the light of scientific research devoted to education and treatment of its problems and in a deliberate and careful way that addresses all groups, and raises a generation that knows how to benefit from this tremendous technological development, and harness it in its interest, and it promotes it in the field of scientific research. It contributes to cutting the stages in the manufacture of this technology, so at least let it make good use of it, not to make it a way to destroy what is left of it. Binary defined the digital world as the tremendous development in technology and the set of devices that deal in the language of one and zero (binary, and one of the most of these devices An indication is a device A computer, and other examples of digital devices are the calculator and smart phones, and smart watches, and there are a lot of digital devices in our world that have been manufactured and that will be manufactured in the future and the main reason we called these devices “digital devices” is that they deal and communicate in a language 1 / 0; cause we have become largely dependent on these devices in our lives ,

In fact, digital devices in general have achieved many benefits for humans, they have saved humanity from hard work, and it is also much more accurate and faster than people to do business, in addition to that it facilitated communication between people through phone calls, travel methods and added technologies in all aspects of life in particular. In the field of education and scientific research, it has become a tangible reality in the field of scientific research, as it is the magic road to information. The researcher has become able, thanks to communication technology and digitization of information, to navigate the comprehensive digital libraries, specialized programs and websites of universities and centers. Provide the right place for any information he wants in his field.. This is because of the enormous capabilities of this technology to search in the bibliographies, texts and other types of inputs

in these programs, and provide it from anywhere in the world constantly, and the possibility of storing and retrieving information, with an amazing facilitation .

1.6.2. Digital natives vs. digital immigrants

The terms "digital native" and "digital immigrant" were popularized by education consultant Marc Prensky in his 2001 article entitled *Digital Natives, Digital Immigrants*, in which he relates the contemporary decline in American education to educators' failure to understand the needs of modern students. His article posited that *"the arrival and rapid dissemination of digital technology in the last decade of the 20th century"* had changed the way students think and process information, making it difficult for them to excel academically using the outdated teaching methods of the day. In other words, children raised in a digital, media-saturated world, require a media-rich learning environment to hold their attention, and Prensky dubbed these children "digital natives". As proclaimed by Prensky, people who were not born in the digital era and later adopted the new technology are named as *"digital immigrants"* whereas people who were born during or after the digital era are dubbed "digital natives". Digital era begins in 1980. As such, based on Prensky's definition, the adults aged 40 and above were categorised as "digital immigrants" who are considered today as actively involved in performing day-to-day activities and learning using technology. A research finding shows that older adults (aged 65 years and above) have a positive attitude towards using learning technology to perform their daily activities or interests such as sending emails or surfing online. Nevertheless, the learning process is a struggle with complex emotions and different task-achievements. There should be time allowed for older adults to master the new skills and care must be taken into consideration when they are learning. On the other hand, older adults still lack confidence in using Internet applications.

On the one hand, it is believed that older digital immigrants prefer to talk on phone or in person, do not use text or use it sparingly and reluctantly, they prefer receiving information slowly: linearly, logically, and sequentially, prefer singular processing and single or limited tasking, prefer reading text (i.e., books) on processing pictures, sounds and video. Furthermore, Digital immigrants see high value in deferred gratification and rewards. They use the Internet to gather information, they think of the Internet in passive terms of what they can read, review or learn. Also, they value privacy and limit self-disclosure. For them, learning

is a necessity and is often unavoidable drudgery. They get their news via traditional news sites (New York Times, local papers) or hard copy newspapers

On the other hand, younger - Digital Natives prefer to connect via text, chat, Facebook, online games, etc. They text more than call: Almost half of all teens can text with their eyes closed. They cannot relate to manuals - Solve problems "intuitively." They prefer receiving information quickly and simultaneously from multiple multimedia and other sources; they prefer processing and interacting with pictures, graphics, sounds and video before text, they are inclined to read texts in short bursts, one paragraph at a time, hopping to other activities, such as texting or Facebooking, in between paragraphs. They are more concerned with personal satisfaction - self is focus rather than company. May change jobs often as they develop personally, add to skill set and change areas of interest. They use the Internet to socialize, play, have fun, watch videos, shows, create, etc. They view the Internet in terms of interaction and participation rather than as passive or one-directional. For them, many aspects of life are happening only online and learning should be fun and knowledge is often acquired via fun activities, such as gaming, surfing the web or social networking....

1.6.3. Digital Wisdom

Digital wisdom is a two-pronged concept, referring to the wisdom arising from the use of digital technology to reach the cognitive power that transcends our innate ability and wisdom in the prudent use of technology to enhance our capabilities. The key to Brisinsky's argument is that we use technology to expand or enhance our human capabilities more specifically and it confirms that we actually use technology to some extent to expand our memory through digital storage. Digital technology can boost our minds and lead to greater wisdom as it strengthens: the data access and The ability to perform a deeper analysis Also to plan and prioritize and Insight into others And it makes it easier for us to reach alternative points of view.

Digital technologies in general are able to facilitate and develop wisdom and wise decision-making. Digital tools actually enhance all of our cognitive abilities, enhance memory because people by their nature easily forget, enhance judgment, and help us perform complex analyzes. For example, expert systems are advanced digital tools that can help humans access

a set of data based on the experience of hundreds of human experts in a specific field. The influence of digital technologies on contemporary students cannot be denied. For education to remain relevant to the digital age, our educational institutions must integrate digital wisdom into the curricula of the twenty-first century. Our higher education institutions must go beyond just publishing information. They should focus on creating knowledge and helping students gain wisdom. Knowledge and wisdom are becoming more important to society. Technology availability in the classroom is not enough; teachers must use technology wisely to promote lifelong learning and develop students' digital literacy and writing skills.

At the end we all know the pervasive presence of the digital technologies has created the need to become wiser through the use of these media. Of course, technology alone will not replace human thinking, sound judgment, and problem-solving abilities. Digital wisdom will help us navigate through a complex, advanced world. It is needless to say that not everyone believes that digital enhancement can make us smarter and wiser. Some of our digital enhancements may bring ethical dilemmas. With our eyes wide open to the potential benefits and harms of digital technologies, let us pursue digital wisdom in order to succeed in the twenty-first century as Prensky (date, page) said

“...nobody suggests that people should stop using and improving their unaided minds, but I am opposed to those who claim the unenhanced mind and unaided thinking are somehow superior to the enhanced mind. To claim this is to deny all of human progress, from the advent of writing to the printing press to the Internet. Thinking and wisdom have become, in our age, a symbiosis of the human brain and its digital enhancements”.

1.7. Textbook as agent of change :

When analyzing this textbook, we make a platform against those who refused the textbook as an effective and important material to challenge the difficulties made between teachers and learners, which could create a strong defeat against our aims and objectives.

It is widely clear that textbook has some weakness points like Ur (1996) who makes some disputes against the textbook:

1. there is not a suitable textbook for the students with different needs;

2. there is no a good textbook with good topics which can be relevant for and interesting to all;
 3. a textbook prevents teachers' creativity;
 4. a textbook planned the order and structure that may be genuine and situation friendly;
 5. Textbooks provide their own principle, and they may not be suitable for the level of the students in class;
6. Teachers are the slave of the book and they are not free to regard the suitable teaching methods based on students' level;

But on the same Richards (2001) presents some principles for advantages of using textbooks:

1. They provide some programs based on structure and syllabus;
2. They help systematize instruction;
3. They preserve quality;
4. They supply various learning resources;
5. They can provide actual language models and input..

Hutchinson and Torres (1994) argues that the textbook has a very important and a positive part to play in teaching and learning of English they argue that “...*no teaching-learning situation, it seems, is complete until it has its relevant textbook*” (315) , and in practice, the use of textbooks is known to give benefit for both teachers and students. As stated by Hutchinson and Torres (1994), the more explicit instructions in a textbook, the more it is likely to be a script, and the less appears for the teacher to decide and work out and in practice also, there is no single textbook which can suit the learning needs of all students .

1.8.Conclusion

In this chapter, we review the literature related to the terms curriculum, syllabus and textbook. We tried to show clearly the relation between these significant concepts and the digital age. For this aim, the role of the textbook as an agent of change is absolutely a key

element in this chapter. We ended with the digital wisdom which proves that technology cannot replace human thinking and obligating both the student and the teacher to Stick to it .

We will discuss in the next chapter, the Algerian educational system and the second generation textbook of English in particular, its role and use by both students and teachers at the presence of digital technology.

II. Chapter two: Field Work

- 2.1.Introduction
- 2.2.Algerian educational system
- 2.3.Approaches to algerian educational system
- 2.4 . Algerian second generation textbook
- 2.5. First Year Middle School English Textbook
- 2 .6. Sample
- 2.7. Teachers4 Interview
- 2.8. Students' questionnaire
 - 2.8.1. Pilot Study
- 2.9.Conclusion

2.1. Introduction

As recognized as an important and valuable part of this study, this chapter is designed to describe the methods used to collect and analyse the entire data. This description was embedded within broader theoretical, methodological and ethical concerns which were taken through all the research steps. This begins with a short account of Algerian educational reforms, focusing on the use of second generation curriculum, followed by a brief description of the targeted book and a brief discussion of the sample, teachers' interviews and students' questionnaires.

2.2. Algerian Educational Reforms

Educational reform is a necessary process to keep pace with the changes that are taking place globally, as it is a region that affects various other fields because it aims to solve the problems that the educational system suffers from, as it aims to solve the problems that society suffers from. The Algerian educational system has known many developments and reforms and established an educational system commensurate with the aspirations of society and its directions, considering that it has a fundamental role in building societies and working to develop them.

Algeria considered education an essential component of any social, cultural and economic change, and as a result, Algerian public education policy was one of the main priorities in the comprehensive development policy that Algeria followed immediately after independence. It established basic texts and covenants in the constitution as a reference from which to draw radical reforms that included the various educational phases. What supports this policy is the issuance of legislative texts that laid down the legal parameters and foundations for the organization of education in Algeria, which are based on several basic axes, the most prominent of which are the consolidation of the national spirit and the religious and cultural identity of the Algerian people, the dissemination of its spiritual and cultural values and its basic choices, educating the nation with universal education, the judiciary on illiteracy, opening education for all, dedicating the principles of Arabization, democracy, scientific and technical guidance, and the most important item in it, which is ensuring free education for all.

Since independence, the educational system in Algeria has gone through four major milestones. The first is the stage of establishment and restoration of identity (1962 to 1970): the first national commission for educational reform in Algeria was set up to prepare a national education system in line with the Algerian identity, far from what was inherited from the French colonizer. After that came the stage in which the educational system was established (1970 to 1980): one of its priorities was to arabize and root education (making it Algerian in terms of curriculum as well as in terms of teachers and supervising frameworks), in addition to standardizing education in terms of curricula, exams, and exclusive supervision of the Algerian state, this was followed by the stage of reforms to the structural aspect of the educational system, and the completion of the process of Arabization of education from the year (1980 to 2000), in which a reform committee was established for basic education that actually changed the basic school in terms of its content and prepared new times, programs and curricula and new textbooks and teaching aids were written. After that, the stage of openness and privatization emerged from the year 2000, and the promulgation of the National Educational Guidance Law defining the mission of the school in terms of values; affirming the Algerian personality and unifying the nation, promoting and preserving values related to Islam, Arabic, and Amazigh, training on citizenship and openness.

During the past few years, the Ministry of National Education has introduced new reform to the primary and middle education sector. It is a reform for the second generation of teaching with competencies, which began with the entry into the 2016/2017 school starting from the first and second years of the primary stage as the main pillar for building the educational pyramid and circulates to the rest of the stages and educational stages. It is established for achieving quality and improving the educational performance of the teacher on the one hand, and on the other hand, transferring the learner from the mere knowledge of knowledge through memorization and retrieval to a practitioner, thinker and creator, by creating an educational environment that allows positive interaction between the teacher and the learner.

2.3. Approaches to Algerian education system

Each of the ancient and contemporary human societies has its own educational and educational systems responsible for preparing, configuring, and educating the individual, according to what guarantees the survival, continuity, and development of society, and the most important characteristic of our time is its scientific and technological approach as a way of life, thinking and action. Therefore, independent Algeria must take this. The method is to catch up with the global civilization and live in its age and time and ensure for its future development.

The new Algerian educational reform is characterized by the use of a competency-based approach (CBA). Its goal is to modernize and develop education to meet the requirements of globalization. Consequently, this reform introduces new dimensions related to globalization such as introducing the use of information and communication technology and focusing on teaching foreign languages without losing identity and acculturation.

Competency approach is a group of capabilities, the product of a training course in which knowledge, skills, methodology and trends are detailed, and are based on two elements: the first is the ability to act effectively in a particular situation, and the second is the ability to employ the gains in new situations. This definition shows that the concept of sufficiency is one of the concepts educational composites. So, it stores a stock of knowledge, skills and trends acquired in specific contexts, which are capable of mobilizing, recruiting, transporting and transferring in new situations.

The most important characteristics of this approach are:

- a. *Curriculum*: it is one of the oldest, oldest, and most widely used curricula, and it is based on the logical organization of knowledge;
- b. *The separate materials curriculum*: This curriculum includes some facts and materials in a knowledge allocation framework and is structured around multiple academic subjects, some of which are separated from each other: science, history, mathematics, mathematics, mathematics, and mathematics;
- c. *Approach correlated materials*: This includes curriculum basic idea is the statement of the links or relationships between different materials. There is a relationship between history and geography meeting and the economy is to find, and the meaning of linkage here, for example, and thus according to the curriculum subjects are related to each other and the

meaning of linkage here is to find a relationship Interchange between two or more subjects from the academic subjects either by linking a new topic in each subject to the previous topic or linking the subjects to the subject of Materials topics other material subject history subject of tying geography and link the subject of Arabic language and the subject of Islamic education;

- d. *Curriculum activity*: is a reflection of the educational thought which believes that the learner is the focus of activity educational guardian o Article Aldarcyh, and this has led to interest in activities that serve on the growth of the learner and gain information, trends and Almhaart required, through the creation of educational attitudes aimed consistent with the needs of The learner to achieve the full interaction between the learner and the desired educational attitude:
- e. *Axial approach*: revolves around a particular axis, the axis is the central point around which the main of the subject part which is associated with it, as well as Alojaze of him revolve around him also, and Marker interest Z, which revolve around the material pivot method called Al school, and of Providing those who bring together the community, and thus those who are educated with a shared culture. This citizenship, on the one hand, and on the other hand, includes various studies, in order to meet the differences between the learners and know what suits them according to their ability, inclinations and preparations.

We are clarifying the ground that led to the birth of the last reform project by answering the following questions: What are the most important reasons for the transition to the second generation curricula? Then what are the advantages of this generation? And the desired goals to achieve ?

2.4. Algerian second generation curriculum

The most important features of the second generation curriculum is its consistency with the directive law of education and therefore with the specific goals of the educational system. It adopts the social structure that puts at the forefront the strategies that enable the learner to build his knowledge within the participatory work. Additionally, it works on the integration of a topic or concept of concepts in several subjects in order to create horizontal and vertical harmony between the materials, and address multi-subject projects development

of inclusion by defining incidental competencies and values accurately within the so-called material sharing so that the materials become a harmonious and harmonious unit among them to form a feature of the student's graduation from any stage of the academic path.

It was also based in its construction on respecting the following principles:

- a. *Inclusivity*: by building a curriculum for each educational stage;
- b. *Harmony*: by explaining the relationships between the various components of the curricula of years and in all phases and fields to address the disintegration of the curricula of the old generation, and the occasional competencies were separated to ensure the horizontal harmony of the curricula;
- c. *Applicability*: Adapting to the implementation process;
- d. *Readability*: It means simplicity, clarity and accuracy;
- e. *Prima facie*: This is to ensure consistency between the training objectives carried by the curricula and educational needs.

The structuring of the curriculum in its new style has been based on four axes:

- a. *The cognitive axis*: It includes the conceptual matrix and the logical organization of knowledge, along with a presentation consistent with the peculiarities of the material and the structured concepts of the material;
- b. *The pedagogical axis*: it includes constructivism, social constructivism, the educational situation, and the fusionistic situation, as well as evaluation;
- c. *Harmonization axis*: to ensure convergence and convergence of curricula in a comprehensive unit, comprehensive and descending perception of the curricula, and horizontal and vertical harmonization of the curricula;
- d. *The Values Axis*: It includes the values of identity and belonging to Arabism and Berber in a limited geographical and temporal framework, as well as social, cultural and universal values.

Among the advantages of the new curricula are those aspects that are considered to be the school as a comprehensive entity in terms of knowledge and skills that work to employ the cognitive aspect and activate the social construct (knowledge of how to build problem, induction and deduction, summarization and generalization, imagination, debate, opposition, conduct of conflicts, Teamwork ...), in addition to this, it focuses on Algerian values, as they are the pillar of social solidarity carried by history as well as by geography, cultural heritage

and spiritual values. Besides the national context of the contents of future programs and curricula, the emphasis was also on deciphering the complexity that characterizes today's matters in society and the world at large, which imposes a different recruitment of knowledge based on high intellectual skills.

Curricula focus on approaches based on endeavors for analysis, summarization and problem solving. They are linked to the social, economic and cultural life of the community. Curricula have the same line with the learner's maturity level; they take into account the individual differences between the learners and help them to use the scientific thinking method to solve problems. They also help to reveal learners' inclinations, needs and demands for their development, and works to satisfy them.

In response to the challenges imposed by the twentieth century, challenges and transformations in various aspects of life, most countries rushed to review their educational systems and programs.

Like the previous reforms, the educational community witnessed a debate over these reforms, and reactions varied between supporters and opponents. It turned from being an educational issue linked to development policies and plans to an intellectual political issue. The first signs of this controversy were related to the hourly size. Otherwise, how to explain the contradiction between the speeches emphasizing the inclusion of improvements without prejudice to the essence of the educational system and the structure of materials and their hourly size at the time when the French language subject was given an important position and supreme importance within the new program, especially in the middle stage, where its hourly size was matched to the subjects of the Arabic language and mathematics, It also estimated its hourly size by the sum of what was devoted to the four subjects of the national identity, namely Islamic education, civic education, history and geography, in addition to that the size of the hourly subject is not subject to the significant reduction to which both the English language, Arabic language and mathematics subject. To reinforce this argument that relying on foreign experts to prepare curricula, in order to enable their culture and ideology and strive to pass a new recipe that has nothing to do with the values of society, which he expressed (Bukbsha, 2013, p. 26) [13] the domination of the Western mind over the thinking, planned or supervising elite Fix. Perhaps what is true of this situation is the influence of the colonial factor and the state of colonialism, from which the underdeveloped societies have not yet been freed.

Coming to adopting the approach with goals, which was one of its flaws based entirely on observable and separate behaviors from each other to the point where the learning act became insignificant for the learner, The learner also finds himself and often unable to harness these epistemological gains in the various personal and professional situations of life that he encounters.

To avoid common flaws, the curriculum content should be subject to a set of measures and strategies, the most important of them ;

- a. Training and serious training for teachers on the professional and pedagogical competencies needed to ensure pedagogical renewal of this approach.
- b. Bridging the deficit in securing suitable school buildings in terms of space and halls equipped with school furniture, which should be made more mobile to form work spaces adapted to the nature of the activities.
- c. Providing the necessary educational devices and means and all the needs of textbooks, educational documents and bonds.
- d. Creating and equipping libraries in schools and supporting them with scientific and literary references.
- e. Activating the follow-up apparatus with a view to identifying problems arising as a result of applying the educational structure and new curricula, while providing quick feedback and specifying its requirements in order to suggest appropriate solutions.
- f. It is mandatory to generalize preparatory education to ensure homogeneity in the students 'level before entering school.
- g. Accurate diagnosis of the educational crisis, with the involvement of all partners and actors in the follow-up and evaluation

2.5. Second generation textbook of Ms1 'My Book of English'

The description of 'My Book of English':

- *Title:* My Book of English.
- *Year:* First Year Middle School.
- *Head of the project:* TAMRABET Lounis : Inspector of National Education.

- *Authors:* HAMMOUDI Abdelhak : University Teacher.
BOUKRI Nabila : Middle School Teacher Trainer.
SMARA Abdelhakim : Middle School Teacher Trainer.
- *Book map:* Sequence1 : Me and my friends
Sequence2 : Me and my family
Sequence3 : Me and my daily activities
Sequence 4 : Me and my school
Sequence5 : Me, my country and the world.

The textbook "My Book of English" was developed on the new national curriculum, which was based on communicative competence so the students can perform correctly, the methodology of the book is claimed to follow 'Learner-centered approach', it should also "educate students into both good national and international citizens who are knowledgeable about the target culture as well as their own national culture" (Le, 2007: 4).

The teaching contents for each sequence are summarized in a table of contents; this table is more detailed with a book map which is provided on the first pages of the book.

There are 05 teaching sequences which should be finished in the end of the year, each teaching sequence cover a topic and a picture represents the topic of the sequence and structured into communicative objectives and linguistic objectives (language forms /Pronunciation) ;Then, we find a course book presentation that is decided into 11 activities, each one had a title to make it easier for the students to understand, and the whole activities worked to reach the four skills: Reading and Speaking, Listening and Writing, so each activity or each task should be taught in a particular period of time.

According to the textbook authors, the tasks started with listening section. 'I Listen and Do' activities aim to motivate students to listen, activate their background language and provide vocabulary, it takes the form of direct question: listen and repeat, listen look and repeat, and involve the micro-skills of listening for specific information or general understanding. Moving to the other activities which focus on Language starting by the pronunciation activities focus on practice of sounds (vowels and consonants) , this may be difficult for students but they should get involved in it ; Then, the grammar and vocabulary

activities "My Grammar Tools" here the teacher tries to consolidate the target forms covered in the sequence.

The fourth part of activities include practice "I Practice", " I Think and Write ", " I Play ", "Now I Can". These tasks aim to help students assess their progress and all of them contain the four main components: Listening, reading, writing and the speaking practice is represented in " I enjoy " and "My Pictionary" tasks.

After the identification of the tasks that should be done, there is the "My Charter of Good Conduct", which is a clear paper include what the student should do inside the classroom and the school, duties and all what has a relationship with ethics and being good....

And what follows all this, is a pre-sequence titled in " Now, we have English! ", here the teacher helped by the textbook, tries to get the students ready with what follows later.

In the last pages, authors tried to give some helpful guides to the students, where we found tables in many components including: 'My pronunciation Recap (The sounds of English)', 'My Grammar Recap and My Trilingual Glossary'.

2.6. Sample

Students' views and teachers' attitude towards the new textbook in the digital era is likely based on how they use it. For the aims of this study, we selected a systematic random sample containing: 10 middle school teachers of English language from different schools and 100 middle school students. Teachers were asked for their consent to be interviewed so that we know their attitudes toward the textbook in the digital era. Given that interviews are typically less concerned with aggregate generalizations and they represent only the people studied, questionnaires were distributed to eighty students in order to get deeply in the interviews results.

2.7. Teachers' Interview

The interview designed for this present study is prepared for 1st year middle school teachers of English. It aims to assess the effectiveness of the second generation textbook

through its use. The interview is also used to confirm if the targeted textbook meets the needs of Algerian middle school learners of English especially in this digital age.

To break the ice, every teacher was first asked about his/her experiences with education. Experience and own personal history will determine how his/her own philosophy is shaped. Questions were, for instance; what drives you to teach? What is your approach to teaching and what guides you and how you run your classroom? Take time before you get into the interview to really focus on what your philosophy is and how you apply it every day.

2.8. Students' Questionnaire

A questionnaire as defined by Brown (2001: 6) is *'any written instrument that presents respondents with a series of questions or statements to which they have to react either by writing out their answers or selecting from among existing answers'*. Put simply, it is the most common instrument used in collecting primary data. When writing a questionnaire one should keep in mind these key points: not be too long, be limited, clear and precise. Questions should move from simple to complex.

The questionnaire of our study is prepared for 1st year middle school students; they are selected randomly with average age of 11-12 years old. The informants were not asked to place their names on the instrument so that the data could not be matched to them. The questionnaire was first written in English then translated into Arabic to ensure that most of the questionnaires will be successfully completed. We took into consideration the principles of informed consent, confidentiality and anonymity. When we talked to the participants initially about their possible participation, we outlined what the study is about and what we broadly trying to achieve.

Ethical considerations were also taken into account through all the research steps. The questions asked in the questionnaire are appropriate to the time available to respondents, in order to answer questions without leaving one of them. Questionnaire questions are prepared in a clear and understandable manner because they are presented to a group of respondents who are not sufficiently qualified.

We, as researchers, attempted to avoid questions that affect the private life of respondents, as well as questions those incite violence or negative societal behaviors,

especially if they do not affect, from near or far, the results of scientific research. Furthermore, it was our purpose to avoid complex questions so that the respondents would not be reluctant to answer them. The questions marketed in the questionnaire are far from bias, we put a set of optional questions to measure sincerity of the informants' answer.

In brief, the arrangement of the questions designed on the questionnaire of this study are definitely according to the subject of scientific research, as this makes it easier for the respondents to link the questions and develop appropriate answers. The respondents were provided with adequate answer forms so that they can express themselves as much as possible.

2.8.1. Pilot Study

After the initial design of the questionnaire, it was reviewed by our supervisor to check out the content, language and the format. Following this step, to examine its feasibility and efficiency, the questionnaire is distributed first to some pupils whose feedbacks help a lot for the final draft of the questionnaire.

2.9. Conclusion

This chapter deals with an overview of the Algerian educational system and what are the most important changes that have witnessed, which have necessarily led to the creation of the second generation with mentioning its advantages, objectives and goals without forgetting to mention common defects while adding a description from our investigative dialogue and teachers, whose results will be presented in the next chapter, which must be processed based on demographic data set, search variables, participants, and data analysis for the English language textbook in middle school in the first year which is called "My English Book

III. Chapter Three: Data Analysis and Interpretation

3.1. Introduction

3.2. Research Design

3.3. Data Analysis

3.2.2. The Analysis of Students' questionnaire

3.2.3. The Analysis of Teachers' interviews

3.4. Data Interpretation

3.5. Conclusion

3.1. Introduction

This part serves as an integrative transition from theoretical to the practical side of this research. It gives significant details of students' questionnaire and teachers' interview, without forgetting the research design that is chosen for the purpose of this study and the reasons for this choice. More importantly, the largest part of this chapter is about the analysis of data, where every single question is clarified to show the objectives behind each one. Moreover, the use of figures (tables and diagrams) demonstrates the views comparatively and relatively. As we supposed, these interpretations seek convinced answers of the research questions and the results strongly support the hypothesis.

3.2. Research Design

Today, students and teachers appear to be obsessed with digital technology and this phenomenon, of course, has a profound impact on the Teaching/Learning process, and this might be a good reason to conduct a research about the role of second generation textbooks in the digital era. The present study therefore aims to examine the expectations of students and the attitudes of teachers towards the role of first year middle school textbook of English in the digital environment. With this aim, this study opts for a mixed method that combines quantitative and qualitative approaches.

The quantitative one is clearly represented in students' questionnaire, where we tried as much as possible to probe a large number of participants to test the previous hypotheses using calculations, numbers, statistics ... etc, and for more credibility we didn't count only on one technique. We used also an interview, as a technique of qualitative research, in order to discuss the different views of participants and give more authenticity to the research topic.

3.3. Data Analysis

The process of collecting data in the present scientific work is based on two methodological instruments: a questionnaire addressed to pupils at middle schools and analysis of indirect interview with teachers of English language.

3.3.2. The Analysis of Students' questionnaire

Students' questionnaire is designed to calculate the participants' agreements and disagreements concerning the main research questions. It contains of 11 close and open ended questions. The first part seeks the background information of the participants (personal information), while the second part deals with different questions about the role of the M1 second generation textbook and M1 students' expectations.

1. The Respondents Characteristics:

a. Gender variable:

Gender	Participants	Percentage
Females	63	63%
Males	37	37%
Total	100	100%

Table 1: The distribution of the sample

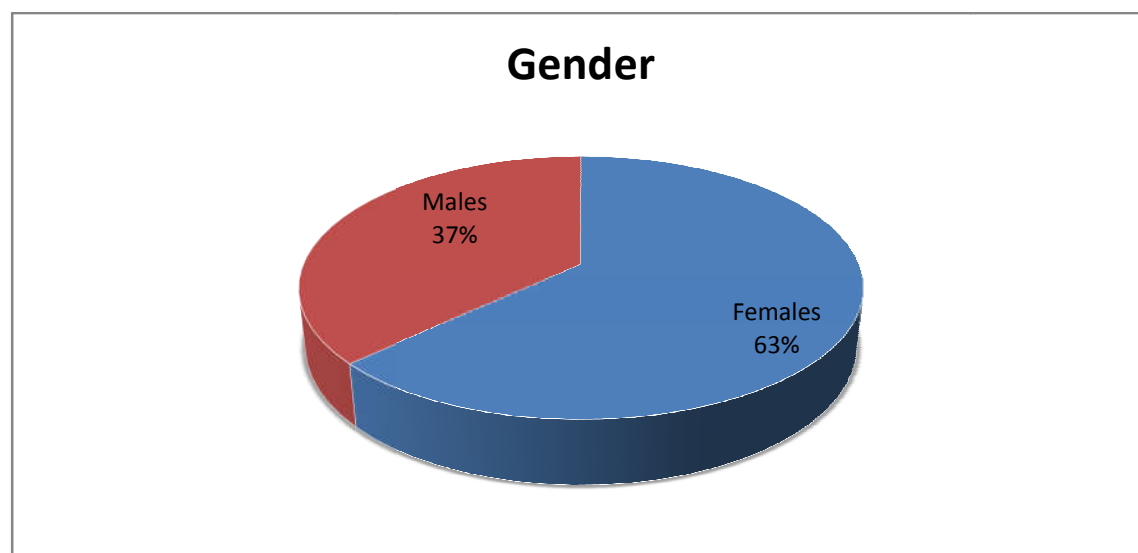


Diagram 1: The Distribution of the Sample (%)

The data presented in the table (1) shows that the majority of the respondents are female teenagers (63%) while the males are the minority (37%), this is due to the difficulties that we have faced when trying to find more male teenagers to answer the questionnaire, besides, they appeared to show a lack of interest, counter to females who were very excited to fill in the questionnaire and they were very anxious to know about the research topic.

2. Do textbooks play a significant role in the learning process?

For learners, the textbook is very important source in the learning process; but we ask this question '*Do textbooks play a significant role in the learning process?*' to know the different views of our participants concerning the necessity of textbooks in learning process and using textbook as a guide that helps them to organize their learning.

Response	Yes	No
Number of Participants	89	11
Percentage	89%	11%

Table 2 : The role of textbook in learning process

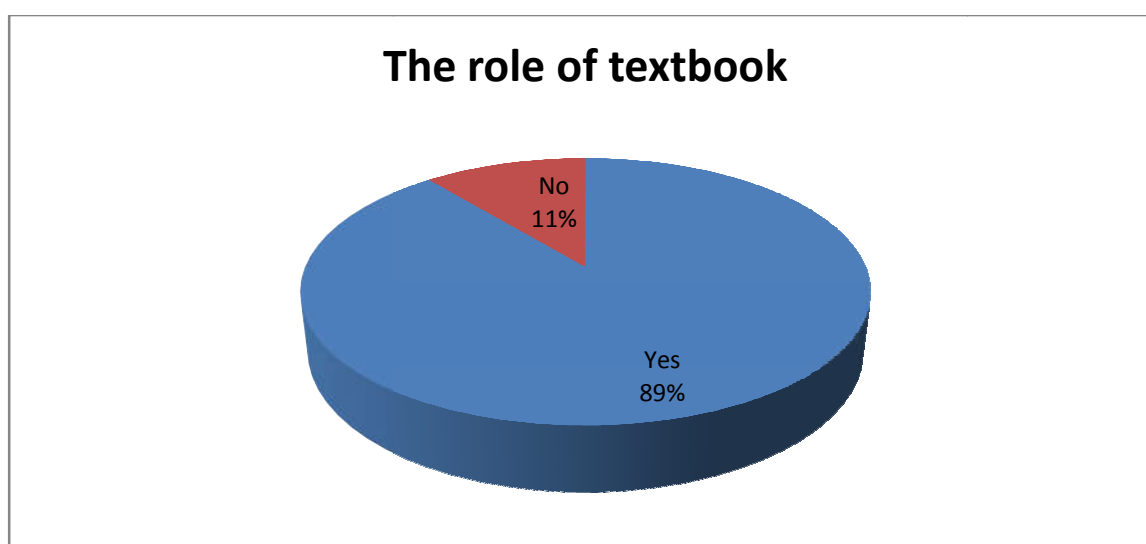


Diagram2: The role of textbook in learning process

According to the majority of participants (89%), textbooks play a very important role in learning process, since they help to guide and direct the learners to specific learning goals, and making sure that these goals are achieved, the learners here strongly confirm the account of textbooks in learning.

However, the (11%) of participants don't stress the importance of textbooks, maybe because of their use of other learning materials, or they already don't have textbooks in the classroom, either because the Institute couldn't bring books for every one or the student himself couldn't buy a book for hard life circumstances.

2. Do you think that your textbook "My book of English" is important for learning English?

For learners the textbook is one of the most important sources of contact they have with English language, it is a framework that helps them to organize their learning, asking this question guides as to know if our learners do really confirm our point.

Response	Yes	No	Other
Number of participants	79	12	09
Percentage	79%	12%	09%

Table3: The importance of My Book of English in learning English.

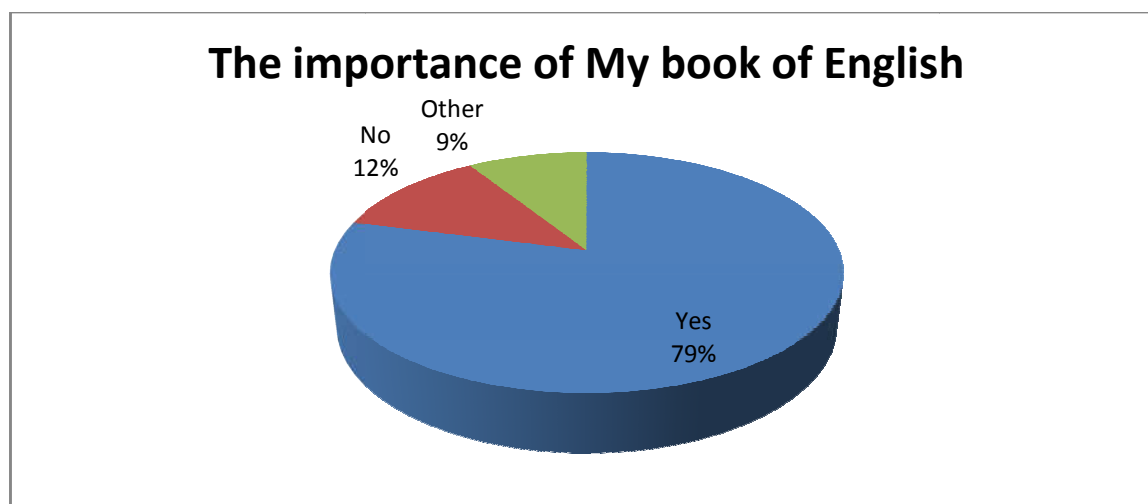


Diagram3: The importance of My Book of English in learning English.

The majority of the participants (79%) confirm the importance of the textbook, they cannot move on without it, because it helps them in guiding supporting homework and evaluating themselves understanding. However (12%) deny the importance of the textbook alone in learning English language, they see that the current time is the time of technology and free applications to download, (09%) find it difficult to understand from the textbook, as well as it is determined by the teacher to read the text and do the exercises because some students suffer from difficulty in learning and this is due to a problem in the learning capacities and its components .

4. Does the layout and design of "My book of English" attract you?

As our face can reflect our inner feelings, similarly a textbook cover can also reflect what is inside, the textbook covers play the role of introducing the content to learners, it should be well designed and attractive; in this question we try to know if M1 attractive for them or not.

Response	Yes	No
Number of participants	59	41
Percentage	59%	41%

Table 4: The attractiveness of the layout and design

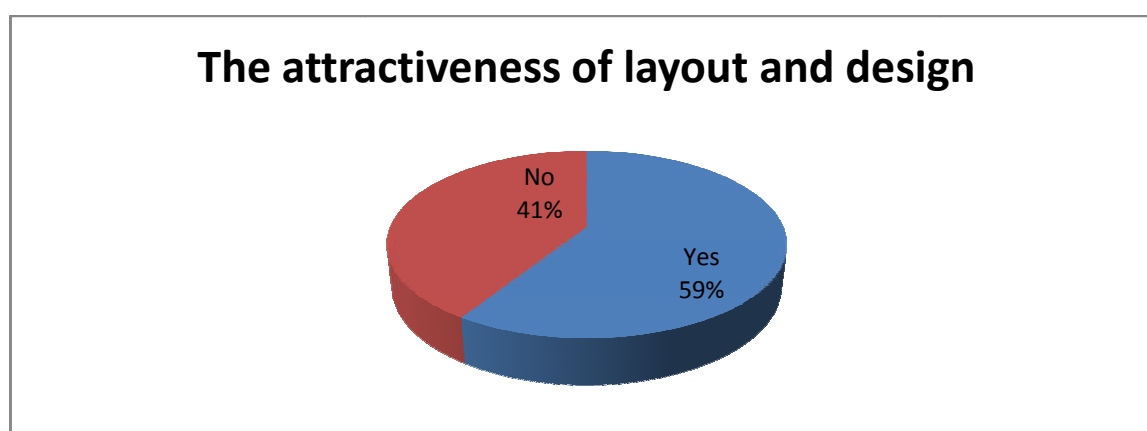


Diagram 4: The attractiveness of the layout and design

Looking at the data in the diagram, it can be easily observed that an obvious difference does exist between the respondents in their answer, (59%) of participants argue that the textbook has an attractive design for them, because, like it is shown in the cover of M1 textbook, the designed picture show a high level of no discrimination culture and all people all over the world are just like brothers.

On the other hand, the (41%) of participants don't like the textbook design, maybe they want more comic pictures or animations and more colors, in order to open their learning appetite.

5. Does "My book of English M1" cover a variety of topics that interest you and make you enjoy learning English?

This question talks about if the textbook contains topics that make the student enjoy learning English. Participants are requested to provide explanations for their answers. Table (5) show the distribution of the sample concerned as follows

Response	Yes	No	Other
Number of participants	72	28	09
Percentage	72%	28%	09%

Table 5 : Topics embedded in the textbook

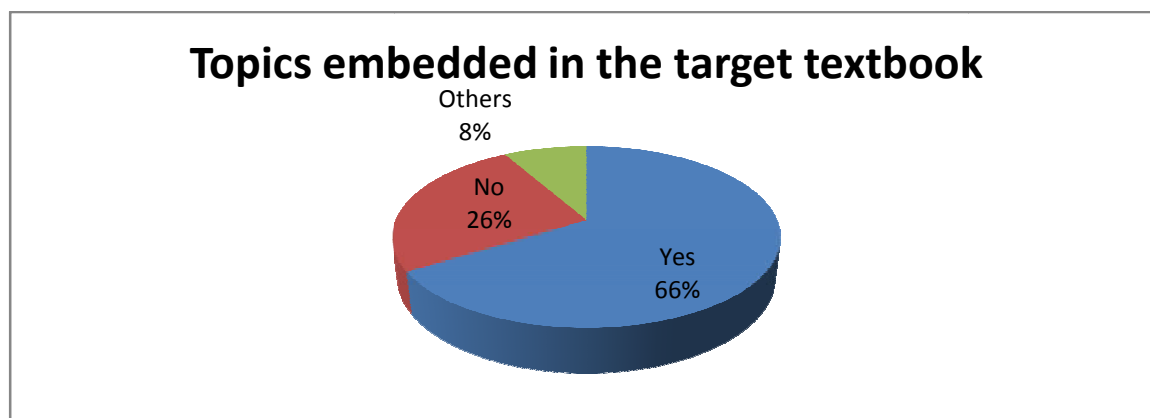


Diagram 5: Topics embedded in the textbook

It is worthy of notice that (72%) from participants argue that the textbook contains a variety of topics that make them more interesting and enjoying when learning English, according to what they studied, they noticed the diversity in the topics suggested by the book that simulated their reality and complemented their tribal knowledge, which help them enjoy learning. On the other side, according to (28%) of students and their comparison between book topics, they have not found universal diversity relative to the past years, they have found some topics are repeated, which makes them unwilling to learn, and the other (09%) of participants the topics did not match the student's self-dimension, as well as his psychological and intellectual talents, on the other hand, the objective dimension (family and school) in which the student grew up.

6. Does "My book of English M1" focus on the skills that you need to practice for English language learning?

Textbook in general should contain the four skills, reading, listening, writing and speaking, but to make an equivalent balance between them, this might be a very hard challenge. This is why we need to have an answer from M1 students.

Response	Yes	No
Numbe of participants	64	36
Percentage	64%	36%

Table 6:The textbook and skills.

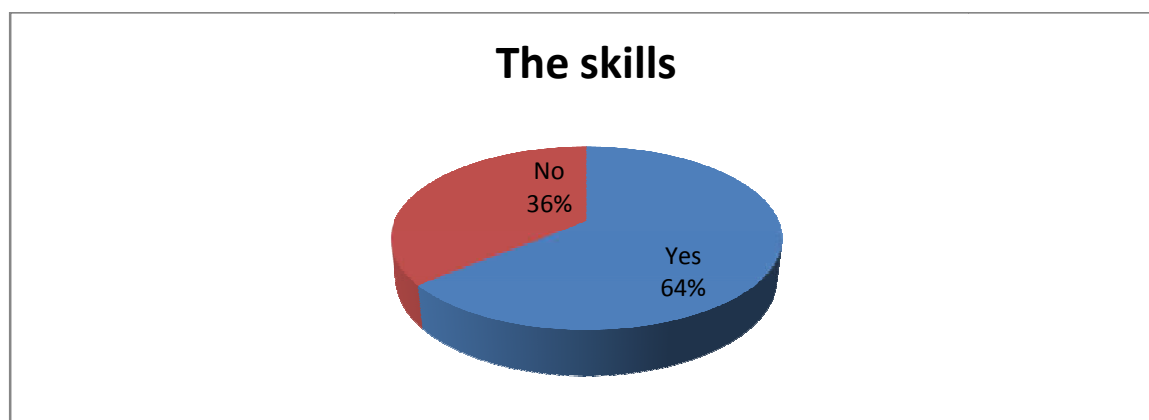


Diagram 6: The textbook and skills.

It is remarkable that the majority of participants (64%) are convinced that the textbook focuses on the skills that they need to practice for English language learning, and this is presented in the activities given in sequences (I Listen and do, I pronounce, I practice, I read and do, I play.....)

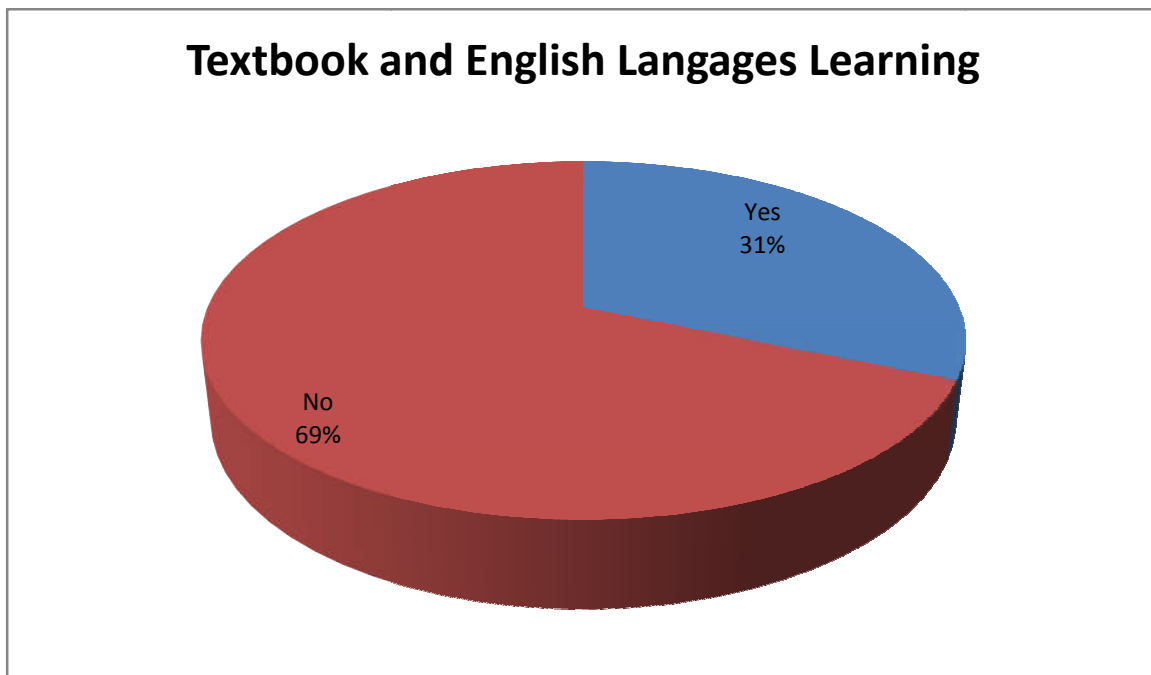
Nevertheless, the other (36%) of participants disfavored the way the productive skills are taught, they totally assume that writing tasks include difficult vocabulary, and speaking tasks involve difficult words to pronounce for them, and only the intelligent students can do the practice easily.

We mentioned before that CBA Reformation after 2006 , the ministry insists on the new teaching method, but we deduce that the designers of the textbook still focus on the writing skills and ignore the other skills, which makes the student or the learner feels uncomfortable when shift from listening to speaking, the fact that almost the majority of learners can write a topic but in the same time they cannot speak about a topic without probably writing it.

7. Does "My book of English M1" make English Language learning easy than other digital material?

The majority of people who are living in this world, tend to think of technology as the greatest and fast way to do things, even in education, some learners in our case study prefer to use it in learning the English language, but do they ignore textbook in doing so? Or they use both of textbook and technology? This is why we ask students about their views. Table (6.1) shows the distribution of the sample concerned as follows:

Response	Yes	No
Number of participants	38	62
Percentage	83%	62%

Table 7 : Textbook and English language learning**Diagram7 :** Textbook and English language learning

It can be easily observed that (38%) from the whole sample believes that M1 textbook make it easy to learn English language then other materials, today's students see that digital materials help to improve the process of retaining the acquired information and accessing it in a timely manner, as well as the speed of renewing information and knowledge and arranging them according to their importance and the living situation, and also improving the interaction and interaction between the two sides of the educational process (teacher and learner); Otherwise,(62%) from participants don't agree that ,because they see that they need to adopt an infrastructure in terms of availability of highly effective devices, as well as the need to rely on specialists in the field of managing digital and electronic learning systems, and on the other hand the weakness of some learners and trainees on good, successful, and easy use of the various approved scientific devices In the process of digital learning

8. Do you think "My book of English" should be used with other educational aids like videos, animation, worksheets or computer programmes?

While educational system should seek for trained teachers who do not need to rely only on textbooks in order to conduct their classes, textbooks should also provide a good guide for those who they have a lack of experience, here students have their views about this question and they are requested to provide explanations for their answers. Table (2.1) shows the distribution of the sample concerned as follows:

Response	Yes	No
Number of participants	91	09
Percentage	91%	09%

Table 8: Textbook and other materials.

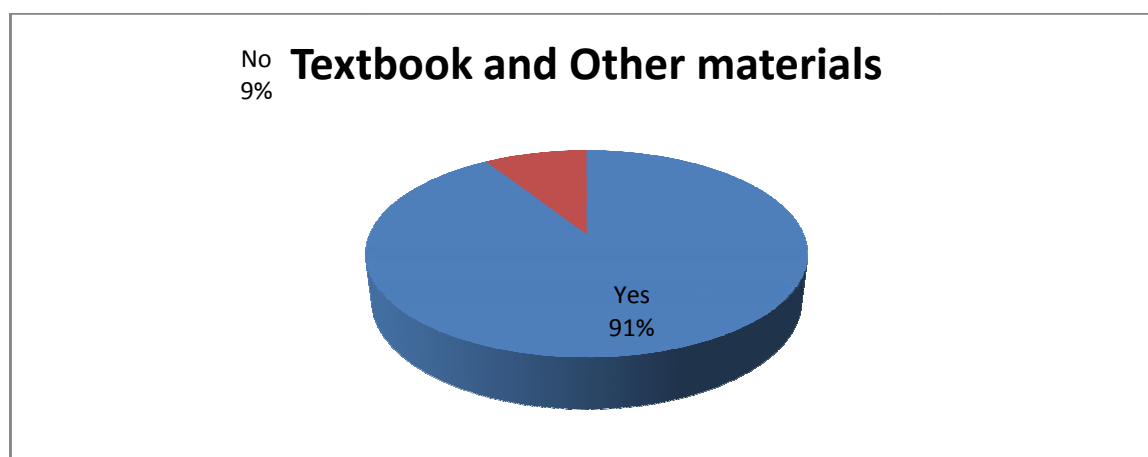


Diagram 8: Textbook and other materials.

As the diagram shows the data, (91%) from participants say yes, because this aid provides students with a physical basis for perceptual awareness, and then reduces their use of words, they do not understand their meaning and arouse their interest a lot, and helps to make what they learn the rest of the impact. It also provides realistic experiences that invite students to self-activity that develops them in the continuity of thinking, as is the case when using

motion pictures. And plays, these materials generally contribute to the growth of meanings and the development of linguistic wealth for students. On the other hand, and due to the limited availability of educational methods and techniques in schools, and the lack of financial support for the production and provision of educational methods and technologies, (09%) from participants don't agree with the first participants, and also because of the failure in training teachers on how to use such methods and techniques, and who rely only on theoretical side, which will lead to wasting time during the lesson.

9. Does "My book of English" limit your way of learning?

As we said previously, textbook plays an important role in learning English language, in some situations it can also limit the way of learning especially when talking about technology and digital era, we ask this important question to know what is in our students' minds about textbook and limitation of learning. Table (9) shows the distribution of the sample concerned as follows:

Response	Yes	No
Number of participants	77	23
Percentage	77%	23%

Table 9 : Limitations of the textbook.

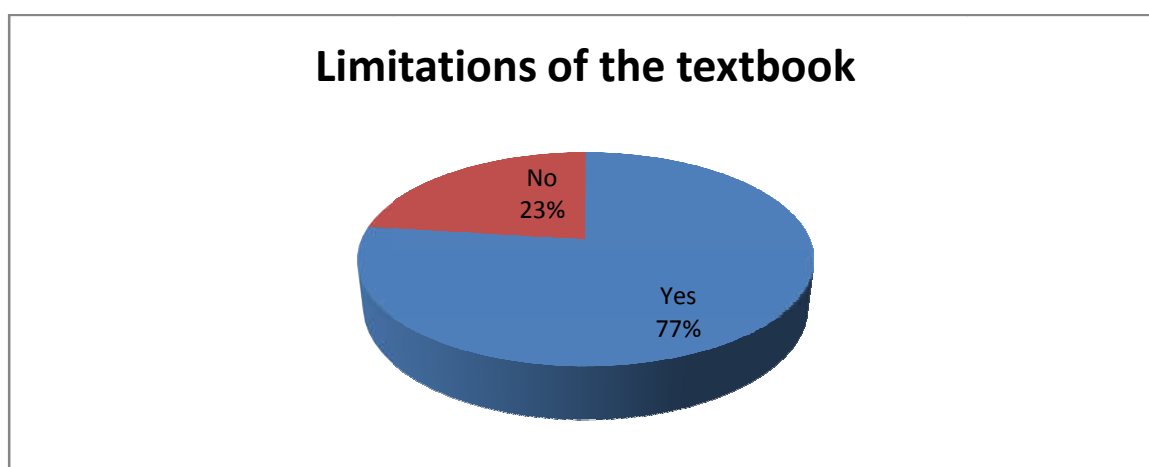


Diagram 9 : Limitations of the textbook.

As the data shown in the diagram, (77%) of participants see that among the most important sources of learning and knowledge for the student, the books constitute the general framework for the teacher's work and include educational goals and objectives that must be achieved, as well as providing evaluation methods for each educational stage; Otherwise, teachers who worked on applying the suggestions of the textbook in a literal way, which created a kind of stereotype that leads to boredom, and the educational work becomes a mechanical process that does not exceed the literal application and in a uniform manner, (23%) say that there are no textbooks that are valid for all societies and cultures, so here comes the role of the teacher in choosing appropriate methods for the student's social and cultural background.

10. Does "My book of English" allow you to show your creativity?

This question is talking about how can the textbook help the student in developing his talents and showing creativity inside the classroom. Participants are requested to provide explanations for their answers. Table (10) shows the distribution of the sample concerned as follows:

Response	Yes	No
Number of participants	71	29
Percentage	71%	29%

Table 10 :Textbook and creativity

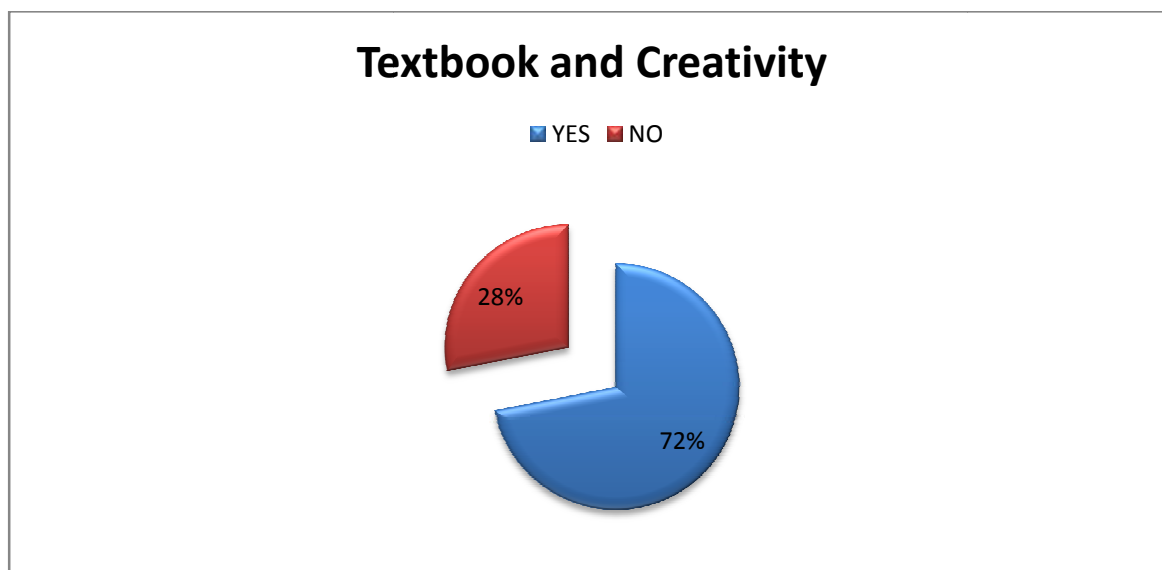


Diagram 10 : Textbook and creativity

As it is noticed in the diagram, (71%) of participants report that the textbook allow them to show their creativity, because it contains motivating graphics, as well as the exercises that we do inside the department, and the incentives that are on the part of the teacher, which is to create an atmosphere of honest competition, as well as carrying out a collective research in the school library, i.e. encouraging teamwork and exchanging ideas between students, so all of this is sufficient. By stimulating the learner and creating an atmosphere of fun and useful pleasure; The (29%) say no or don't agree that textbook help to show creativity, because some of them are introverted groups who do not encourage mixing and exchanging ideas, due to psychological reasons ,there is also a category that is difficult to absorb, which requires time to understand and that has arisen with them since childhood .

11. Does "My book of English" meet your needs?

This question seeks to examine, in general, whether My book of English M1' succeeds in meeting the needs of students and achieving success for them. Participants are requested to provide explanations for their answers. Table (11) shows the distribution of the sample concerned as follows:

Response	Yes	No
Number of participants	88	12
Percentage	88%	12%

Table 11: Textbook and students needs.

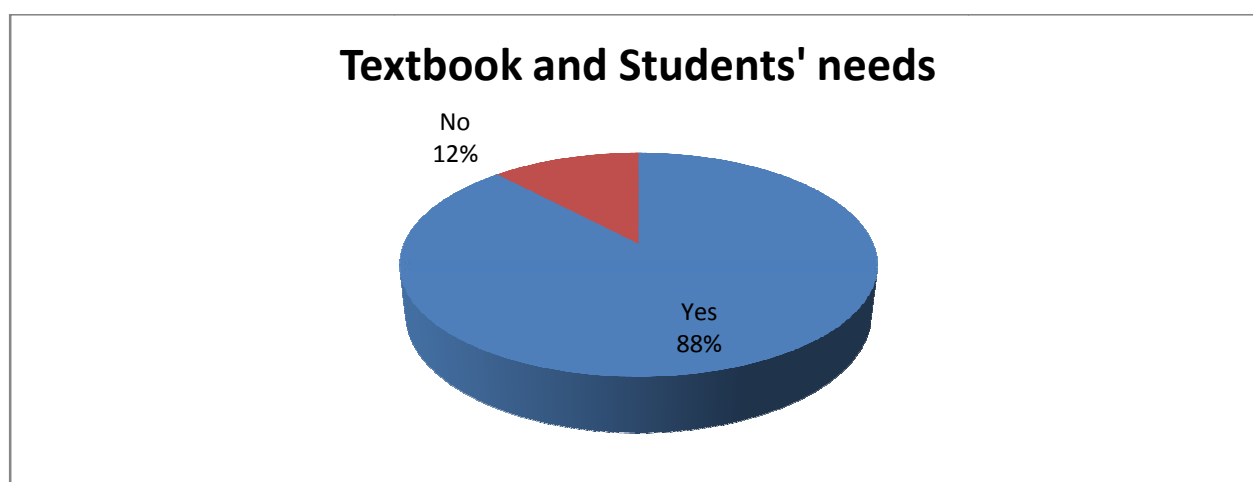


Diagram 11 :: Textbook and students needs.

No matter how many methods of scientific and cultural knowledge existed in our digital age, the book remains the ideal and important means of communication, especially for today's students. Therefore, 88% of the informants agree that the textbook content strengthened their cognitive abilities and contributed to highlighting their skills.

Of course there is always another category that receives difficulty in understanding or lack of inclination for the same subject, so 12% of the respondents agree that the textbook did not meet their needs, maybe they can study from different sources to achieve success

3. The Analysis of Teachers' Interview

Our interview was planned for face to face discussion, but due to the current situation,(CORONA VIRUS), the dialogue was conducted online with ten teachers from different middle schools and different regions. Five questions were asked to each one of them, about the textbook, its advantages and uses, and the answers differed from one teacher to another.

Teacher interview 01:Importance of « My book of English M1 »

Q : Is the second generation textbook 'My book of English' helpful for you?

A:Yes I find it helpful for me, I use it every lesson

Q: Do you use it repeatedly or sparingly in all your courses?

A: I use it repeatedly

Q: Do you supplement this textbook with other materials? Why or why not?

A:yes of course there are other materials data show ,flash cards ,gestures

Q: Do you think that today students' needs' are different from the previous generation?

A:yes for sure

Q: Does the second generation textbook 'My book of English' take into account the needs of yourstudents?

A: Somehow but I think that there some acts which are little difficult

According to this teacher, the textbook is important because it provides a number of facts and information that serve the curriculum as it is determined for him, and what should be received for students according to the prescribed programs, it contributes to develop the ability to read, but for teachers it is considered as a basic source of knowledge and helps them in preparing lessons to facilitate the understanding process for students.

Teacher interview 02: Teacher impression on « My book of English »

Q : Is the second generation textbook 'My book of English' helpful for you?

A:yes it is

Q: Do you use it repeatedly or sparingly in all your courses?

A: I use it repeatedly

Q: Do you supplement this textbook with other materials? Why or why not?

A: yes,because I try to give them the best always.

Q: Do you think that today students' needs' are different from the previous generation?

A:yes I think

Q: Does the second generation textbook 'My book of English' take into account the needs of yourstudents?

A:of course cause they understand and do the exercises

The teacher confirms the claim that of M1 textbook is so crucial in teaching, he has a good impression for the uses of the textbook, because it guides him to achieve his aims, but he also claims that the necessity of using other aids helps his students in learning process.

Teacher interview 03: the integration relation between M1 textbook and students needs.

Q : Is the second generation textbook 'My book of English' helpful for you?

A:The book is very helpful to make pupils understand courses easily and quickly because they are helped with drawings, symbols, and punctuation.

Q: Do you use it repeatedly or sparingly in all your courses?

A: I use it repeatedly

Q: Do you supplement this textbook with other materials? Why or why not?

A: visual aids are useful and very helpful to make pupils understand lesson quickly and and in the correct form.

Q: Do you think that today students' needs' are different from the previous generation?

A:Of course today pupils are more motivated in language ,the assume easily and in perfect way they are quick answer and do exercises correctly they don't look any further

Q: Does the second generation textbook 'My book of English' take into account the needs of your students?

A: The textbook is related to pupils daily activities (what, where, how, why, they do or not)

There is a link between the textbook and our generation lessons are taken from our real life, the pupils are the second part of the textbook what is read is seen inside and outside every one's life.

The teacher here argues that the textbook is helpful especially concerning the punctuation and symbols; although nowadays students are intelligent and quick but they need more helpful materials like visual aids to make them understand the courses quickly, moreover the textbook is a very good connection that makes the students feel better when learning about their environment and the whole life.

Teacher(4) : Adding materials to achieve objectives :

Q : Is the second generation textbook 'My book of English' helpful for you?

A: Yes of course it is helpful for me

Q: Do you use it repeatedly or sparingly in all your courses?

A: I use it sparingly in some of my lessons

Q: Do you supplement this textbook with other materials? Why or why not?

A: Yes I supplement it because some contexts do not achieve my final objectives

Q: Do you think that today students' needs' are different from the previous generation?

A: surely yes, students needs are different from the previous generation because they are conscious, know what they want and what they need

Q: Does the second generation textbook 'My book of English' take into account the needs of your students?

A: In my opinion, it did not fit students needs

Pictures, for example, are effective. The student realizes the things s/he sees better and clearer than if s/he read about it or heard someone talk about it. The image is capable of

developing all the elements of the educational learning process, and making it more effective and sufficient. The image is no longer an additional or preferred means. Rather, it has become important in the educational process, because of its important roles .

Teacher interview 05: The supportive techniques of the teacher to cover students needs

Q : Is the second generation textbook ‘My book of English’ helpful for you?

A:Yes ,to some extent I found it helpful when comparing it with the previous one

Q: Do you use it repeatedly or sparingly in all your courses?

A: Actually,I use it sparingly

Q: Do you supplement this textbook with other materials? Why or why not?

A: Yes ,I supplement it, because some contexts do not fit my final objectives

Q: Do you think that today students’ needs’ are different from the previous generation?

A:yes,I think they are different as we are living in technology Era which awakes them

Q: Does the second generation textbook ‘My book of English’ take into account the needs of your students?

A:I think that it ignores them and this what pushes teachers to try to cover them sometimes.

This interviewee teacher assumes that compared to other learning materials, the textbook does not meet students needs. Consequently, the teacher should try to find other supportive techniques to create new learning methods that suit the nowadays students needs.

Teacher interview 06: Teacher innovations

Q : Is the second generation textbook ‘My book of English’ helpful for you?

A:the book it is very helpful for him_ her to do exercise and reading text from it

Q: Do you use it repeatedly or sparingly in all your courses?

A: I use it sparingly cause the textbook is not always by our side we can leave it for few daysandwork without it

Q: Do you supplement this textbook with other materials? Why or why not?

A: yes to make the pupils understand the lessons quickly

Q: Do you think that today students' needs' are different from the previous generation?

A: today 's pupils are different to the previous generation they are more intelligent and they act quickly the work with modern technology

Q: Does the second generation textbook 'My book of English' take into account the needs of your students?

A:teacher has got a program to respect and rules to work with,if not,he_she will not be Competent

This teacher believes the textbook to be helpful but he adds that he can work without it. In order to cope with new innovations, we should use new aids and different materials to suit the students level, to achieve also the final objectives especially when working with intelligent students.

Teacher interview 07: Visual aids and students needs:

Q : Is the second generation textbook 'My book of English' helpful for you?

A:the English textbook is very helpful for the teacher because we can find exercises and themes and many interesting activities in that book

Q: Do you use it repeatedly or sparingly in all your courses?

A: we are not obliged to use it every day we can do some efforts without it for few days visual aids are useful we can work with them they are helpful pupils need more touchable objects to understand fer example pictures

Q: Do you supplement this textbook with other materials? Why or why not?

A teacher must use visual aids they are very important and helpful

Q: Do you think that today students' needs' are different from the previous generation?

A: the pupils of today are different from those of the last generation,they are smart and things areeasier for them to reach objects and understand lessons they have got whatever they want

Q: Does the second generation textbook 'My book of English' take into account the needs of your students?

A: we must accept rules, I mean the program given to the pupils by the state it refers to the pupils' environment and knowledge.

The visual teaching aids help to stimulate the student's interest and satisfy his needs for learning, as the student takes through the use of these various means some experiences that raise his interest and achieve his goals, the educational experiences that the learner is going through should be closer to realism in order to have a concrete meaning closely related to the goals that the student seeks. To them, as the employment of educational means requires the participation of all the senses of the learner in order to remain the effect of learning on the mind of the student, therefore the teacher must improve the use of the means in a timely manner and presented in an interesting and exciting way.

Teacher interview 08: students' needs and the structure of the textbook.

Q: Is the second generation textbook 'My book of English' helpful for you?

A: Yes, it is very helpful.

Q: Do you use it repeatedly or sparingly in all your courses?

A: I use it sparingly.

Q: Do you supplement this textbook with other materials? Why or why not?

A: Generally speaking, the book is attractive with colorful pictures, games and songs.

Q: Do you think that today students' needs are different from the previous generation?

A: Yes, because our generation today is very intelligent.

Q: Does the second generation textbook 'My book of English' take into account the needs of your students?

A: Some structures that unfortunately do not suit learners' interest and needs. There are some structures that should be tackled in more than 1 session, other needs to be adapted like texts or tasks.

This interviewee indicates the position of the teacher, here the teacher does not rely on the textbook. It is true that he finds it helpful because it contains attractive colorful pictures...etc, but only in some cases, where he can't be convinced that this textbook can meet the students needs because there are some situations where the textbook couldn't suit the learner's level, also some courses can't be done in one session because of the length of the course or because of the hard given tasks.

Teacher interview 09 : the impact of digital era

Q : Is the second generation textbook 'My book of English' helpful for you?

A:yes is very helpful because it guide me to finish the program on the time

Q: Do you use it repeatedly or sparingly in all your courses?

A: yes I use it repeatedly with adding some activities from the net to make them understand well

Q: Do you supplement this textbook with other materials? Why or why not?

A: yes pictures,video to make things clear

Q: Do you think that today students' needs' are different from the previous generation?

A: absulotly cause today our students have a contact with the digital era they receive more Information.

Q: Does the second generation textbook 'My book of English' take into account the needs of your students?

A:in my opinion yes it take into account the needs of them according to their level

The student is closely related to the digital culture, because this culture is in a very rapid period of technology and development of science, which provides the student with new acquisitions, and even enriches his previous knowledge.

Teacher interview 10: Teachers efforts

Q : Is the second generation textbook ‘My book of English’ helpful for you?

A:yes it is

Q: Do you use it repeatedly or sparingly in all your courses?

A: I use it repeatedly with some aids from the other books and the net

Q: Do you supplement this textbook with other materials? Why or why not?

A: yes like the data show to make them in touch with the subject

Q: Do you think that today students’ needs’ are different from the previous generation?

A:yes today the students read more and ask more

Q: Does the second generation textbook ‘My book of English’ take into account the needs of your students?

A:In my opinion the book not enough cause the students have not the same level of thinking

The teacher also has complementary roles to present the content of the book to the student, which is the ability to present the lesson appropriately taking into account the individual differences between students, in order to encourage them to study and stimulate motivation to learn; Thus this may lead the teacher to achieve his objectives, and when the book alone becomes not sufficient, the method of teaching remains the most important.

III.4. Data Interpretation

Our study aims to discuss the role of first year middle textbook of English in the digital era. In other words, it addresses the question whether this target textbook meets today’s’ students needs who are assumed to be digital natives (Prensky, 2001). In order have a clear picture of this,one hundred questionnaires are distributed to middle school pupils and a structured interview is oriented to teachers of English language. The findings reveal that the majority of the respondents prefer well designed printed (paper) textbooks. It agreed upon that the textbook is the reference, it is essential for education, which in turn has achieved educational success across many generations. As for teachers, it helps them to plan the

teaching process, the methods they must follow within a specific strategy, and the availability of summary, questions, and activities that can also help it in guiding students to achieve the goals of the curriculum. The questionnaire design, whether for students or teachers, was able to stimulate a fruitful discussion from different perspectives on the content of the textbook and its use in general.

But some of them insist on the use of other digital materials since some topics embedded in the English textbook , currently used in middle school, cannot be fully elaborated relying only on paper textbooks. We have seen how the audio-visual materials can affect the student's understanding positively and that is due to the educational experience of the teacher, as there were also different opinions of the teachers about the necessity of working in the textbook on a daily basis, which some of them asserted that the book does not meet most of the needs of the student and they use other sources. To meet the needs of learners and address the shortcomings of the textbook, some teachers also believe that topics that do not arouse interest and unaccustomed cultures may cause imbalance in teaching and a large gap is created between the goals of the curriculum and book tasks, which causes the teacher to match the two using his creativity to link them.

To conclude, the teachers were fully aware of the need to accompany the textbook with useful guides and appropriate external materials to achieve success for learners, and they also hope that there would be continuous changes in the textbook in order to obtain the best satisfactory results.

3.5.Conclusion

The final purpose of this chapter is to answer the questions raised about the research problem. It is about the discussions of the findings. It offers an interpretation of the data collected from both the questionnaire and the interview. We hope therefore that the data obtained can be beneficial for both teachers and students.

General Conclusion

The educational system has witnessed many changes at the level of textbooks, especially for middle school textbooks. In response, we were motivated to conduct research on the textbook content for both teachers' goals and learners' needs and interests.

This research aims to provide practical ways to facilitate the process of teaching learning by using the official textbook differently to overcome the obstacles that teachers and learners regularly encounter. The study of this case emphasized the importance of the educational book, including the educational activities it contains, guidelines for determining teaching methods, as well as defining the general educational environment, and helping to achieve the objectives of the educational curricula. Therefore, this study proposes questionnaires for learners and a structured interview for teachers to investigate the role of the target textbook as an essential tool for education and as a concrete way to receive information for learners. The questionnaire of learners shows the great importance of the textbook because it is a printed tool that helps the learner to memorize information. But, using a textbook without relying on other tools seems a complex process. It is a multi-dimensional system of change, improvement and teaching with flexibility in relation to the needs of learners and educators visions. Therefore, it urged some teachers to incorporate other means to achieve the goals set forth in the textbook such as the image and its effects and educational videos .

Finally, since the use of textbooks may be a necessity, so curricula development boards and committees of the Ministry of National Education must conduct a continuous assessment of the book's content based on the needs and goals that the learner needs, interest and abilities. In addition, both success and failure are partly due to learners, so teachers should realize that they are also responsible for facilitating the teaching process using textbook

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Appendices

Appendix One : Students' Questionnaire

“We are currently working on the role of Algerian second generation textbooks in the digital era: Students' expectations and Teachers attitudes towards first year middle school textbook of English ‘My book of English’, it would be grateful if you answer the following questions”.

Tick the appropriate box for your opinion about each statement please.

Gender: Female Male

1. Do textbooks play a significant role in learning process?

Yes

No

Other (please specify)

2. Do you think that your textbook ‘My book of English’ is important for learning English?

Yes

No

Other (please specify)

3. Does the layout and design of ‘My book of English M1’ attract you?

Yes

No

Other (please specify)

4. Does ‘My book of English M1’ cover a variety of topics that interest you and make you

enjoy learning English?

Yes

No

Other (please specify)

5. Does 'My book of English M1' focus on the skills that you need to practice for English language learning?

Yes

No

Other (please specify)

6. Does 'My book of English M1' make English language learning easy than other digital materials?

Yes

No

Other (please specify)

7. Do you think 'My book of English' should be used with other educational aids like videos/animations, worksheets or computer programs?

Yes

No

Other (please specify)

8. Does 'My book of English M1' limit your way of learning?

Yes

No

Other (please specify)

9. Does 'My book of English M1' allow you to show your creativity?

Yes

No

Other (please specify)

10. At a broader level, does 'My book of English M1' meet your needs?

Yes

No

Other (please specify)

Appendix Two: Interview

Dear teachers, we would like you to be a part of our research. We will be grateful if you provide us with your viewpoints about our research topic. Our research investigates the role of second generation textbook among middle school students and teachers of English. We are interested in getting your honest responses about this questions. Thank you for your collaboration.

1. Is the second generation textbook 'My book of English' helpful for you?
2. Do you use it repeatedly or sparingly in all your courses?
3. Do you supplement this textbook with other materials? Why or why not?
4. Do you think that today students' needs' are different from the previous generation?
5. Does the second generation textbook 'My book of English' take into account the needs of your students?

Abstract

While there are many educational materials, textbooks in print form have always been reliable sources in the learning/ teaching process. They are designed to meet the needs of a specific generation in a specific era. Given this claim, the present study aims to examine students' expectations and teachers' attitudes towards the use of second generation English textbook, currently used in teaching first year middle school pupils, and its role in the digital era. This study opts for a mixed quantitative and qualitative method that combines two main methodological instruments; a questionnaire distributed to one hundred first year middle school pupils and an indirect interview directed to ten teachers of English language from different middle schools and different regions. The findings of this study reveal that second generation textbook as irreplaceable guide can, at some extent, help learners meet their needs but with the use of digital devices that should be appropriate for the topics embedded in the targeted textbook.

Key words: Second Generation Textbooks, Digital Era, Digital Natives, Learning/Teaching Process, Learners' needs.

Résumé

Bien qu'il existe de nombreux documents éducatifs, les manuels imprimés sont toujours des sources fiables dans le processus d'éducation et d'apprentissage; ils sont conçus pour répondre aux besoins d'une génération particulière à un âge donné; à ce regard, cette étude vise à étudier les attentes des élèves et l'attitude des enseignants à l'égard de l'utilisation des manuels d'anglais de deuxième génération, qui est actuellement accrédité dans l'enseignement des étudiants de première année moyenne, et son rôle dans l'ère de la numérisation, cette étude opte pour une méthode quantitative et qualitative mixte qui combine deux principaux instruments méthodologiques; Un questionnaire distribué à 100 étudiants de première année moyenne, et une interview indirecte adressée à 10 professeurs d'anglais de différents CEM et différentes régions, les résultats de cette étude révèlent que les manuels de deuxième génération comme guide irremplaçable il peut aider les apprenants, dans une certaine mesure, pour répondre à leurs besoins, mais avec l'utilisation d'appareils numériques, qui devrait convenir aux sujets inclus dans le manuel .

Mots clés: Deuxième Génération, Manuel, Ère de la Numérisation, Le Processus d'Education et d'Apprentissage, Les Besoins d'Apprenants.

ملخص

في حين أن هنالك العديد من المواد التعليمية، كانت الكتب المدرسية في الشكل المطبوع دائما مصادر موثوقة في عملية التعليم و التعلم ؛ فقد صممت لتلبي احتياجات جيل معين في عصر معين؛ وفي هذا الصدد، تهدف هذه الدراسة إلى دراسة توقعات الطلاب ومواقف المعلمين اتجاه استخدام كتاب اللغة الإنجليزية للجيل الثاني، المعتمد حاليا في تدريس تلاميذ السنة الأولى متوسط، و دوره في عصر الرقمنة؛ اختارت هذه الدراسة طريقة مختلطة ذات علاقة بالكم و النوع والتي تجمع بين أداتين منهجيتين رئيسيتين، استبيان تم توزيعه على مئة من تلاميذ السنة الأولى متوسط، و إجراء مقابلة غير مباشرة موجهة إلى عشرة معلمين للغة الإنجليزية من مدارس متوسطة مختلفة و مناطق مختلفه، وتكشف نتائج هذه الدراسة أن الكتب المدرسية للجيل الثاني كدليل لا بديل له يمكن أن يساعد المتعلمين، إلى حد ما، على تلبية احتياجاتهم ولكن مع استخدام الأجهزة الرقمية التي ينبغي أن تكون مناسبة للمواضيع المندرجة في الكتاب المدرسي المستهدف

الكلمات المفتاحية : الجيل الثاني، كتب مدرسية، عهد الرقمنة، عملية التعليم و التعلم، احتياجات المتعلمين

