

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ibn Khaldoun University of Tiaret
Faculty of Letters and Languages
Department of English



**The Linguistically Textual Analysis of the Third Year
Middle School Textbook “My Book of English”: The
Spoken Text as a Case of Study**

Dissertation Submitted in Partial Fulfilment of the Requirements
for Master's degree in Linguistics.

Submitted by:

Miss. Hayet ZABOR

Miss. Sara BRAHIM

Supervised by:

Dr. Ahmed MEHDAOUI

Board of Examiners:

Dr. Ammar BENABED

President

University of Tiaret

Dr. Ahmed MEHDAOUI

Supervisor

University of Tiaret

Mr. Nourreddine CHEBLI

Examiner

University of Tiaret

Academic Year: 2018-2019

Dedication

*I dedicate this work to the most precious people
in my life.*

*To my mother, the tender-hearted whom I am beholden to of all
the success in my life.*

*To the memory of my father, who always supported me,
whatever path I took.*

To my brothers and sisters: Ahmed, Chrif, Rachida and Zoulikha.

*To all my friends and colleagues, who encourage and support
me.*

To all my family.

Hayet

Dedication

This humble dissertation is dedicated to:

My great parents,

who never stop giving of themselves in countless ways,

My beloved brothers

Sofiane, Youcef and Khalil,

who stand by me when things look bleak,

All my family,

the symbol of love and giving,

My friends and colleagues, who encourage and support me.

Sara

Acknowledgements

First, we would like to thank Almighty Allah for providing us the strength, knowledge, ability, health and opportunity to undertake this humble research work and to persevere and complete it satisfactorily.

We would to express our deeper gratitude and appreciation to our supervisor Dr. Ahmed MEHDAOUI for his guidance, encouragement, support, generosity and constant feedback. Thank you, Doctor.

We would like to express our sincere gratitude to all our respectful teachers whom were very generous and understandable.

We would also like to thank Dr. Ammar BENABED and Mr. Nourredine CHEBLI for accepting to be part of the panel of examination and judging the research work to be complete for its defence.

Special thanks go to our friend Malika OUNES who did not hesitate in advising, helping and supporting us to complete our work.

Last but definitely not least, we would like to express our deepest gratitude to our friends and colleagues for their emotional and inexhaustible moral support, and for their love, encouragement and prayers.

Table of Contents

Dedication	II
Acknowledgements	III
Table of Contents	IV
List of Tables.....	VI
List of Figures	VII
List of Acronyms and Abbreviations used in the dissertation	VIII

General Introduction	01
----------------------------	----

Chapter one: A Brief Introduction to Text Linguistics

1.1 Introduction.....	04
1.2 What is Text?	04
1.2.1 Spoken Text versus Written Text.	05
1.2.2 Types of text.....	06
1.3 Definition of text linguistics.	09
1.3.1 History of text linguistics.....	10
1.3.2 Texture and textuality.	11
1.3.3 Seven standards of textuality.	12
1.4 Make oral text communicative.....	18
1.5 Conclusion.	20

Chapter two: Presentation of the Textbook “My Book of English”

Year three.

2.1 Introduction.....	21
2.2 The textbook definition.....	21
2.2.1 Role of the textbook.....	22
2.2.2 Advantages of the textbook.	23
2.2.3 Disadvantages of the textbook.....	23

2.3 The third year middle school textbook ‘My Book of English’	24
2.3.1 Description of “My Book of English” year three.	24
2.3.2 Aims and objects of “My Book of English” year three.	25
2.3.3 General layout and design of “My Book of English” year three.	26
2.4 Description of the target listening text.....	28
2.5 Conclusion.	28

Chapter Three: Text Analysis and Recommendations.

3.1 Introduction.....	29
3.2 Research methodology.	29
3.3 Aims of the research.....	29
3.4 Description of the text analysis.....	30
3.5 Analysis of the text.....	30
3.5.1 Cohesion.	31
3.5.2 Coherence.....	34
3.5.3 Intentionality.	34
3.5.4 Acceptability.	34
3.5.5 Informativity.	35
3.5.6 Situationality.	35
3.5.7 Intertextuality.	36
3.6 Discussion.....	36
3.7 Recommendations and suggestions.	38
3.8 Conclusion.	39
General Conclusion.....	40
Appendices.....	41
Listening text sample	41
Bibliography	42

List of Tables

Table 1.1: Types of factual text.	07
Table 1.2: Types of literary text.....	08
Table 2.1: Sequencers in My Book of English.	26
Table3.1: Analysis of Cohesion's Device.....	31

List of Figures

Figure 2.1: The outline of the sequencer's content.....	27
--	----

List of Abbreviations used in the Dissertation

CBA: Competency Based Approach.

CD: Compact Disc.

EFL: English as Foreign Language.

ESL: English as Second Language.

SG: Second Generation.

3Ms: Third Year Middle School.

General introduction

Any education system in the world needs a framework of guidance and orientation that helps learners to organise their learning inside and outside the classroom. This framework is known as the textbook. The textbook contains various aspects such as grammar, vocabulary, phonetics and language skills. However, each aspect has an important role in language teaching and learning. Our study based on text linguistics analysis of a listening script integrated in the third year middle school textbook.

The textbook has been a fruitful area of research since it is an important class device that raises learners' awareness about the learning process. It plays a crucial role in students' success or failure. Therefore, the selected elements of the textbook should be carefully designed by the specialists of the field. However, the textbook's topics and aspects must be more communicative. Moreover, it should cater the learners' needs and interests. In addition, the textbook contains written and spoken texts. Spoken texts are devoted for listening comprehension. It is essential for language learning because it provides a vital input for the learners.

The teaching of English at the Algerian middle schools is not concerned with general aims of teaching but also universal, human and national values are promoted, learners are expected to learn how to speak about their country and its cultural value in English as well as to be opened to English universal and human value, which are essential elements of modernity and globalization.

Therefore, our research is an attempt to investigate the factors behind the weak performance of a big number of the third year middle school learners, almost when it comes to the spoken text in reference to the educational reforms, which were implemented at the educational levels since 2016 to the present day as well as the learners' linguistics background. Hence, our aim basically is to seek further reforms of the textbook and its elements by taking into account the learners' context, level and background. Thus, these reforms will help learners to achieve a high level of performance inside and outside the classroom.

Particularly, the topic of the current dissertation based on text linguistics analysis of a listening script designed for the third year middle school learners in their course book "My Book of English" Book three. As far as the area of research is concerned, text linguistics is a branch of linguistics that deals with text as communication system. Hence, in this paper we are going to analyse the target text according to the seven standards of textuality.

General Introduction

The current study attempts to answer the following questions:

1. To what extent does the 3Ms listening script respect the standards conditions of textuality?
2. Does the target listening script in the course book “My Book of English” Book three comply with learners’ needs, level, abilities and interests?

Two hypotheses have been suggested in link with the above questions:

1. The 3Ms listening script does not meet the seven standards of textuality.
2. The spoken text seems to be above learners’ needs, level, abilities and interests.

The research problem in this study is the text linguistics analysis of listening text. Thus, in the light of the aforementioned states of affairs, the basic objectives of this research can be demonstrated as follow:

- ❖ To analyse the listening text in the textbook.
- ❖ To identify the weakness of listening text in the textbook.
- ❖ To investigate the quality of texts, which are applied in the textbook.
- ❖ To recognize whether or not the listening text respects the seven standards of textuality.
- ❖ To find out whether the listening texts are communicative occurrence or not.

The research method used in this paper is qualitative method by means of employing textual analysis. This analysis is adopted in order to find out an answer to our research question. Further, the data sources of this research is a text devoted to 3Ms learners as a spoken text presented in the listening comprehension. Moreover, the current method aims to involve understanding of the language presented in the target text.

Finally, the topic of this MA dissertation is mainly about text linguistics analysis of one sample of the spoken texts included in the SG textbook. In addition, during the analysis of our text we take into account the 3Ms learners’ level and their context (Tiaret city and its districts). Broadly speaking our analysis focuses on very limited sample. Hence, the result may change according to different contexts and situations. As far as this area of research is concerned the field of research is opened for farther investigation.

General Introduction

The present dissertation is comprised of three chapters:

The first chapter is mainly a theoretical one; it includes general definitions of the main concepts relating to our topic. However, at first we provide a general overview about the definition of text, the difference between written and spoken text and the different types of text. After that, we go deeper to present the definition of text linguistics and expose its history. Furthermore, we shed the light on the notions of texture, textuality and its seven standards. Finally, we sum up with how to make oral text more communicative.

The second chapter defines the textbook in general and demonstrates its role. Moreover, we display both the advantages and disadvantages of this classroom device. As far as the nature of our research is concerned, we introduce the third year 3Ms textbook and describe it in term of objective, general layout and design as well as the sequence organization. Moreover, we conclude with the description of the target listening text.

The final chapter is devoted mainly on the methodology suggested and the aim of research. Moreover, this chapter covers the text analysis as a field of work. In addition of discussion, the findings and providing pedagogical recommendations and suggestions.

To end with, we have faced some limitations in conducting our research. Though, we have selected the theme right from the beginning of this year, but we did not start the research because we have been in charge of completing the first theoretical semester and sat for the exams. Therefore, we have started conducting the first chapter of the dissertation only on the late of January. Moreover, we were not able to go further in our work due to last political events and the students' strike that leads to close of the university for more than one month. Finally, the important resources like concrete books, articles, journals about our topic were the biggest obstacle that we faced.

1.1 Introduction

The current chapter of this dissertation attempts to provide a general overview about text linguistics analysis and reviewing first some relevant key related concepts such as meaning of text, its types, as well as the main differences between spoken text and written text. Then, we shed the light on the meaning of text linguistics, the notion of texture and textuality and its seven standards. After that, we conclude by how to make oral text more communicative. Thus, this theoretical background will allow us to have a clear insight to the subject being studied.

1.2 What is Text?

Etymologically, text comes from a metaphorical use of the Latin verb “Textere” we are suggesting a sequence of sentence or utterance “interwoven” structurally and semantically. AS a count noun it is used in linguistics to refer to a sequential collection of sentences or utterances which form a unity by reason of their linguistics COHISION and semantics COHERENCE. A text can contain only one sentence or utterance or even one word, e.g. a notice or a road sign (Exit, Stop...), which is semantically understood and pragmatically tied to specific situation.

Broadly speaking, Richard Nordquist, 2017 argues that the text is referred to something written, printed, or spoken, in contrast to a summary or paraphrase. That means that the text refers to a piece of spoken or written language that can be read and understood because it conveys a set of meaning.

Lots of scholars have dealt with the concept of text and among them De Beaugrande, (1997:11) who suggests that the text is “*A communication event where in linguistics, cognitive and social action convergence and not just a sequence of words that we uttered or written*”. That is to say, the text is not just words or sentences in order, but it is a communicative occurrence and an actual use of language.

Besides, De Beaugrande (1997:128) also claims that the text provides information about items, utterances facts, events and activities, which mean information about extra linguistic reality (which can be taken as person, institution and state of affairs). That means people use language to express their ideas and transform information about the world and the things in their daily life, however linguistic communication is not achieved by individual unit of language, such as sounds, words or sentences. People primarily, use combination of these language units to express a whole idea in verbal communication. Text as a linguistic term is used to refer to this combination. Hasan and Halliday, (1976:1) view text as *“Any passage, spoken or written of whatever length, that does form a unified whole”*. Accordingly, text refers to any written record of a communication event. Event involves spoken language such as sermons or written language such as poetry, wall posters.

To sum up, the text is a unit of language in use. It is not a grammatical unit such as a clause or a sentence. Moreover, it is not defined by its size but it associated to the original information content of a particular writing.

1.2.1 Spoken Text versus Written Text

There is somewhat of continuum between spoken and written forms of text. However, we can only provide rather obscure and resemble criteria for the difference between these two modes.

First, spoken text is used for immediate interaction; it is most of time transient. However, the speaker can correct and change his utterance. Moreover spoken text is usually full of repetition, hesitation, discourse markers (such as now, well, you know, like, ...etc) that is to say, it uses lots of filling elements and conjunctions in a way that is usually considered as a bad style in written language. Besides, the language variety used in spoken text is usually not standard. Spoken text includes (oral stories, dialogue, phone conversation, monologue, role play...etc).

Second, written text is usually permanent, it cannot be changed since it has been written and printed out. Written text also tends to be more complicated; it is well organized and carefully formulated because the writer has much time and chance to edit it before making it available for reading. There are longer sentences, many subordinate clauses, punctuation heading, layout, colours and a standard variety of language in written text. Moreover, written text is stable and fixed, it can communicate across time and place i.e. reading can be done at what even time and place. Written text includes (stories, recipes, instructions, scripts for plays and performance etc)

1.2.2 Types of Text

Texts are written for many purposes, by using different forms, which are known as text types. Broadly speaking, there are two main text types, “factual” and “literary”.

a- Factual Text:

Factual texts inform the reader about a particular subject. They should give useful information and focus on facts.

Factual text type	Definition
Information report.	It provides factual information about something and it is used as a way to gain a better understanding about a living or non-living subject.
Factual recount.	It retells past events, usually in the order in which they occurred.
Factual description.	It describes a particular person, place or thing by using fact.
Procedure.	It gives instructions on how to make or do something.
Procedural recount.	It tells how something was made or done in time order and with accuracy.
Explanation.	It is used to teach people new information, by explaining how things work and how things happen.
Exposition.	It presents one side of the issue and gives reasons for a point of view ,to try and convince others of it.
Discussion.	It presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text.

Table 1.1: Types of factual text.

b- Literary Text:

Literary texts entertain or elicit an emotional response by using language to create mental images.

Literary text type	Definition
Narrative.	It retells a story from a particular point of view and can be present using words, Images and/or sounds.
Literary description.	It describes people, characters, places, events and things in an imaginative way.
Literary recount.	It retells events from novels, plays, films and personal experiences to entertain others.
Personal response.	It is much the same as any other written response; in which the writer states his idea and then he defends the idea with details from the text.
Review	It is a flexible genre which may vary according to the nature of the creative work being worked on, the intended audience, and the aspects of the work considered worth commenting on.

Table 1.2: Types of literary text.

1.3 Definition of Text Linguistics

Text Linguistics is a sub-branch of linguistics. It is interested with larger units of speech and how these larger units meet together. Its development observes a clear shift from sentence to text. This shift is due to the limitations that linguists faced in the study of isolated sentences.

However, it was expressed by Givon (1979-cf) and Carstens (1997:17):

“...it has become obvious to a growing number of linguists that the study of the syntax of isolated sentences, extracted without natural context from the purposeful constructions of speakers in a methodology that has out lived in usefulness”.

The above quotation indicates that text linguistics emerged as an attempt by some linguists to accomplish what has been referred to generally as functional varieties. However, the study of isolated sentences is a useless method since it does not take into account many factors such as the form of other texts, the setting as well as the addressee. In addition, people communicate not by means of individual words or fragments of sentences in languages, but by means of texts, which are basis of various discipline such as law, religious, medicine, science, politics...etc.

Different approaches to the study of text from linguistic perspective have been emerged e.g. text grammar (Van Dijk 1972), text linguistics (De Beaugrande & Dessler 1981), discourse analysis (Brown & Yule 1983).

Accordingly, text linguistics concerned with the study of textual sequencing which is interested with how sentences functionally interrelated within a particular rhetorical schema. Moreover, it studies the development of a typology of text type. Text linguistics covers not only the written text but also spoken text (such as speeches, sermons, dialogues...etc). Furthermore, text linguistics takes into account the form of the text as well as its setting.

To end with, the text linguistics is a branch of linguistics that referred to the study of texts. It takes into account the form of the text and its setting i.e. the way in which it is situated in an interactional and communicative context.

1.3.1 History of Text Linguistics

Text linguistics dated back to the late 1960s or early 1970s, is a fairly young field compared to many other fields. Text linguistics approach emerged in the 20th century clarified that it is necessary to study an upper structure, text, other than sentence and within this text started to be studied as the basic unit in all linguistics studies.

The field of text linguistics as it appears at the beginning of the 21st century is an interdisciplinary field. It is marked by heterogeneity rather than homogeneity in approaches to its research object, the text. These approaches are to some extent shared with its parent discipline.

Text linguistics established itself as a more independent field in 1980s. Most of the study during this year based on text. Moreover, pedagogical studies emerged, both on the development of the first language competence and in foreign language acquisition contexts. There were also studies of other kinds of text than those studied by the story grammarians. The task of classifying texts can be traced back to the very early days of text linguistics, but the 1980s can be regarded as the decade when work on text categorization. Typological studies also emerged; it focused on text typology and translation, for instance the work which was carried out throughout the eighties by Reiss and Vermeer (1984). Besides, the studies on specific genres began to emerge, such as Bazerman's influential study shaping written knowledge from 1988. During 1990s there were more and more areas of text linguistics research being characterized by the incorporation of cognitive psychology. The development of cognitive linguistics changed the understanding of language and text. That is to say text analyses resulted in knowledge of mental concept and models in linguistics structure.

1.3.2 Texture and Textuality

Text is a unit of language that expresses the whole idea of communication. However, the communicative purpose is an important element of a text because the text is considered as a means to connect the reader to the text in the actual use of language. Accordingly, the text cannot achieve the communicative purpose if it does not have a texture. Halliday and Hasan, (1976:2) argue *that “A text has a texture, and this is what distinguishes it from something that is not a text. It derives this texture from the fact that it functions as a unity with respect to its environment”*.

That means texture is the basis for unity and semantic interdependence within text. We can distinguish a text from non text through its texture i.e. when a text has texture it will have cohesion, thematic structure and information structure. Moreover, Neubert and Shreve (1992:69) view textuality as *“the complex set of features that texts must have to be considered texts. Textuality is a property that a complex linguistic object assumes when it reflects certain social and communicative constraints”*.

The above quotation indicates that textuality is the qualities that constitute a written or a spoken text. Textuality constitutes a text as a text in a particular way. However, the reading or the listening of a text occurs through its textuality.

We can discriminate between a text and textuality. Text is what is read, and textuality is how it is read. Furthermore, texts are object produced by people whereas it is the outcome of the workings of shared cognitive mechanism. Textuality can be also distinguished from texture. Textuality is a characteristics property of all texts, whereas a texture is a characteristic property of an individual text. In addition, texture is the experience quality of textuality. Halliday and Hasan (1976:1-2) put forwards the concept of texture in order to discriminate between text and non text. They claim that semantically coherent text must have texture. If a passage contains more than one sentence it will be recognized as a

text. But there will be set of linguistic features that must be presented in that passage.

If we take the following examples:

1- Olga is a teacher. She is very kind with her students.

2- Olga is a teacher. It is cold outside.

The first example is a text because the second segment gives relevant information and transforms the whole meaning that Olga is. In the second example, both sentences are grammatically correct, but as a paragraph, it has no meaning. The segments are semantically incoherent. According to Halliday and Hasan, it has no texture, so it cannot be named a text.

From a linguistic point of view, text can be defined as the angle of form, structure, or function. Structure is a source that provides cohesion and acquires coherence in a text. Structure and texture are two sides of the same coin i.e. texture and structure work together. Texture covers devices used in achieving continuity of sense that constitutes a sequence of sentence.

1.3.3 The Seven Standards of Textuality

Textuality contains all the attributes that distinguish the communicative content under analysis as an object of study i.e. textuality explains what makes a book a book rather than a magazine. According to De Beaugrande and Dressler (1981:3), the text is defined as communicative occurrence, which meets seven standards of textuality. The seven standards renamed as ‘principles’ by De Beaugrande in 1995. They are known as ‘cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality’.

1. Cohesion

Cohesion is the first standard of textuality. It concerns the actual words that we hear or see. Moreover, it refers to the syntactic and lexical elements that create textual unity. Hatim and Mason define cohesive text as the following:

“A text is cohesive in the sense that various components of the surface text (the actual words we see) are mutually connected within a sequence of some kind. In term of both lexis and grammar, that is, the surface components depend upon each other in establishing and maintaining text continuity” (1997:15).

Cohesion as one criteria of textuality, is seemed as the surface of the text in linguistics. It occurs in the unit of sentences in order to form texture. Halliday (1994:309), on the other hand, claims that cohesion is the set of resources for constructing relations in discourse which transcend grammatical structure. As it was mentioned above, cohesion is the grammatical and syntactic relations that provide links between different parts of the text.

Halliday and Hasan (1976:03) organize the cohesive resources as:

1- Reference: It refers to resources for referring to particular circumstantial elements, whose identity is recoverable. The relevant resources include: demonstration, the definite articles, pronouns, comparatives and the phonic adverb, such as here, there, now ...etc.

1-1- Anaphoric reference: referring backwards, e.g. I can do the activity. It is not difficult. (It refers backwards to the activity)

1-2- Cataphonic reference: referring forwards, e.g. When they finally finished the exam, all the pupils were happy. (they refers forwards to all pupils)

2- Ellipsis: It is another cohesive device. It refers to resources for omitting a clause or some parts of a clause in contest.

e.g. (A): Where are you going?

(B): To study.

The full form of B's replay would be like the following:

I am going to study.

3- Substitution: It is used instead of another word or place. Thus, to avoid repetition of the same word or the same phrase. There are different parts of substitution, such as nominal substitution, verbal substitution and clausal substitution.

e.g. (A): Which dress would you like?

(B): the red one.

Thus, one is used instead of repeating the word dress.

4- Conjunction: According to certain semantics relation such as additive, adversative, causal and temporal, conjunctions and adverbs are used in order to connect prepositions in sentences, e.g. my car payments are high, **on the other hand**, I really enjoy driving such a nice vehicle.

5- Lexical cohesion: It refers to the semantic relations such as synonym, antonym, and collocation. In order to understand this kind of cohesion, people must have knowledge of semantic structure. There are two main types of lexical cohesion.

5-1- Lexica reiteration: It can be attained by using synonyms, e.g. some professors guide students through the writing process, while other tutors promote independent work.

5-2- Lexical collocation: According to Halliday and Mason, (1976:286) lexical collocation can be accomplished by using words from the same family, e.g. The researchers must follow many steps. They must read, collect, analyse and value data.

2. Coherence

When doing text analysis coherence is a very important condition, because it is the overall construction and organisation of the text. Many scholars deal with this concept, such as Neubert and Shreve (1992:94) who define it as, “*a coherent text has an underlying logical structure that acts to guide the reader through the text, so that together as a unit*”. That is to say, coherence connects information element with a certain logical structure.

In the light of this, we can deduce that there is an order imposed on the information content. This order is logical structure which explains the semantics connection between information units in the text. That is to say, there is a logical structure that conducts the reader through the text.

Bamberg (1984:305-319) developed a scale to assess coherence:

- 1-Fully coherent: Skilful use of cohesive ties.
- 2-Partially coherent: The use of some cohesive ties.
- 3-Incoherent: The use of few cohesive ties.
- 4-Incomprehensible: The use of very few cohesive ties.
- 5-Unscorable: No cohesive ties.

3. Intentionality

It is the third standard of textuality that refers to the attitude of the text's producer. The notion of intentionality was presented by De Beaugrande and Dressler to subsume the intentions of text producers. According to them a text must be intended to be a text and accepted as such in order to be utilized in communicative interaction, i.e. the writer of the text should intend to contribute towards some goals and they should be accepted by the reader.

De Beaugrande and Dressler (1991: 111) claim that people can use texts for different purposes. However, these texts do not appear fully cohesive and coherent. Therefore, we should involve the attitudes of text's users among the standards of textuality. The attitudes include the some tolerance towards

disturbances of cohesion or coherence, as long as the aim of the communication is maintained. Intentionality is about the result of a writer on the text and the subsequent impact on the reader.

4. Acceptability

It is the fourth standard that refers to the attitude of the text's receiver. De Beaugrande and Dressler (1992: 129) claim that: "*acceptability is the text receivers' attitude in communication. In the most immediate sense of the term, text receivers must accept a language configuration as a cohesive and coherent text capable utilization*". Any written text supposed to be accepted.

On the other hand, Neubert and Shreve (1992: 73) believe that acceptability is not necessary to express all what the receiver believes, the address should be able to key out and extract. Moreover, the receiver must be able to specify what kind of text the sender intend to send and what was achieved by sending it. That means acceptability concerns the text receivers' attitude that the text should constitute useful or relevant details, or information such that it is worth accepting.

Finally, acceptability and intentionality cannot be separated, since their meaning is related in communication. Some linguists in text analysis use the term intentionality to refer to both.

5. Informativity

Informativity is the fifth standard of textuality, it refers to the author's intention, to provide information through the text. Moreover, it concerns the extent to which the contents of a text have been already known or expected as compared to unknown or unexpected. Therefore, De Beaugrande and Dressler (1992: 139) use the concept of informativity to state the extent to which a presentation is new or unexpected for the receiver. That is to say, informativity should be primarily applied to content. However, there are some new words in the text for listeners, or the readers who will get knowledge after listening or reading

the text. Informativity should contain balance between the previous and the new information.

6. Situationality

Situationality is the sixth standard and it concerns the factors which make a text relevant to a situation of occurrence. De Beaugrande and Dessler (1992:163) regard situationality as:

“A general designation for factors which render a text relevant to current or recoverable situation of occurrence... the accessible evidence in the situation is fed into the model along with our knowledge and expectations about how the “real world” is organized”.

That is to say, situationality refers to the context or the situation of the reader. Generally, people in different situations can get different meanings of the same text because of their different experiences. Furthermore, situationality helps people in understanding the message of the text easily. For instance, a man in a restaurant raises his hand and asks for “a glass of water”, in this situation the waiter understands that the man wants to drink water. That means, they understand each other because they are in the same situation.

7. Intertextuality

Intertextuality is the final standard of textuality. It refers to:

“The relation between a certain text and other texts which share characteristics with it; the factors which allow the readers to distinguish, in new text features of other text that they have experienced. It subsume the ways in which the production and reception of a given text depends upon the participants’ knowledge of other texts.” (De Beaugrande & Dessler, 1992:182).

This indicates that intertextuality refers to the ways in which the use of the text depends on the knowledge of other (preceding or following) and the

relationship between the stored knowledge, experience, previous reading (i.e. the prior text and the present one). It concerns the way in which the use of text relay on preceding or following text.

The standards of textuality proposed by De Beaugrande and Dessler (1981) are appropriate for analyzing any type of text. Thus, if a text does not include any of these standards, it will not be considered as a communicative text, but it will be recognized as non text.

In short, cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality overlap each other. However, cohesion and coherence are text-centred notions whereas the other standards are user-centred notions. The seven standards are very essential in analysing any type of text and if the text does not meet any of the said standards, it may be considered unacceptable.

1.4. Make Oral Text Communicative

Text linguistics deals with texts as communicative system. It takes into account both the form of a text and its setting. Besides, author of a (written or spoken) text, as well as its addressee are taken into consideration in their respective (social or institutional) roles in the specific communicative context. Communication suggests interaction between the speaker and the listener. However, learner recognizes the value of listening as a way to develop the language of the classroom independently. Accordingly, Tannen (1985) claims that when we speak we are aware of the general context which both the speaker and the learner can ask for clarification when necessary, and they share a social background. So, it is easy to understand each other.

Cohesion is another important factor that indicates whether the text is connected or it is a bundle of unrelated sentences. It is accomplished by various linguistic elements such as conjunction and pronouns that show that texts are semantically interrelated. Chafe (1982), Gumperz et al (1984) state that “*in*

spoken discourse, cohesion is accomplished through paralinguistic and prosodic cues” (qtd.in Tannen 35-5) This means that in spoken texts, speaker can use paralinguistic and prosodic cues such as pitch/ tones of voice, speed of utterance and expression on their face to show the relationship among ideas and highlight the importance of particular content.

Moreover, Tannen (1985) states that the listener has to fill in the gap of communication by using prior experience and background knowledge to make sense of the entire set of information that is being communicated and that is known by “Intertextuality”.(qtd. In Olson 124-147)

Broadly speaking, to make spoken text more communicative, authentic oral text should be presented in the classroom as Rost (2002:123) suggests that when it comes to listening comprehension understanding “*authentic language is the target virtually all language learners*”. That means authentic oral text creates motivation among learners because it helps them feel that they understand the real world and they are active members of the English community .Moreover, in using authentic language learners are provided with exact examples of how language is used by its native speakers. There are other factors that indicate whether the text is communicative or not (coherence, intentionality, acceptability, informativity, and situationality).

These are some points that make oral texts more communicative and easy for learners to accomplish a high performance in listening comprehension:

- Provide learners with short and simple input that help them to understand the text directly.
- Provide support .i.e. use visual aids (pictures, diagrams...)
- Select passages that address the listeners’ need, experience and also lie within their field of interest.
- Take into account the paralinguistic’s features such as accent, rate of speech, number of speakers, and background noise.

- Texts should contain easy lexis and simple grammar.
- Audio text repetition rate: The lower the level the more time the learners will need to listen to the text.
- Simplification of the context .i.e. the role of pre-listening activities, preview key lexis...

1.5 Conclusion

In the first chapter, we introduce the definitions of some important concepts such as the meaning of text and text linguistics. We also make a comparison between the spoken and written text as well as showing the different types of text. After that, we present a short history of text linguistics. Then, we go further to discuss the notion of texture and textuality. Moreover, we list out the seven standards of textuality. Finally, we suggest a solution of how to make an oral text more communicative.

Chapter Two: Presentation of the Textbook “My Book of English” Year Three.

2.1 Introduction

The current chapter is entitled Presentation of the Textbook “My Book of English” Year Three. It aims to introduce the concept of textbook by defining and explicating its role, advantages and disadvantages in acquiring a communicative language. In addition, we go deeper to describe the textbook “My Book of English” year three, middle school. Moreover, we point out the aims and objectives of the target book. Finally, we shed the light on the target spoken text and its description.

2.2 The Textbook

Textbook is a book about a particular subject that is used in the study of that subject especially in school. Textbooks are assembled more than they are written. They are not usually written by a single author, nor are they a creative and imaginative Endeavour. They are, in fact, usually specially made by corporation to follow a set standard curriculum for a school system a larger organisation, such as a province.

The textbook is the most well-known tool in the classroom. However, it is a collection of knowledge, concepts and principles of a selected topic or course .It is designed by experts who are specialised in the field. Textbooks are usually part of the pedagogical design. Broadly speaking, the Second Generation is based on the use of textbook because it plays an important role. Moreover, it represents a useful source for the teachers as a course designers and learners as persons who are acquiring the language. According to Valverde et al; (2002:2) the textbook has been a fruitful area of research since it plays a great influence inside the classroom. That is to say, the textbook is considered as an important tool that creates motivation since it includes a variety of themes and language points, as well as structures that facilitate the tasks and activities which are designed for the learners. In addition, the textbooks are usually accompanied by the teacher guide that contains detailed explanation of the tasks and activities that are planned

Chapter Two: Presentation of the Textbook “My Book of English” Year Three.

throughout the academic year. Moreover, the teacher guide provides the teacher with: listening script, CD, video...etc.

At last, the textbooks are important tools for the promotion of specific types curricular. Thus, their content and structure are very important to translate the abstraction of curricular policy into operation that teachers and students can carry out.

2.2.1 The role of the textbook

The textbook is one of the most important sources of contact inside and outside the classroom. It helps the teacher and the learner in the teaching and learning process. The role of the textbook varies greatly from classroom to classroom, and from teacher to teacher.

Using textbook has both advantages and disadvantages for teaching instruction. Starting with the advantages, many scholars confess the value of textbooks, Sheldon (1988:237) states that textbooks provide considerable advantages for both the student and the teacher when being used in the ESL/EFL classroom.

Undoubtedly the textbook plays undeniable role in navigating the language learning process in one way and providing a route map for both learners and teachers in another way. Brown (1994: 145) claims that the most obvious and the most common form of material support for language instruction, comes through textbooks to support the success of teaching and learning process. That is to say, the textbook occupy one of the most important places among the instructional material, textbooks are vital ingredient of successful learning.

Chapter Two: Presentation of the Textbook “My Book of English” Year Three.

2.2.2 Advantages of textbook

It is well-known that the textbooks are designed in an organised way to fulfil some purposes. Graves (2000:174) presents a set of advantages for the use of the textbook:

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

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

-It provides consistency within a programme across a given level, if all teachers use the same textbook.

O’Neill (1982: 106) claims that most of the textbook are suitable for the learner’s needs since they provide materials, which are introduced; they also permit teachers to adapt and improvise while they are teaching.

Finally, the textbook’s aim is to teach and encourage learners to construct new knowledge. Moreover, it provides students with active, creative and many sided information.

2.2.4 Disadvantages of textbook:

Textbooks as they have advantages, they have also disadvantages. Sometimes, their content can be irrelevant and inappropriate to learners, or as it was stated by Graves (2000:176), “*There may be too much focus on one or more aspects of language and not enough focus on another*”. That is to say, some textbooks may fail to arouse the learner’s interest, because they do not take the learner’s background knowledge into account.

In addition, textbooks can also introduce the characteristics of target culture too strongly. Thus, they should focus on learners’ needs, interests and purposes, as well as providing them with sufficient information about the target culture characteristics.

Furthermore, it is very important that there should be a balance between the characteristics of the target context and learners’ culture. As it was claimed by

Chapter Two: Presentation of the Textbook “My Book of English” Year Three.

Richards (2001: 255) when he points that the textbooks may not suit learners’ needs. Moreover, they sometimes contain an authentic language that is old fashioned.

To sum up, the textbooks are vehicles that aim to make a strong link between learners and teacher inside and outside the classroom, as they have advantages, they can also have disadvantages.

2.3 The Third Year Textbook’s “My Book of English” year three

“My Book of English” year three is the learners’ current textbook in their third year of middle school; it is the basis of the course in the classroom. It follows the guiding principles which frame the curricular and which take into account the social and educational background of the learners as well as the cultural values of Algeria.

The authors of the textbook (Chenni Abdelfateh, Bouazid Tayeb, Smara Abdelhakim and Boukri Nabila) put its major aims to make both the teacher and the learner come to fruitful interaction.

2.3.1 Description of the Textbook

“My Book of English” has been published in 2016 by Chenni Abdelfateh. Book Three is destined to Third Year students whose cognitive capacities are to a certain extent more developed. The orientation is more focused on competency task based activities where learners are supposed to manipulate language through the four skills and their integration. They will have lots of listening, reading and writing activities where they can apply their cognitive and meta-cognitive faculties¹. (Book Three Teacher’s Guide, p5). The textbook complies with the curriculum designed and issued by the Ministry of National Education.

It relies on the (CBA) approach, which is both learners centred and project oriented. It contains four sequences and the number of pages is 159. Moreover, the textbook has useful teachers’ guide book. It contains a clear explanation of the methodology and set of listening scripts.

Chapter Two: Presentation of the Textbook “My Book of English” Year Three.

“My Book of English” year three is organized in term of the following four sequences:

- a- Sequence one: Me, my abilities, my interest, and my personality.
- b- Sequence two: Me and my lifestyle.
- c- Sequence three: Me and My scientific world.
- d- Sequence four: Me and my environment.

Each sequence of the book includes following rubrics:

- a- My project.
- b- I listen and do.
- c- I pronounce.
- d- My grammar tool.
- e- I practice.
- f- I read and do.
- g- I learn to integrate.
- h- I think and write.
- i- Now I can.
- j- I play and enjoy.
- k- I read for pleasure.

2.3.2 Aims and Objectives of the Textbook

(2Yearly learning plan, Key stage 2/Level 3 p05)

In “My Book of English” year three, the learner learn to identify and produce an important language functions such as (expressing abilities and inabilities, describing personality, features, describing and comparing life and life style, expressing obligation and prohibition, making recommendations).

As for its objective, at the end of the third year middle school level, the learners will be able to interact, interpret and produce simple oral and written messages/texts of description, narrative, prescriptive and argumentative types, using written, visual or oral, support in meaningful situation of communication

Chapter Two: Presentation of the Textbook “My Book of English” Year Three.

related to his environment and interest. They can understand short texts consisting of phrases and simple sentences and frequently use expressions to familiar topics or situations. They can communicate messages in simple sentences that are appropriate. They can describe in short sentences some aspects of their background or environment and related to their needs.

2.3.3 General layout and design of “My Book of English” year three

-Sequence Organisation

The course book “My Book of English” consists of four sequencers.

The sequencers are detailed in the following table:

Sequence	Title of the topic	Number of pages
01	Me, my abilities, my interest, and my personality.	11-45 34p
02	Me and life style.	48-82 34p
03	Me and the scientific world.	84-110 26p
04	Me and my environment.	113-146 33p
	Total	127

Table 2.1: Sequencers in My Book of English

Chapter Two: Presentation of the Textbook “My Book of English” Year Three.

Each sequence comprises from the following rubrics:

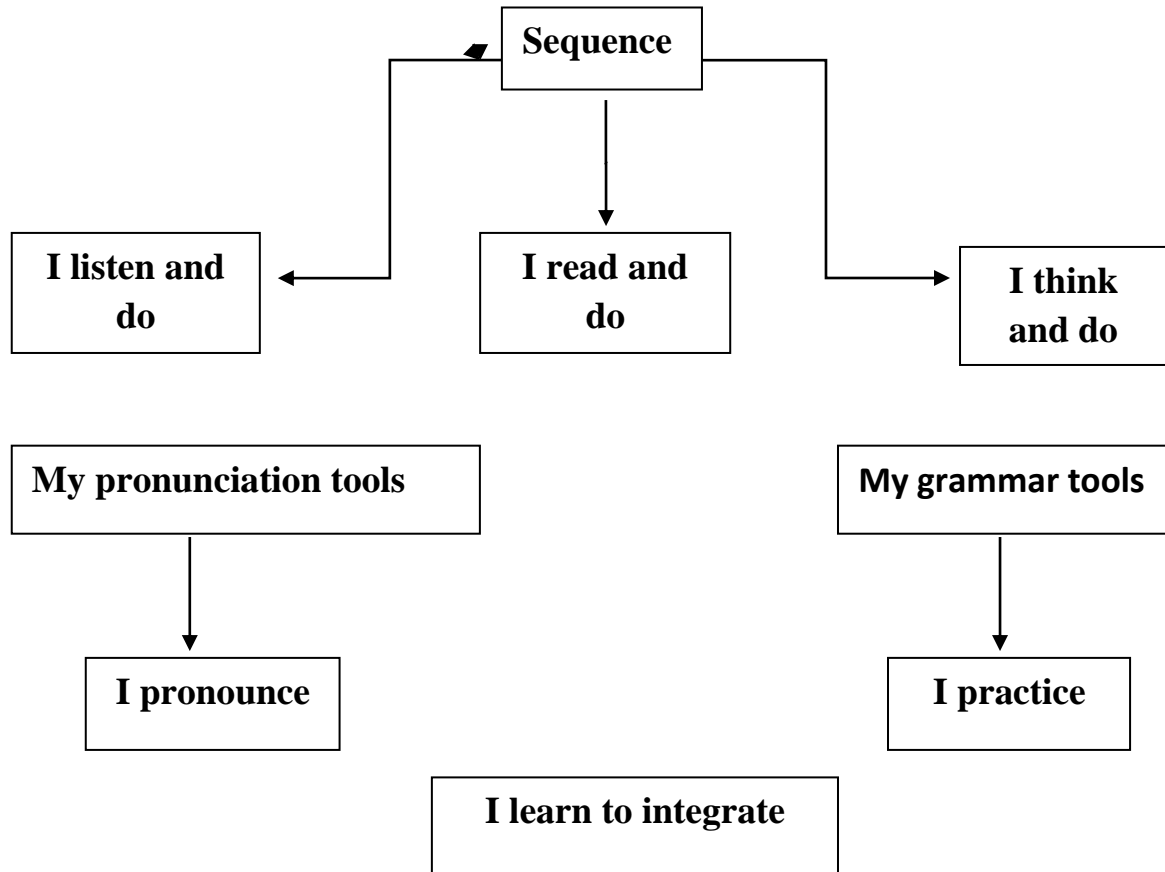


Figure 2.1: The outline of the sequencer's content

Chapter Two: Presentation of the Textbook “My Book of English” Year Three.

2.4 Description of the target listening text

The listening text that is going to be analysed in this paper is a short descriptive passage designed for the third year middle school students. It is programmed in sequence one “Me, my abilities, my interest and personality”. The listening text is about a Japanese middle school student, who is presenting himself during a local radio programme for young people. In this passage, the Japanese student introduces his name, age, hometown, likes and dislikes. The text is presented to learners as a CD track or as a spoken text, which is presented by the teacher in the classroom, during listening comprehension in rubric, which is called “I listen and do”.

The text is available in the teacher’s guide in the part of appendices “The listening scripts” page (67) and (CD track 2). After the listening phase learners are invited to practise a set of tasks depending on the understanding of the targeted text.

2.5 Conclusion

Through this chapter we describe different points such as the definition of the textbook and its role. In addition, we present both advantages and disadvantages of the course book. Then, we shed the light on the target textbook (My Book of English, year three) in term of its objects, its general layout, and design. Finally, we conclude by describing the context of the study as well as we targeted the text.

3.1 Introduction

The last chapter of this dissertation is entitled “Text Analysis and Recommendations”. It is organized in a certain way in order to find an answer to our research problem. However, it is devoted to the field work where we go deeper to investigate the target text by putting it under the seven standards criteria of textuality. A general discussion has followed the text’s analysis. Further, we conclude by providing a set of recommendations and suggestions.

3.2 Research methodology

The methodology used in this study is a qualitative method. It was adopted in order to answer our research question. The method is used to describe and interpret the characteristics of the spoken text that is designed as a listening session in the targeted course book entitled “My Book of English” book three, which was written by the author Chenni Abdelfateh. It was published for the first time in 2016 for beginner pupils of third year middle school. Our research tool depends on the text linguistics analysis of the chosen text; however, we are going to analyse it according to the seven standards of textuality (cohesion, coherence, intentionality, acceptability, situationality, informativity and intertextuality.). Thus, at the end of the analysis we are going to deduce whether the targeted text is considered as a communicative text or not.

3.3 Aims of the research

The textbook has been a fruitful area of research, because it has an important role in teaching and learning a language especially English. However, the main aim of teaching English at middle schools is to enable learners to use it appropriately and master all the language skills. Furthermore, the law of education in Algeria (from the last decade) expects learners to be able to produce and take part in oral exchanges at the end of the middle school level. These exchanges must not only be spontaneous, comprehensive and respectful, but also fluent and accurate in order to achieve a communicative occurrence.

Therefore, our research aims to investigate the quality of texts that are applied in the textbook of third year middle school. Moreover, our interest is to know if the targeted listening script of the third year middle school respects the seven standards condition of textuality.

3.4 Description of the text analysis

Text analysis is a research method used in order to describe, analyse and investigate the occurrences and the characteristics that are embedded in specific text. This text can be written such as books, newspapers, texts...etc or oral texts theatrical performances, speech, listening scripts...etc.

Moreover, the text analysis can be quantitative or qualitative. Quantitative text analysis is a number-based tool i.e. it emphasized in generating numerical data that can be transformed into usable statistics, whereas qualitative text analysis is a text-based tool i.e. it refers to the quality of the text being analysed by involving the understanding of the language. However, this method encompasses the text's content, structure and function.

Therefore, in our study we depend on the qualitative type since it helps us to recognize whether our target text is considered as a communicative occurrence or not, after applying a set of criteria on it.

3.5 Analysis of the text

Textbook analysis is particularly essential to support educational reform and hence this chapter sets out to establish the significance of conducting textbook research and highlighting best practice in the area.

Linguistically speaking, any text that does not meet the seven standards of textuality (cohesion, coherence, intentionality, acceptability, situationality, informativity and intertextuality), it is not considered as a communicative occurrence. Through this analysis, we are going to put our target text under the above standards to obtain a useful interpretation.

3.5.1 Cohesion

Type of cohesion link	Subtype	Examples
1-Reference	a-Personal reference	- I was 13 last month. I live in Tokyo. - I prefer video games, because they are so exciting.
	b-Demonstrative reference	- These are very popular in Japan. -I am not a smart boy! I can't understand this game.
2-Substitution		-I like video games, because they are so exciting. -I love Japanese teen songs, but I can't play any musical instrument.
3-Conjunction	a-Additive	-Japanese school children and teenagers like Manga, Anime and Sudoku.
	b-Causality	-I am not a real fan of Sudoku because I am not good at arithmetic.
	c-Contrast	-I love Japanese songs but I can't play any musical instrument.

4-Lexis	a-Reiteration	-...I like Manga too. I always read them in my free time. Together with books about wild animals. I love Anime too.
	b-Antonym	-I cannot understand the game, I find it boring, so I never play it. I'm fond of karaoke. I always go to karaoke clubs with my classmates at weekends.
	c-Lexical collocation	-Manga, books, read -I am not good in arithmetic , I am not a smart boy , I can't understand this game .
	d-Repetition of words	-I like Manga, too . -I love Anime, too . -I like music, too .

Table3.1: Analysis of Cohesion's Device.

As it is stated above, the sentences are used in the listening script are supporting the text topic. Moreover, the grammar structure and vocabulary are related to the text.

E.g.1 -Like, prefer, I am fond of... (These words are used to speak about likes).

E.g.2 -I am not a real fan, I am not a smart boy, I am not good... (These expressions are used to speak about dislikes).

There are different types of references in the text that make it cohesive.

a-Personal reference:

E.g.1. I like Manga too; I always read **them** in my free time.

In the above example, the pronoun **them** is an anaphoric reference for the word Manga.

E.g.2. I like video games because **they** are so exciting.

In the second example, the pronoun **they** is an anaphoric reference for the word video games.

b-Demonstrative reference:

E.g.1. Japanese school children and teenagers like Manga, Anime and Sudoku. **These** are very popular in Japan.

The demonstrative **these** is an anaphoric reference for the words Manga, Anime and Sudoku.

E.g.2. I am not real fan of Sudoku, because I am not good at arithmetic. I am not a smart boy! I can't understand **this** game.

This is an anaphoric reference for the word Sudoku.

Furthermore, the author of the text uses different lexical cohesion such as synonyms (like, love), antonyms (fond of/not real fan of, never/always). Besides the words that share the same environment like (music, songs, musical instrument). In addition, there are some words, which are repeated in the text three times as the word "Anime" and the word "too".

Cohesive is considered as "the glue" that sticks a sentence to another in a paragraph, or paragraph to another in a text. In this text the author sticks sentences by using conjunctions, such as:

E.g.1. Japanese school children **and** teenagers like Manga, Anime **and** Sudoku. → Additive.

E.g.2. I am not a real fan of Sudoku **because** I am not good at arithmetic.
→ Causality.

E.g.3. I find it boring, **so** I never play it. → Result.

E.g.4. I love Japanese teen songs **but** I can't play any musical instrument.
→ Contrast.

Another cohesive device used by the author is **the substitution device**. It is used in the following sentence:

E.g. I love Japanese teen songs but I can't play **any** musical instrument.

In this example the word **any**, substitution word used instead of saying, I can't play piano, guitar...etc

3.5.2 Coherence

Coherence is the second step of the analysis. It concerns the overall construction organization of a text. The author of the text has made the text coherent since all the sentences in the script are related to the main topic, they are related to each other. This relation constitutes a schema in the mind of the listener.

Sentences are put in logical order; however at the beginning the speaker presents his name, age, and hometown. Then, he introduces the most popular book, cartoon and game in Japan. At the end, he concludes by presenting his likes and dislikes. Thus, we can say that there is a connection between the different parts of the sentences that makes the sentences hang on each other, and creates a schema in the mind of the listener.

3.5.3 Intentionality

The third step of the analysis is intentionality, which concerns the attitude of the text producer. The text that is analysed is a presentation of likes and dislikes of a Japanese Middle School student during a local radio programme. Through our experience in teaching the third year middle school learners, the text does not serve the message to the audience (the third year middle school students) most of the learners face difficulty even in hearing the new words. However, the target text is a listening script where learners are invited to listen carefully without any written support or visual aids that help them to read words, grasp their meaning and understand it. Moreover, this listening text is designed to be the first lesson in the first sequence (Me, My Abilities My interest and My personality) where learners are not familiar with such text nor such vocabulary. Hence, the text does not serve the message to the third year middle school learners due to the ambiguity of some words in the text.

3.5.4 Acceptability

The fourth step of the analysis is acceptability, which concerns the text receivers' attitude. Through our interaction with a group of learners we deduce that the text that has been analysed cannot be understood easily by learners, since it contains some words which cannot be understood directly by third year middle school learners from the first time, because the text is a listening script where learners are invited to listen for the purpose of gathering information to answer

the tasks of while and post listening phases. Thus, not all learners can understand the text directly. Though, some words in the text have already been presented in the previous lesson by simple definitions, but most of the learners, “almost slow learners” cannot grasp all the new words that help them to understand the new listening script.

Learners may know that are hearing new words, but they do not accept them, because they are out of their real context. Their attitude towards the new words is negative. However, they do not react because they feel that they are not interest in the Japanese context. Thus, the third year middle school learners’ attitude towards the current text can be unacceptable.

3.5.5 Informativity

The fifth step of the analysis is informativity, which concerns the extent to which the content of a text is a ready known or expected as compared to unknown or unexpected. After listening to the text, the listeners can get some new information that they find it easy to understand. On the other hand, some other information was not understood by learner since the vocabulary used was may be unfamiliar for them.

Learners can hear the text for many times, but they will face the same obstacle i.e. the ambiguity of some words such as Manga, Anime, Sudoku, Karaoke, arithmetic...etc. Thus, the content of the text is unknown and unexpected by the third year middle school learners.

3.5.6 Situationality

The sixth step of the analysis is situationality, which concerns the factors that make a text relevant to a situation of occurrence. The manner of saying is not suitable for the audience. Not all the third year learners can attribute a meaning and associate with their environment, because the context of Algeria is totally different from the one of Japan. Thus, some words used in the text do not exist in our real context. Hence, it is not easy for learners to understand their meaning and relate them with the Algerian context. For instance, the following words are totally out from the learners’ environment:

-**Manga** is a Japanese comic book that tells stories in pictures.

-**Anime** is a Japanese television animation or cartoon.

-**Sudoku** is a Japanese puzzle in which the players from one to nine into a grid, consisting of nine squares. Each number must not be repeated any square.

The text here may be not relevant to the situation of occurrence. However, situationality in the current text does not help the target audience to understand the message of the text easily, because the producer does not create the text according to the circumstance or conditions of a particular place or particular time. Though, learners hear the new words with their definitions previously, they are not able to grasp their meaning due to different factors such as time limitation i.e. a short time is devoted for each script besides, the complexity of lexis e.g. Sudoku is a puzzle, even the word puzzle is not easy for 3Ms learners to understand.

3.5.7 Intertextuality

The seventh step of the analysis is intertextuality, which concerns the ways in which utilization of the text depends on the knowledge of other texts. In the targeted text of the analysis, there is a relation between the previous texts and this text directly. Yet, the relationship between the two texts is not strong. However, most of the new words in the text were presented previously in another listening script. Moreover, the previous listening script and the new one are designed to be introduced to the third year middle school pupils as a session of listening comprehension that means both scripts should be presented sequentially in one hour. As a result, learners will not have enough time to comprehend and recognize all the words in previous text and use them to perceive the new one.

Moreover, the text that we analysed is presented at the beginning of the year as a new lesson for 3Ms learners. It is programmed at the first lesson in the rubric “I listen and do”. Thus, there is no relation between the previous knowledge and the new one i.e. learners cannot connect between the target text and their previous background, experience...etc

3.6 Discussion

This section discusses the results obtained after analysing the text from the textbook of third year middle school. After putting the target text under analysis, and depending on our experience in teaching such rubric as well as the classroom observation, we find out that the text meets the standard of cohesion. The author of the text uses many cohesive devices that link a sentence to another and create the unity of the text. These devices are:

References: a- Personal e.g. I, they, them.

b- Demonstrative e.g. this, these.

Substitutions: e.g. any.

Synonyms: e.g. like/love.

Antonyms: e.g. always/never.

Lexical collocations: e.g. Manga, book, read.

Conjunctions: a-Additive e.g. and.

b-Contrast e.g. but.

c-Causality e.g. because.

d-Result e.g. so.

The second step of the analysis is coherence; linguistically speaking the text is coherent because all the sentences are related to the main topic. However, they are put in logical order that creates a schema in the mind of listener. From the beginning of the text the message was clear for the audience. Listeners can understand the meaning of the sentences they heard i.e. the speaker orders his ideas in presenting first his name (My name is Enzo Yashimoto), his age (...I was 13 last month), and his city (...I live in Tokyo). Semantically, the sentences are meaningful. Yet, learners start to lose comprehension with the presentation of the new Japanese words (...Japanese school children and teenagers like Manga, Anime, and Soduko). Hence, the speaker moves from presenting himself to another thing (mentioning what the Japanese school children and teenagers like). After that, he states that he also likes Manga. But when it comes to learners (3Ms), not all of them can cater and interpret the heard ideas.

The third step of the analysis is intentionality; in this text it is not fulfilled. However, the standard of intentionality refers to the text producer's attitude and intention. In this text the goal that is embedding within the speaker's mind is to make the target audience satisfied in hearing the text. The text producer's plans to introduce himself, his like and dislike by presenting Japanese words to refer to his favourite cartoon, book and puzzle. Yet, not all the audience (3Ms learners) are satisfied since most of them find difficulties in understanding the target words such as, Anime, Manga, arithmetic...etc. Thus the intended goal may not be achieved due to the breakdown of communication.

The following step of the analysis is acceptability. The text is not strongly accepted by the receiver (3Ms learners) because some words are not easily understand from the first time due to learners level, interest and background.

The fifth step of the analysis is informativity. In this text the level of the informativity is exceeded the point. As a result low informativity was created due to unknown and unexpected content that leads to boredom or even rejection almost within spoken text because learners lose their attention and their interest when they hear unfamiliar words which may prevent them to guess the whole

meaning of the spoken text. As a result, they lost motivation to listen and feel themselves as they are listening without any sense.

Situationality is the sixth step of analysis, it is absent in this text because learners of the 3Ms cannot associate what they heard in the text with their actual situation due to the wide difference between the Algerian situation and the Japanese one. That is to say, the speaker's interests, likes, and dislikes are totally different since they are not in the same situation nor have the same culture and experience. Moreover, when the learner finds himself in a new context different from his, he will be neglected. As a result, that makes the current text irrelevant to the real situation and occurrence.

The last step of the analysis is intertextuality, even though the utilization of the text depends on the knowledge of the preceding text, but because of various aspects such as, the type of the text, the learners' level and their previous knowledge. Intertextuality as a standard was not respected because the text was presented to the target audience for the first time as lesson number one in the first sequence, therefore, learners do not have the chance to connect nor relate it with any previous knowledge.

Broadly speaking, the new words presented in the text that has been analysed, were introduced previously in another listening text. But learners cannot relate their prior knowledge with the new one, because they were not given enough time to grasp interpret the new lexis because both texts i.e. the previous and the current one are devoted to be done in one session during one hour.

In the light of the aforementioned discussions and according to De Beaugrande and Dessler (1981:3) "communicative occurrence, which has to meet seven standards of textuality" that means if any text does not respect one of the seven standards of textuality is not considered to be communicative. Hence, our target spoken text is not considered as a communicative occurrence because it does not meet all the seven standards of textuality.

3.7 Recommendations and suggestions

As far as the nature of our research topic is concerned as well as the result obtained from the analysis, this section provides some recommendations and suggestions in order to improve the listening texts that are integrated within the textbook. Moreover, they help learners to achieve a high level of performance in acquiring a new knowledge.

- Supporting pupils to listen because listening is a vital skill that improves their learning capacities and comprehension.
- Be aware in designing the textbook's content.
- Taking into account the learner's level, need and interest when choosing a text.
- Providing learners with enough time in listening comprehension.
- Give learners the chance to grasp the previous texts before introducing new ones.
- Provide learners with pictures to attract their attention and help them to get an idea about the context.
- Provide motivating texts according to learners' preferences and needs.
- Respecting the seven standards of textuality when designing a text.
- Taking into account the vocabulary used almost in spoken text since the learners cannot see the words that they heard.
- They have to extract topics from the Algerian context.

3.8 Conclusion

The final chapter of this paper focuses on text linguistics analysis of the third year middle school book. We shed the light on targeted listening text to identify whether it is considered as a text or not according to the seven standards of textuality. Moreover, we discuss the findings of the analysis to conclude by providing some suggestions and recommendations.

General Conclusion

General Conclusion

The main aim of teaching English at the middle school is to enable the learners to use it effectively, appropriately, and to manipulate the four language skills including listening. Our research mainly focuses on text linguistics analysis of spoken text integrated in the third year middle school course book “My Book of English” Book three.

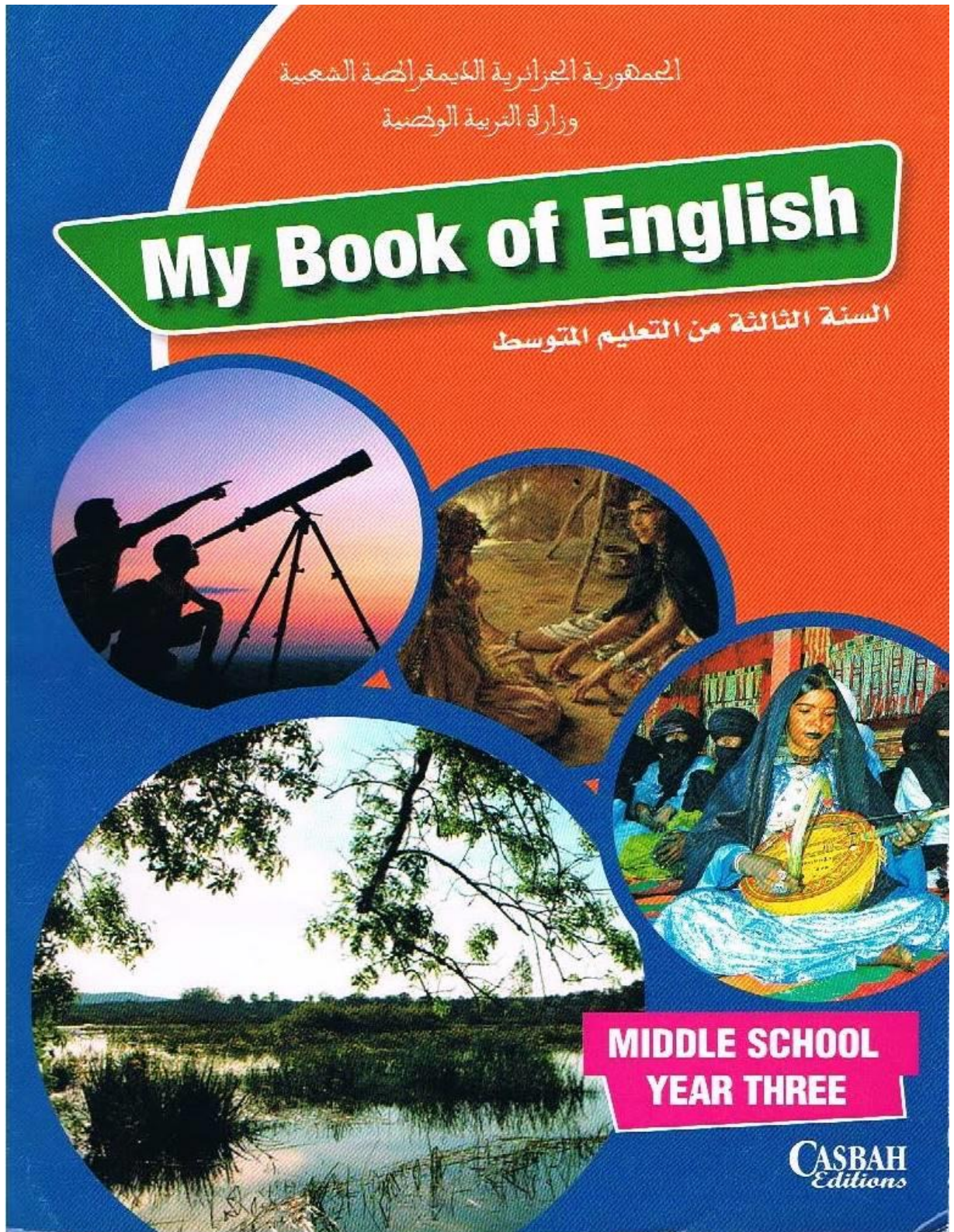
This study is comprised of two parts. The first part is known as the theoretical part, which itself contains two chapters. The first chapter covered the literature review. The second chapter described the target course book in term of general overview and design. The second part of this study included the third chapter, which is the field of work that encompassed the research methodology and its aims. Moreover, the third chapter covered the analysis of the target text as well as the discussion. At the end of this chapter, we concluded with some recommendations and suggestions.

The study aims to identify whether or not the spoken text included in the target course book met the seven standards of textuality as well as the learners’ level and understanding almost when it came to listening comprehension. After the analysis of the target text we noticed that it did not respect all the seven standards of textuality nor met learners’ interest. However, most of middle school learners still found real difficulties in understanding the spoken texts easily because they could not comprehend complex words or words that are out of their context.

In point of fact the aforementioned findings were just a sample of a spoken text from many others that were included in the third middle school book. Therefore, the field of research is still opened to enhance with other strategies that would facilitate the English listening text for the EFL learners in general and the third year middle school learners in particular.

Appendices

Textbook's cover



Listening Text Sample

ME, MY ABILITIES, MY INTERESTS AND MY PERSONALITY (BOOK 3 – SEQUENCE 1)

SCRIPTS FOR: I LISTEN AND DO

Tasks 4 and 5: I listen to this Japanese Middle School student introduce himself during a local radio programme for young people.

My name's Enzo Yashimoto. I was 13 last month. I live in Tokyo. Japanese school children and teenagers like Manga, Anime and Sudoku. These are very popular in Japan. I like Manga, too. I always read them in my free time, together with books about wild animals. I love Anime, too. My favourite TV Anime is always at 5 pm on Sundays. I'm not a real fan of Sudoku because I'm not good at arithmetic. I'm not a smart boy! I can't understand this game. I find it boring, so I never play it. I prefer video games because they're so exciting! I like music, too. I'm fond of karaoke. I always go to karaoke clubs with my classmates at weekends. I love Japanese teen songs but I can't play any musical instrument.

Bibliography

Bibliography

- **Anderson, Anne and Lynch, Tonny.** *Listening.* London: Oxford University, 1988. Print
- **Bamberg, Betty.** “Research in the Teaching of English”. *National Council of Teachers of English*, 18. 3 (1984): 305-319. Print.
- **Brown, H.Douglas.** *Principles of Language Learning and Teaching.* Englewood Cliffs, NJ : Prentice-Hall, 1994. Print.
- **Carstens, Wannie.** *Afrikaanse Tekslinguistiek ‘n Inleiding.* (Afrikaans text linguistics. An Introduction.) Pretoria: JL van Schaik Akademies, 1979. Print.
- **Chenni, Abdelfateh.** *My Book of English (Textbook).* Algiers : Casbah, 2016. Print.
- **Chenni, Abdelfateh.** *Teacher’s Guide.* Algiers : Casbah, 2016. Print.
- **De Beaugrande, Robert.** *Text Linguistics.* Amsterdam/Philadelphia: John Benjamins. 1995. Print.
- **De Beaugrande, Robert and Desselr Wolfgang.** *Introduction to Text Linguistics.* London: Longman, 1981. Print.

Bibliography

- **De Beaugrande, Robert and Dessler Wolfgang.** *Introduction to Text Linguistics.* London & New York: Longman, 1992. Print.
- **Djik, Van.** *Some Aspects of Text Grammar.* The Hague: Mouton. 1972. Print.
- Givon, Talmy.** On Understanding Grammar. Amsterdam/Philadelphia: John Benjamins. 1979. Print.
- **Graves, Kathleen.** *Designing Language Course, A Guide for Teachers.* Boston: Heinle Cengage Learning, 2000. Print.
- **Halliday, Micheal.A.K and Hasan Ruqaiya.** *Cohesion in English.* London & New York: Longman, 1976. Print.
- **Hatim, Basil.** *Teaching and Researching Translation.* Edinburgh Gates England: Peas on educal limited, 2001. Print.
- **Hatim, Basil and Mason Ian.** *Discourse and the Translator.* London & New York: Longman, 1990. Print.
- **Hatim, Basil and Mason Ian.** *The Translator as Communicator.* London & New York: Routlegde, 1997. Print.
- **Neubert, Albert and Shreve Gregory M.** *Translation as Text.* Akron: Kent state university press, 1992. Print.
- **Olson, David.** *A Literacy, language and learning: The nature and consequences of reading and writing.* Cambridge: Cambridge University Press, 1985. Print.

Bibliography

- **O'Neil, Robert.** *"Why use textbook?"*. *ELT Journal* 36(2), 1982: 104-111. *Print.*
- **Richards, Jack.C.** *Curriculum Development in Language Teaching*. New York: Cambridge University, 2001. *Print.*
- **Rost, Michael.** *Teaching and researching listening*. London: Longman, 2002. *Print.*
- **Sheldon, Leslie.E.** *"Evaluating ELT textbook and materials"*. *ELT Journal* 42(4), (1988): 237-246. *Print.*
- **Tannen, Deborah.** *"Spoken and Written Language: Exploring Orality and Literacy"*. *Integration and Involvement in Speaking, Writing, and Oral Literature*, 32, (1982): 35-5. *Print.*
- **Valverde, Gilbert, et al.** *According to the book*. London: Kluwer Academic. 2002. *Print.*
- **"Textuality"**. *Definition.net*. *STANDS 4LLC?* 2019. *Web.* 11May20019.
- <https://www.definition.net/definition/textuality>.
- <https://www.thoughtco.com/text-language-studies>.