

**People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Tlemcen**



**Faculty of Letters and Languages  
Department of English  
Section of English**

***Investigating The Effectiveness of Teaching Materials in  
The 5<sup>th</sup> Year Primary School English Textbook***

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

**Presented by:**

Ms. Ines Tedj el-Moulk DJEDOUI

Ms. Latifa DIB

**Supervised by:**

Prof. Chamseddine LAMRI

**Board of Examiners**

**Prof. Hafida HAMZAOUI Prof Chairperson**

**Prof. Chamseddine LAMRI Prof Supervisor**

**Dr. Iman DIB MCA Examiner**

**2024 – 2025**

## *Acknowledgment*

First and foremost, we are profoundly thankful to our supervisor, Prof. Chamseddine LAMRI, his invaluable guidance, insightful feedback, and continuous encouragement. His support was instrumental in shaping this research.

We want to express our profound appreciation to the honourable jury members for their time to examine our work, insightful criticism, and helpful remarks regarding this dissertation. Their perceptive observations have significantly raised the calibre of our research.

Special thanks to Dr. Iman DIB, we are truly grateful for the time and effort they invested in helping us succeed.

We sincerely appreciate the interviewees' cooperation and effort in making this study possible.

Finally, we would like to thank all those who supported us throughout this journey academically, emotionally, and personally. Thank you all for honouring us with your presence and for your meaningful contributions to this academic achievement.

## ***DEDICATION***

I dedicate this work to my beloved parents, Abd El Madjid and Amina, whose love and sacrifices made this journey possible. I am also grateful to my siblings, Kawther and Adel, for their constant support and joy. My heartfelt thanks go to my fiancé, Abd Allah, for his patience and encouragement, and to my entire family Djedoui, Bendaddouch, and Bouafia for being my foundation. In loving memory of my grandparents, this is for you. I also thank my friends Soumia, Narimene, Roumaissa, Khadidja, for their unwavering support, and my research partner, DIB Latifa, for her invaluable collaboration throughout this journey.

*Ines Tedj El Moulk*

I dedicate this work to myself, Thanks for the late hours and the early mornings, and the faith that allows me to finish this. This accomplishment is both yours and mine. Also, to my lovely parents ABDELATIF & SAMIRA, I want to express my gratitude for teaching me the importance of continuous effort. Without your sacrifices and your ongoing support, this objective would not have been achieved. This trip has become more significant because of my sisters AHLEM, NESRINE, IKRAM without forgetting my little angel FARAH and your words of support.

Also, to all my dear family members DIB & LAHMER. Thank you for your beautiful wishes.

I also thank my partner, DJEDOU I NES TEDJ EL MOULK. Your cooperation got me through the hardest times. You served as my assistant to finish this journey. And finally, my friends, Wafa and Sihami. Much appreciated for keeping me happy through the laughs, the breaks when I needed you most. With sincere appreciation,

*Dib Latefa*

## **Abstract**

Textbooks represent a crucial element of teaching-learning process in the realm of education particularly in the field of English language instruction, because they provide a pedagogical guidance and support for both learners and educators. The study at hands evaluated from different perspectives the suitability, strengths and weaknesses of the course book “MY BOOK OF ENGLISH” 5PS in Algeria. The target aims are to evaluate the effectiveness of the textbook as a means of instruction for teachers and to examine if the materials fit the learners’ needs and requirements. The current research was conducted using a mixed-method approach that relies on adapted models of evaluation checklist designed by various scholars; Tucker (1975), Daoud and Celce-Murcia (1979), Williams (1983), Sheldon (1988), Cunningsworth (1995). In addition to, a structured interview addressed to three teachers and a questionnaire for 56 pupils from three public primary schools in the district of Tlemcen. The findings obtained were analyzed both qualitatively and quantitatively. The results showed that teachers had widely contrasting viewpoints and different attitudes toward the English textbook because the latter serves as a support for pupils at this level, however, teachers cannot entirely rely on it during their teaching process. On the other hand, learners found that the textbook helpful and match their level in terms of content, language skills as well as activities. The study's overall findings demonstrate My Book of English 5PS's limited ability to assist English language instruction in Algerian primary schools. Although students largely expressed satisfaction with the textbook's structure and content, teachers' differing opinions point to the need for additional resources and pedagogical flexibility. These results highlight how crucial it is to continuously assess and modify textbooks in order to make sure that teaching materials meet the needs of students and the expectations of teachers.

## LIST OF CONTENT

Acknowledgements.....	I
Dedication.....	II
Abstract.....	III
List of Content.....	IV
List of Tables .....	V
List of Figures.....	VI
List of Abbreviations .....	VII
<b>General Introduction.....</b>	<b>1</b>
<b><u>CHAPTER ONE: Textbook Main Concepts</u></b>	
1.1. Introduction.....	8
1.2. English Roles in Society, Economy and Education.....	8
1.3. English in Algeria.....	10
1.4. Integrating English into The Algerian Primary School Curriculum.....	11
1.4.1. Benefits.....	12
1.4.2. Challenges.....	13
1.5. Teaching Materials.....	14
1.5.1. Definition of Teaching Materials.....	14
1.5.2. Importance of Teaching Materials.....	15
1.6. Instructional Textbook .....	15
1.6.1. Definition of Textbook.....	15

1.6.2. Types of Textbook.....	16
1.6.3. The Effectiveness of Textbook in EFL Classroom.....	17
1.6.4. The Importance of Textbook Evaluation.....	18
1.7. Types of Evaluation .....	19
1.7.1. Cunningsworth(1995).....	19
1.7.1.1. Pre-use Evaluation.....	20
1.7.1.2. In -use Evaluation.....	20
1.7.1.3. Post-use Evaluation.....	20
1.7.2. Ellis (1997) .....	21
1.7.2.1. Predictive Evaluation.....	21
1.7.2.2. Retroactive Evaluation.....	22
1.8. Approaches to Textbook Evaluation.....	23
1.8.1. In Depth Approach.....	23
1.8.2. Contextual Approach.....	24
1.8.3. Eclectic Approach.....	24
1.8.4. Impressionistic Approach.....	24
1.8.5. Checklist Approach.....	25
1.9. Textbook Evaluation Principles.....	26
1.9.1. External Design.....	27
1.9.2. Content Organization.....	29
1.9.3. Language Structure and Use.....	30
1.9.4. Language Skills.....	31

1.9.5. Methodology for Skills Development.....	32
1.9.6. Activities and Practice .....	32
1.9.7. Teachers ‘Support.....	33
1.9.8. Learners ‘Support .....	33
1.9.9. Cultural Discrimination.....	34
1.9.10. Supporting Resources .....	34
1.9.11. Validity and Authenticity .....	35
1.9.12. Aims and Objectives.....	35
1.10. Types of Checklists.....	36
1.10.1. Tucker’s Checklist (1975) .....	36
1.10.2. Daoud and Celce-Murcia checklist (1979) .....	37
1.10.3. Williams Checklist (1983) .....	37
1.10.4. Sheldon’s Checklist (1988) .....	38
1.10.5. Cunningsworth’s Checklist (1995) .....	38
1.11. Advantages of Textbook Evaluation.....	40
1.12. Conclusion.....	40

## **CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”**

2.1. Introduction .....	44
2.2. Description of The 5 <sup>th</sup> Year Primary School Teaching Materials ‘MY BOOK OF ENGLISH.....	44
2.3. Research Objectives.....	44
2.4. Research Design.....	44

2.5. Sample Population.....	45
2.6. Research Instruments.....	45
2.6.1. Checklist Model.....	45
2.6.2. Teachers’ Interview.....	46
2.6.3. Pupils’ Questionnaire.....	46
2.7. Data Analysis.....	47
2.7.1. Checklist Analysis and Result.....	47
2.7.2. Pupils’ Questionnaire Analysis and Results.....	58
2.7.2.1. Questionnaire Results’ Interpretation .....	66
2.7.3. Teachers’ Interview Analysis and Results.....	67
2.7.3.1. Interview Results’ Interpretation.....	74
2.8. Results and Discussion of the Main Findings.....	74
2.9. Suggestions and Pedagogical Implications.....	75
2.10. Conclusion.....	77
<b>GENERAL CONCLUSION.....</b>	<b>79</b>
<b>BIBLIOGRAPHY.....</b>	<b>81</b>
<b>APPENDECIES .....</b>	

## **List of Tables**

<b>Table 2.1</b> External Design.....	47
<b>Table 2.2</b> Content Organization.....	48
<b>Table 2.3</b> Language Structure and use.....	49
<b>Table 2.4</b> Language Skills.....	50
<b>Table 2.5</b> Methodology for Skills Development .....	52
<b>Table 2.6</b> Activities and Practice.....	52
<b>Table 2.7</b> Teacher' Support.....	53
<b>Table 2.8</b> Learner' Support.....	54
<b>Table 2.9</b> Cultural Discrimination.....	55
<b>Table 2.10</b> Supporting Resources.....	55
<b>Table 2.11</b> Validity and Authenticity.....	56
<b>Table 2.12</b> Aims and Objectives.....	57
<b>Table 2.13</b> Easy and Difficult Sequences for.....	65

## **List of Figures**

<b>Figure 2.1</b> Learners' impression over English .....	58
<b>Figure 2.2</b> Learners' viewpoint toward My Book of English 5ps.....	59
<b>Figure 2.3</b> Learners' viewpoint toward the book' sequences.....	59
<b>Figure 2.4</b> The effectiveness of Activities in encouraging learning.....	60
<b>Figure 2.5</b> Learners' attitude toward Tasks and Activities.....	61
<b>Figure 2.6</b> The importance of Figures.....	62
<b>Figure 2.7</b> Learners' viewpoint toward the book' Shape.....	62
<b>Figure 2.8</b> The difficulty of Vocabulary.....	63
<b>Figure 2.9</b> Grammatical Skills development.....	64
<b>Figure 2.10</b> Learners' perception of My Book of English 5PS.....	65
<b>Figure 2.11</b> Learners' viewpoint toward 3ps, 4ps and 5ps English textbook...6	

## **List of Abbreviations**

**EFL:** English as Foreign Language

**ELI:** English Language Instruction

**ESL:** English as Second Language

**FL :** Foreign Language

**ITE :** Institut Technique de L'Education

**PS:** Primary School

**STEM:** Science -Technologies-Engineering-Mathematics

**TB:** Textbook

**TESOL:** Teaching English for Speakers of Other Languages

**TL:** Target Language

# **General Introduction**

## **General Introduction**

Textbooks remain a vital component of the teaching process in the field of English language instruction (ELI) for both teachers and students, they offer structure, content, and pedagogical guidance, especially in situations where resources are limited or concentrated. In addition to making language structures and vocabulary easier to learn, a well-designed textbook fosters critical thinking, introduces cultural perspectives, and supports the integration of all language skills. Because of these factors, textbook development, selection, and evaluation are crucial components of any educational system.

The textbook plays an important role in English as a Foreign Language (EFL) contexts, it is the main way that students are exposed to the target language and frequently forms the foundation of both in-class and independent study. As part of a larger reform to improve the quality of English language instruction at the foundational level, the Algerian Ministry of National Education 2024 unveiled “My Book of English” 5PS, a new textbook for fifth-year primary school students. Examining this textbook's applicability, efficacy, and conformity to learning objectives and standards is essential because it was just introduced.

Textbook evaluation, especially in the early stages of adoption, is critical for identifying a textbook's pedagogical strengths and potential areas for improvement. A new textbook must be evaluated not only in terms of design and content, but also in terms of how it performs in the actual classroom setting. Questions about accessibility, language appropriateness, cultural relevance, activity design, and skill integration must be thoroughly investigated. Furthermore, it is critical to understand how both students and teachers perceive the textbook, as their experiences and feedback offer valuable insights into its practical effectiveness.

This dissertation seeks to conduct a thorough evaluation of “My Book of English” 5PS using a triangulated research methodology that combines three complementary tools:

an evaluation checklist, a questionnaire directed at learners, and interviews with experienced English language teachers. The checklist creates a structured framework for evaluating the textbook's external design, content organization, language structure and use, language skills, methodology for skills development, activities and practice, teacher' support, learner' support, cultural discrimination, validity and authenticity, aims and objectives. The questionnaire elicits learners' perceptions, preferences, and challenges with the book, whereas the interviews provide in-depth insights from educators who use the textbook in practice. Together, these tools enable a comprehensive and evidence-based evaluation of the textbook, highlighting both its strengths and limitations. Hence, this study seeks to answer the following research questions:

- Q1. What is the attitude of primary school teachers toward “My Book of English”?
- Q2. Does the textbook meet learners' need in terms of content, language skills and activities?
- Q3. To what extent does the textbook align with learners' level in terms of abilities and interest?

To answer the research questions, the researchers suggested the following hypotheses:

- H1. Teachers hold different attitudes toward the design, organisation, language, skills and activities used in the English textbook.
- H2. “My Book of English” adequately meets learners' needs by providing engaging activities, relevant content and balanced language skills involvement.
- H3. “My Book of English” is aligning with learners' abilities and particularly their interests.

The main aim of this descriptive study is to evaluate the effectiveness of the textbook as a tool of instruction for educators and whether it fits the learners' needs.

Thus, the objectives of this study are as following:

- To analyse the attitude of teachers toward the design, organisation, language, skills and activities used in the English textbook.
- To evaluate the alignments of the textbook content with learners' interest and level.
- To assess the effectiveness of the textbook content in developing language skills.

The dissertation consists of two main chapters. On one hand, the first chapter entitled "Textbook Main Concepts", provides a theoretical part dealing with the key learning points of textbook evaluation; EFL, evaluation, approaches, checklist.

The second chapter: Evaluation of The Textbook "MY BOOK OF ENGLISH", on the other hand, is the practical part where the evaluation of the 5PS textbook is developed via the adaptation of six checklist; Tucker 1975, Daoud and Celce-Murcia 1979, Williams 1983, Sheldon 1988, Cunningsworth 1995, McDonough and Shaw 2003, analysis of data collection from teachers' interview and learners' questionnaire, discussion of the main findings, followed by some suggestions and pedagogical implications. In addition to limitations of the study, ending with a conclusion.

**Chapter One:**  
**Textbook**  
**Main Concepts**

## **Chapter one: Textbook Main Concepts**

### 1.1. Introduction

### 1.2. English Roles in Society, Economy and Education

### 1.3. English in Algeria

### 1.4. Integrating English into The Algerian Primary School Curriculum

#### 1.4.1. Benefits

#### 1.4.2. Challenges

### 1.5. Teaching Materials

#### 1.5.1. Definition of Teaching Materials

#### 1.5.2. Importance of Teaching Materials

### 1.6. Instructional Textbook

#### 1.6.1. Definition of Textbook

#### 1.6.2. Types of Textbook

#### 1.6.3. The Effectiveness of Textbook in EFL Classroom

#### 1.6.4. The Importance of Textbook Evaluation

### 1.7. Types of Evaluation

#### 1.7.1. Cunningsworth (1995)

##### 1.7.1.1. Pre-use Evaluation

##### 1.7.1.2. In -use Evaluation

##### 1.7.1.3. post-use Evaluation

#### 1.7.2. Ellis (1997)

## **Chapter one: Textbook Main Concepts**

1.7.2.1. Predictive Evaluation

1.7.2.2. Retroactive Evaluation

### 1.8. Approaches to Textbook Evaluation

1.8.1. In depth Approach

1.8.2. Contextual Approach

1.8.3. Eclectic Approach

1.8.4. Impressionistic Approach

1.8.5. Checklist Approach

### 1.9. Textbook Evaluation Principles

1.9.1. External Design

1.9.2. Content Organization

1.9.3. Language Structure and Use

1.9.4. Language Skills

1.9.5. Methodology for Skills Development

1.9.6. Activities and Practice

1.9.7. Teachers 'Support

1.9.8. Learners 'Support

1.9.9. Cultural Discrimination

1.9.10. Supporting Resources

1.9.11. Validity and Authenticity

1.9.12. Aims and Objectives

### 1.10. Types of Checklists

1.10.1. Tucker's Checklist (1975)

## **Chapter one: Textbook Main Concepts**

1.10.2. Daoud and Celce-Murcia Checklist (1979)

1.10.3. William's Checklist (1983)

1.10.4. Sheldon's Checklist (1988)

1.10.5. Cunningsworth's Checklist (1995)

1.11. Advantages of Textbook Evaluation

1.12. Conclusion

## **Chapter one: Textbook Main Concepts**

### **1.1.Introduction**

The goal of this chapter's review of related literature is to introduce the main ideas of textbook evaluation. It demonstrates the value of English in a variety of educational contexts and gives a broad overview of the language as a global one. It also looks at English's place in Algeria's educational system, emphasising recent reforms and the language's expanding prominence. The adoption of English in Algerian elementary schools is also examined in this chapter, which provides information on the strategies that have brought the language to this level as well as the advantages and difficulties of this endeavour. It also offers a thorough analysis of instructional resources, with an emphasis on textbooks—their types, description, and use in EFL classrooms. The chapter also discusses textbook evaluation by going over a number of known models and theoretical stances. It explores a variety of methodologies, including impressionistic, in-depth, contextual, eclectic, and checklist-based methods, and dives into several forms of textbook evaluation, including pre-, in-, and post-use evaluation. The contribution of important evaluation checklists put forth by academics like Tucker (1975), Cunningsworth (1995), and Sheldon (1988) to efficient textbook assessment is investigated. In order to lay the groundwork for comprehending the importance of textbook evaluation in boosting instructional materials and raising the general efficacy of English language training, this chapter offers an overview of the theoretical perspectives applied in this study project.

### **1.2. The Role of English in Society, Economy, and Education**

English has become one of the most influential languages in the world, shaping various aspects of modern life. As globalization continues to bring nations closer together, the ability to communicate in English has become a crucial skill for individuals and societies. The language is widely used in international business, education, and social interactions, making it an essential tool for success in the modern world. Given its far-reaching impact, understanding the role of English in different domains is important to appreciate its significance. This essay will explore the role of English in three key areas: its social influence in fostering communication and cultural exchange, its economic significance in driving professional growth and global business

## **Chapter one: Textbook Main Concepts**

interactions, and its educational impact in shaping academic success and learning opportunities.

From a social perspective, English plays a vital role in global communication, diplomacy, and cultural exchange. As the primary language of international discourse, it facilitates interactions between people from diverse linguistic backgrounds, promoting mutual understanding and collaboration. English is the predominant language in media, entertainment, and social networking, enabling individuals to access global news, literature, and popular culture. However, this widespread influence raises concerns about linguistic and cultural homogenization, as the dominance of English may lead to the erosion of local languages and traditions. Despite these concerns, English remains a powerful tool for fostering global connections and enhancing cross-cultural dialogue.

Economically, English proficiency is increasingly seen as a key factor in professional success and global business interactions. Many multinational companies use English as their official working language, making it essential for employees to communicate effectively across borders. Countries that emphasize English education have witnessed growth in industries such as tourism, hospitality, and technology, where English proficiency is a valuable asset. In nations like China and India, English has become an important driver of economic progress, as fluency in the language opens up opportunities for employment, trade, and international collaboration. Additionally, the integration of English in economic policies and business strategies has facilitated access to global markets, boosting economic development and competitiveness.

In the field of education, English serves as a medium of instruction in many academic institutions worldwide. Universities in non-English-speaking countries are increasingly adopting English-taught programs to attract international students and enhance research collaborations. The importance of English in higher education is evident in the growing number of English as a Second Language (ESL) learners and the emphasis on language proficiency in academic performance. Studies have shown that English skills contribute to students' success in various disciplines, particularly in science, technology,

## **Chapter one: Textbook Main Concepts**

engineering, and mathematics (STEM). Moreover, innovative teaching methodologies, such as cooperative learning strategies, are being employed to improve English proficiency and equip students with the linguistic skills necessary for academic and professional advancement.

In conclusion, the significance of English in education cannot be overstated. As a medium of instruction in universities and schools worldwide, English provides students with access to global knowledge, research, and academic opportunities. Proficiency in English enhances students' ability to excel in various fields, particularly in science and technology, where much of the world's research is published in English. Moreover, the adoption of innovative teaching strategies aimed at improving English fluency ensures that learners are well-equipped for academic and professional success. English continues to be a major language in accessing information and participating in global communication. It is widely regarded as a key tool for literacy and education. As Burshfield (2003) notes, "Any literate, educated person on the face of the globe is deprived if he does not know English" (p.78). According to this statement, English has emerged as a universal language for commerce, education, technology, and communication. A non-native English speaker may lose out on a lot of chances for education, professional growth, and global connections. English provides access to a wide range of knowledge and communication.

### **1.3. English in Algeria**

Social media and globalisation have made Algerian society more open to the outside world, which has resulted in a linguistic conflict with French and the advent of English as a foreign language. With the exception of a brief stint in the 1990s, English has always been taught at the intermediate level in Algerian schools. Beginning in the fourth grade, French was taught as the first foreign language and as a topic in elementary schools from 1970 until 1990. Ali Benmohamed, the Algerian Minister of National Education, replaced French as the main language taught in elementary schools in 1993 by introducing English as the first foreign language (Laib, 1993). A decree issued by the Ministry of Education declaring that, as a pilot project, English should be gradually

## **Chapter one: Textbook Main Concepts**

introduced in a few elementary schools beginning in September 1993 (Djouimaa, 1999). Practical rules for curriculum design, instructional materials, teaching hours, teacher organisation, supervision, and evaluation were delineated in this decree. To start the project, a number of copies of the directive were sent to pilot schools. English was taught for five hours per week, the same as French. Teachers with I.T.E. (Institut Technique de l'Éducation) degrees were assigned to teach English at the elementary level. However, the minister's English initiative was unexpectedly halted and ultimately abandoned within a year for unclear reasons. Algerian Francophones believed the initiative failed because English was not seen as a strong competitor to French, and Algerians maintained a deep attachment to the French language due to colonization. When English was introduced as an alternative to French, the majority of people chose French instead. The experiment was launched for non-pedagogical reasons, though policymakers considered other factors. The Civil War of the 1990s significantly impacted all aspects of life, making it a critical and challenging time to implement this initiative. Algerian schools also lacked the necessary materials and resources to teach English at an early age, as the language was only used within classroom settings.

Teaching English in Algeria faces several challenges, including students' French-language competency, globalization, and language planning. Researchers have explored solutions such as technology integration and the status of English in the linguistic landscape (Ouahmiche et al., 2017). Studies also examine parental views on early English education (Manseur et al., 2019) and the impact of American pragmatism on teaching methods (Belmihoub et al., 2020). A self-study provides insights into teaching technique, while challenges faced by non-native MA students, particularly in thesis writing, have been analysed for potential improvements.

### **1.4. Integrating English into the Algerian Primary School Curriculum**

On July 31, 2022, Algerian President Abdelmadjid Tebboune announced that English would be introduced into the elementary school curriculum starting on September 21, 2022. In addition to French, third-year students, aged 10 or 11, would begin studying

## **Chapter one: Textbook Main Concepts**

English as their second foreign language. During a press conference in July 2022, President Tebboune stated, "French is a spoil of war, while English is the language of research and science, and it must be taught and given more attention." Hence, English is regarded as the global language of science and advancement and should receive more attention in education than French, which is considered a colonial legacy. The decision to introduce English in primary schools raised concerns among some educators. Shortly after the start of the school year in September, the Minister of National Education, Abdelhakim Belabed, reaffirmed the president's directive. However, challenges emerged regarding the availability of teachers and teaching materials. To address the shortage of educators, local education directorates across different wilayas (provinces) began searching for qualified candidates. Hiring English teachers for 20,000 primary schools was a significant task, particularly because these positions had not been previously allocated.

The urgency of the initiative led to 60,000 applications being submitted within a few days. Of these, only 5,000 candidates were hired. Despite limited classroom experience, the new instructors underwent brief training before beginning their teaching roles. Additionally, the Ministry of Education developed a textbook for third-year primary school students within a few weeks. The textbook includes basic English vocabulary, the alphabet, and introductory monologues tailored to Arabic-speaking learners.

The integration of English into Algerian primary schools has the potential to enhance students' language skills, social development, cultural awareness, and future opportunities. However, its successful implementation requires sustained support from educators, policymakers, and the community to address challenges such as teacher training and resource development.

### **1.4.1. Benefits**

Cahyati and Madya (2018) found that teaching English in elementary schools depends on both the school's commitment and students' competence levels. Schools with sufficient English teachers, learning resources, and textbooks can effectively implement English instruction.

## **Chapter one: Textbook Main Concepts**

Primary schools focus on young learners aged 6–11, a stage considered optimal for language acquisition. Research suggests that early exposure to English enhances cognitive abilities, including cognitive flexibility, problem-solving skills, and memory capacity. Additionally, primary school-aged children have a natural aptitude for language learning due to their intrinsic motivation and lack of inhibitions (Genesee et al., 2004).

---

### **1.4.2. Challenges**

English language acquisition is a key component of educational systems worldwide. However, teaching and learning English in primary schools' present specific challenges. One major issue is teacher qualifications and training. Many primary school teachers may lack proficiency in English and formal training in effective language instruction. This limitation can affect their ability to create engaging learning environments and deliver effective lessons.

Students' varying levels of English exposure and learning styles also present challenges. Limited prior experience with English or a lack of confidence in using the language may hinder participation. Educators must adapt instructional methods to accommodate students' diverse needs (McDonough & Shaw, 2018, as cited in Garton & Copland, 2018).

Maintaining student motivation can also be difficult due to differences in learners' reasons for studying English. Inconsistent assessment methods may lead to demotivation, while a lack of student engagement can further impact learning outcomes (Cahyati & Madya, 2018). Additionally, parental support plays a significant role in language learning, and its absence may reduce students' enthusiasm for acquiring English skills.

The classroom environment is another critical factor. Large class sizes may limit teachers' ability to provide individualized instruction. Furthermore, an overemphasis on

## **Chapter one: Textbook Main Concepts**

memorization and grammatical rules may reduce student interest and hinder their ability to apply the language in real-life situations (Copland et al., 2019).

### **1.5. Teaching Materials**

Teaching materials are different resources that enable instructors in delivering effective and interesting instruction adapted to students' needs. They range from classic print to advanced digital technologies.

#### **1.5.1. Definition of Teaching Materials**

Teaching materials are crucial tools for educators as well as students. Tomlinson (1998) described material as everything that facilitates high-level language learning and instruction, such as workbooks, tapes, CD-ROMs, audio, printed sheets, newspapers, written passages, and notably textbooks. Teachers rely significantly on them to help students learn efficiently. Individuals must understand the instrument and its properties to be able to select the suitable content. Ahmed (2017) references Wright, Richards, and Rodgers, who emphasized the relevance of the instructor and student roles in language instruction and subject learning using resources and assignments. The primary goal of instructional materials is to improve learning opportunities.

Teaching materials are widely described as any items that can be utilized to help facilitate the teaching and learning processes. They can be physical, digital, or conceptual, and are intended to promote educational objectives. An extensive selection of materials, including: Traditional materials contain textbooks, workbooks, flashcards, charts, and tactile manipulatives besides to, digital materials that include e-books, online courses, instructional apps, videos, and interactive simulations as well as authentic materials that involve real-world resources including newspapers, podcasts, advertisements, and cultural objects. Teacher-created materials include lesson plans, handouts, and activities adapted to specific situations of learning.

#### **1.5.2. Importance of Teaching Materials**

Teachers make use of various materials to encourage learning, such as textbooks, charts, models, graphics, real objects, and improvised materials (Awotua-Efebo,2001).

## **Chapter one: Textbook Main Concepts**

The success of an instructional course depends on the appropriate materials, their adequacy, along with effective utilization (Olaitan & Agusiobo, 1994). Instructional resources are proven to significantly improve students' academic performance in teaching and learning. It offers learners the necessary sensory experiences for optimal behavioral change. Instructional materials aim to enhance educational quality and improve student performance in learning. Students' performance on intended learning outcomes validates the success of engagement and instruction. According to Omabe (2006), instructional resources are important in the teaching and learning of English because they help teachers be more efficient and effective in their course delivery. Teaching materials promote active learning and save teachers' energy, reducing teacher-centeredness in teaching. In the same direction, Mathew (2012) claimed that the use of instructional resources improves teaching effectiveness since it allows students to take an active role in classroom instruction. Utilizing instructional resources can enhance student performance, Kochhar (2012) approved this viewpoint, stating that they are extremely important learning and teaching aids. Teachers need to use relevant teaching resources to enhance classroom interaction and increase students' interest in the subject.

### **1.6. Instructional Textbook**

Instructional materials play a crucial role in English language teaching and learning, as they enhance teacher efficiency and learning performance. (Omabe 2006).

#### **1.6.1. Definition of Textbook**

The textbook is regarded as the most crucial instrument. According to Hutchinson and Torres (1994), having a relevant textbook is essential for teaching and studying English. Hutchinson & Torres (1994) The design and arrangement of textbook chapters can serve as a guideline for teaching methods. Sheldon (1987) defined a textbook as a published book that aims to increase learners' linguistic and communicative abilities (Ghettas, 2017). In Algeria, English is taught as a second and foreign language. EFL textbooks improve learning outcomes for students and teachers.

Numerous studies investigated the impact of textbooks on ELT teaching and learning. According to Skierso (1991), TB can inspire and enhance language learning. Mares

## **Chapter one: Textbook Main Concepts**

(2003) asserted that textbooks can assist new or inexperienced educators by increasing their self-assurance in their ability to teach English through communicative methods.

As the primary source of knowledge for both students and teachers in educational settings, textbooks are highly effective instruments that play a central role in the educational system. To be more specific, a textbook is a written or digital teaching resource that imparts knowledge about a particular subject or field of study in an organized and planned manner. EFL textbooks can cover a wide range of topics, including grammar, vocabulary, pronunciation, and cultural aspects of the English language learner. Since they establish the standards for instruction, the teaching and learning process would not be as successful without them. Coursebooks are a useful resource for self-directed learning, providing an adequate number of lesson plans, a syllabus that represents recognized educational goals, and assistance for teachers with little experience, according to S. Cunnigsworth (quoted in Ayu & Indrawati, 2018).

### **1.6.2. Types of Textbooks**

It is common practice to distinguish between two types: Textbooks of this sort have an internal structure that is subject to a systematic arrangement of all activities and contents based on criteria such as choosing information based on its academic or scientific significance and value in generally, as well as how it corresponds with the external setting, the cultural and ideological environment of society, while also taking into consideration the material's pedagogical coherence. A type of reference book that presents a collection of trustworthy data when required.

Chopin (1992) differentiated between two categories of textbooks: textbooks in the traditional sense and works that have gained a scholarly or character after their production. In a similar context, various textbook kinds are distinguished based on their significance in the learning and forming process: certain volumes have been designed for both the educator and the learner, while others are meant for teaching and learning. Books for individual or group instruction, books that must be utilized for learning, and reference books that aid in students' learning and acquisition of academic information are all available.

## **Chapter one: Textbook Main Concepts**

Yet, there are books and educational resources that go along with earlier textbooks (instructor guides, exercise books, applications, etc.) that are frequently helpful for classroom instruction and are connected to a particular academic level, school subject, semester, or even an individual course axis. According to a clearly defined progressive sequence, it offers the student the course material and can be used both individually (in home) and collectively (in the classroom) (Dafater Education and Training, 2010).

### **1.6.3 The Effectiveness of Textbook in an EFL Classroom**

Across the world, textbooks serve as vital in language instruction at all forms of educational establishments, including public schools, colleges and universities, and language schools. However, textbooks are recommended, required, or assigned to the great majority of teachers (Garinger, 2001). Course book is the second significant element in the second/foreign language in the educational setting after the teacher, also serve effectively in the language instruction. Educators utilize textbooks as tools, and they need to comprehend how to use them and how beneficial they can be for all students. Because there are simply too many published resources available to use in teaching English, choosing the most effective textbook might be challenging. Furthermore, choosing a specific core textbook is an executive pedagogical commitment that requires significant financial, political, and professional investment (Sheldon, 1988). In the majority of language programs, textbooks are an essential part. In certain cases, they form the foundation for a large portion of the language practice and input that students encounter in the educational setting. They could serve as an outline for the courses' content, the proportion of skills directed, and the types of language practice that learners participate in.

In different situations, the textbook might mainly be used to support the teacher's teaching. With the exception of teacher-provided input, the textbook may be the primary source of language exposure for students. Textbooks can also act as a kind of teacher training for novice educators since they offer forms that instructors can take advantage of along with suggestions for lesson planning and delivery. Without textbooks, a large portion of language instruction that takes place nowadays would not be possible.

## **Chapter one: Textbook Main Concepts**

Therefore, one of the most crucial aspects of a teacher's qualifications is learning how to use and update textbooks, (Richards, 2001).

Textbooks, according to scholars notably Sheldon (1988), not only serve as the obvious centerpiece of any ELT program however also provide significant benefits for educators as well as learners when being used in ESL and EFL classrooms. Students' usage of textbooks is psychologically necessary since their development and accomplishments may be evaluated based on the information included in the books, which are useful tools for independent learning as well as for ideas and activities. Textbook syllabuses for teachers represent pre-established learning goals, content, approaches, and exercises. A strong syllabus, inspiring content, and strong language control are all features of the most significant textbook. Additionally, it offers guidance for learners to use during revising and the teachers' confidence relies on it (Harmer, 1995).

### **1.6.4. The Importance of Textbook Evaluation**

In education, evaluation is crucial, and teachers benefit from it since it can provide valuable insights for enhancing future course design, classroom procedures, and student work organization. Evaluation is meant to eliminate gaps and unnecessary repetitions, to provide an easier development of content through the various grade levels, to remove inconsistencies among several textbooks in different subjects and in different levels, and generally to convey a program of instruction in English more in line with the requirements of the students, evaluation studies, as mentioned by Sawin (1990), are helpful in determining a syllabus's positive and negative aspects, enabling teachers to enhance its strong points and fix its bad points. Simply put it a different way, an analytical evaluation aids in identifying a textbook's positive and negative aspects and in reaching a more appropriate choice. Consequently, choosing the best textbook requires an extensive investigation of the available options.

Based on Littlejohn (1990), the primary objective of textbook reviews is to ascertain whether the contents and resources are appropriate for a certain language learning context.

## **Chapter one: Textbook Main Concepts**

Cunningsworth (1995) underlined the significance of carefully choosing resources to make sure they complement the objectives, instructional strategies, and general program ideals in addition to the needs of the students.

As stated by Rea Dickins and Germain (1994) evaluation is essential to the teaching and learning processes. This highlights how evaluation is closely integrated into the educational process as well as it is a method used to examine student progress, guide instructional strategies, and provide both teachers and students' feedback. It ensures that instruction is relevant to the requirements of students by assisting in the identification of strengths, shortcomings, and areas for progress. Evaluation is therefore crucial to promoting successful learning and ongoing improvement in the field of education.

### **1.7. Types of Textbook Evaluation**

Evaluation, according to Hutchinson et al. (1987), is the act of figuring out how well something fits a particular goal. In other words, it is the process of determining to what extent something fits a particular function and a specific purpose. It entails determining the relevance and efficacy of items in a specific context. In this context, Cunningsworth (1995) and Ellis (1997) classified textbook evaluation into the following types: "pre-use," "in-use," and "post-use", "predictive", and "retrospective evaluations".

#### **1.7.1. Cunningsworth (1995)**

A crucial procedure in the context of education, particularly when dealing with language instruction, is textbook evaluation. A widely recognized scholar in this field, Alan Cunningsworth, has set up a thorough framework to evaluate textbooks that has been classified into three primary categories: pre-use, in-use, and post-use evaluation. Each category has a specific function and is necessary to guarantee that textbooks fulfill academic requirements and successfully promote learning goals.

##### **1.7.1. 1. Pre-use Evaluation**

The assessment carried out prior to a textbook being used in a classroom is commonly referred to as a pre-use evaluation. This particular kind of assessment emphasizes on the textbook's educational method, organization, and content. According

## **Chapter one: Textbook Main Concepts**

to Cunningsworth (1995), this assessment should take into account how well the textbook fits the curriculum and the specific requirements of the students. In a pre-use evaluation of a redesigned CLT (Communicative Language Teaching) textbook, for instance, Firiady (1998) examined the range of exercises offered and their conformity to CLT principles. In accordance to the study, the textbook included a variety of exercises that promoted social engagement and effective communication, underlining the significance of pre-use assessments in choosing relevant resources for language training.

### **1.7.1.2. In-use Evaluation**

As the textbook is really being used in the school setting, an in-use evaluation takes place. This kind of evaluation evaluates how effectively the textbook works in real-world situations, including how well it supports student education and participation. In order to assess the textbook's usefulness and applicability, Cunningsworth (1995) recommended that in-use evaluations incorporate input from educators as well as learners. For instance, Kia-Ahmadi et al. (2015) used Gardner's multiple intelligences hypothesis to assess a junior high school English textbook. The results showed that although the textbook primarily addressed verbal/linguistic and visual/spatial intelligences, it did not adequately reflect other intelligences, indicating the necessity of continual assessment while the textbook is being used.

### **1.7.1.3. Post-use Evaluation**

After the textbook is fully used in the educational setting, a post-use evaluation is carried out. The purpose of this review is to determine the textbook's overall efficacy in accomplishing learning objectives and to pinpoint areas in need of development. Post-use evaluations can offer significant perspectives into the textbook's long-term effects on student learning final results, as Cunningsworth (1995) pointed out. For example, in order to improve academic literacy development, Zhang (2017) carried out a critical analysis of the literature on the evaluation of English language instruction textbooks, highlighting the necessity of a principled framework that incorporates both macro and micro components of textbook content.

## **Chapter one: Textbook Main Concepts**

To sum up, Cunningsworth's textbook assessment framework offers an organized method for evaluating instructional resources at various phases of their use. Evaluations conducted before, during, and after use are essential for making sure that textbooks are useful, pertinent, and in line with learning goals. Teachers can improve the standards of language instruction by using these assessment categories to help them make well-informed judgments about textbook choice and administration. The incorporation of results from multiple research projects, including the ones by Zhang, Firiady, and Kia-Ahmadi et al., emphasized the significance of an accurate assessment procedure in the field of learning materials.

### **1.7.2. Ellis (1997)**

The evaluation of educational resources, including textbooks, is a key component of language education and learning. Rod Ellis (1997) provided a methodology for textbook evaluation that differentiates three distinct kinds: predictive, in-use, and retrospective evaluations. The following lines examine the predictive and retrospective forms, encompassing their meanings, techniques, and potential effects on the teaching of languages.

#### **1.7.2.1. Predictive Evaluation**

Before a textbook is used in a classroom, predictive evaluation—also known as pre-use evaluation is carried out. This particular type of assessment attempts to determine the textbook's potential value by looking at its structure, content, and compatibility with learning objectives. As defined by Ellis (1997), predictive evaluation entails a methodical examination of the textbook's characteristics to ascertain whether it is appropriate for a certain educational setting. The procedure usually includes creating a checklist or set of criteria that take into account the requirements of the students as well as the objectives of learning. Aski (2005), for instance, emphasized the significance of matching textbook activities to current findings in second language acquisition (SLA), proposing that useful resources should encourage form-meaning links rather of depending exclusively on technical practices. This supports Ellis's claim that predictive assessment should take into consideration the cognitive limitations

## **Chapter one: Textbook Main Concepts**

presented by linguistic characteristics as well as the teaching strategies used in the textbook.

### **1.7.2.2. Retroactive Evaluation**

Retroactive evaluation, on the other hand, takes place shortly after the textbook has been utilized in the educational setting. This kind of assessment examines the real results obtained from using the textbook and determines how well it supports learning and accomplishes the objectives of education. According to Ellis (1997), based on students' experiences and performance, a retrospective evaluation can offer insightful information about the textbook's advantages and disadvantages. Exam results analysis, instructor and student comment collection, and reflection on the overall learning process are all common steps in the retrospective evaluation process. This method enables teachers to pinpoint areas in need of development and make well-informed choices regarding the textbooks they will use in the future. Retrospective evaluations, for instance, might highlight differences between the desired goals for learning and the actual outcomes attained in the classroom, in accordance with research analyzing a seventh-grade English textbook using Ellis's approach.

In the process of evaluating textbooks, both retrospective and predictive assessments are crucial. By taking a proactive stance, predictive evaluation enables teachers to choose resources that are most likely to satisfy their teaching objectives. Retrospective evaluation, in the contrary, provides a contemplative viewpoint that allows teachers to evaluate the success of their decisions and make the required modifications. According to Ellis (1997), retrospective evaluation is just as crucial as predictive evaluation in order to make sure that the resources utilized are indeed beneficial in fostering language acquisition. This two-pronged strategy facilitates ongoing enhancements to language teaching methods and permits a more thorough comprehension of textbook effectiveness.

### **1.8. Approaches to Textbook Evaluation**

Textbook evaluation is an important part of educational research since it helps establish the quality and efficacy of educational resources. Several studies have been

## **Chapter one: Textbook Main Concepts**

undertaken to evaluate various textbook evaluation approaches in different context. For instance; experts suggest various types of approaches to evaluate textbooks which are; in-depth approach, contextual approach, eclectic approach, impressionistic approach, checklist approach.

### **1.8.1. In-depth Approach**

The In-Depth Approach to textbook review entails a thorough examination of the textbook's content, methodology, and capacity to meet language learning objectives. It takes a more qualitative and detailed look into the textbook, which is especially valuable for assessing the materials' efficacy in promoting learning outcomes, engaging learners, and aligning with educational objectives. According to McGrath (2002), the in-depth evaluation tends to address the following points:

- The aims and content of the book
- What they require learners to do
- What they require the teacher to do
- Their function as a classroom resource
- Learner needs and interests
- Learner approaches to language learning
- The teaching-learning approach in the teacher's own classroom.

According to McGrath (2002), there are significant drawbacks to this evaluation: It takes time and requires specialised knowledge. In contrast to passively applying static criteria, Cunningsworth (1995) positioned the in-depth method as intrinsically active since it requires evaluators to interact, engage, and critically engage with Materials.

### **1.8.2. Contextual Approach**

Instead of just being well-structured, the contextual approach guarantees that textbooks are applicable, timely, and culturally sensitive. It makes learning more effective and meaningful by placing a higher priority on learner participation, real-world application, and cultural sensitivity. According to Jack C. Richards (2001) Contextualisation is strongly advocated. He prioritises the contextual approach,

## **Chapter one: Textbook Main Concepts**

contending that rather than teaching discrete linguistic structures, textbooks should be in line with how language is used in the actual world. Although Cunningsworth(1995) concurred that textbooks have to be relevant for the setting, he cautions that excessive customisation might lessen their usefulness. He contends that contextual flexibility and organised content must be balanced.

### **1.8.3. Eclectic Approach**

The eclectic approach to textbook examination holds that no single technique or paradigm is sufficient on its own, and hence many approaches must be integrated to achieve a balanced and complete review. Experts generally agree on the need of eclecticism, but they disagree on how much freedom should be permitted and whether eclecticism should have a defined framework or be kept open-ended. Jack C. Richards and Theodore S. Rodgers (2001) contend that a variety of techniques are required for successful language instruction and the creation of instructional materials since no single strategy is always successful. They place a strong emphasis on principled eclecticism, which holds that rather than being arbitrary, eclectic decisions should be methodical and goal-oriented. Furthermore, Tomlinson, Brian (2013) because students have various tastes and cognitive demands, he advocates for eclecticism in material design, saying that textbooks should provide a range of activities and learning approaches.

### **1.8.4. Impressionistic Approach**

The impressionistic method to textbook review is making a fast, holistic judgement of a textbook based on overall impressions rather than doing a systematic, comprehensive analysis. This approach often entails scrolling through the book, analysing overall appeal, organisation, and usefulness, and forming a first impression before proceeding to a more in-depth evaluation. Experts differ on the efficacy of the impressionistic method. Some consider it a good beginning step, while others think it's too shallow and subjective.

McGrath (2002) thought that the impressionistic technique is appropriate for establishing an early sense of a textbook's applicability, design, and overall structure.

## **Chapter one: Textbook Main Concepts**

In the other hand, Jack C. Richards (2001) complained about impressionistic judgement as being overly subjective and inconsistent. He contends that, while first impressions are important, a textbook's efficacy should be evaluated using particular criteria such as linguistic content, skill integration, and student engagement.

### **1.8.5. Checklist Approach**

One of the three methods that can be used in evaluating textbook is checklist method. The checklist approach to textbook evaluation is a systematic, organised method that use a specified set of criteria to measure a textbook's effectiveness, relevance, and applicability for a specific teaching and learning situation. This method provides objectivity, consistency, and comparability by assessing particular factors such as language content, skill integration, cultural representation, student engagement, pedagogical efficacy, and design quality. It reduces human bias and provides a measurable, reproducible framework for making material selection decisions. The checklist method to textbook review improves systematic assessment, saves time, allows for unambiguous comparisons, clarifies evaluation criteria, gives flexibility for customisation, and assures full coverage of key areas. These advantages make it the favoured strategy among educators and researchers in the field of education.

Byrd (2001) argues that, “checklist method is systematic in the way that the criteria on the list are checked off in certain order”(p.416). Means that there are certain measures that must be taken to evaluate textbooks.

In addition, according to Sheldon (1988) the use of a checklist in textbook evaluation promotes openness and accountability by allowing instructors and institutions to evaluate materials systematically based on a clear set of pedagogical and linguistic standards.

Furthermore, a checklist is a crucial tool for evaluating instructional materials. However, it should be validated via classroom research to verify its criteria correlate with real learning results, (Skehan ,1996).

## **Chapter one: Textbook Main Concepts**

Moreover, Cunningsworth (1995) claimed that a checklist-based review is an organised and consistent way for evaluating coursebooks, allowing teachers to evaluate materials using objective criteria rather than personal judgements.

### **1.9. Textbook Evaluation Principles**

Textbooks form the foundation of educational programs. They serve as the basis of opportunities that have an essential effect on the methods of instruction and learning. Educational materials must be carefully prepared to avoid blindly directing students' learning, moreover a highly effective textbook meets various academic and professional criteria. Textbook evaluation therefore represents a difficult task. The usefulness of textbooks in the classroom is determined by several aspects. Scholars have offered many evaluation standards that serve as essential variables in selecting and evaluating the data. Designing criteria for evaluating materials is an essential stage in all recommended models. It is significant to assess if resources are acceptable for pupils in a specific teaching and learning context.

Sheldon (1988) highlighted that textbook evaluation standards are sometimes influenced by local demands and there is much ambiguity regarding whether criteria and limits are actually in place across international ELT environments. To express it in different terms, there isn't a single criterion that can be used in teaching or learning contexts when evaluating resources, hence choosing the criteria may be subjective.

The external design, content organization, language structure and use, language skills, methodology for skills development, activities and practice moreover teachers and learners' support also the cultural discrimination, the supporting sources, both validity and authenticity as well as the aims and objectives should all be given careful consideration in order to determine materials' efficacy, based on the criteria proposed by a number of scholars.

#### **1.9.1. External Design**

First of all, the way that material is presented in textbooks is crucial. Morgan (as stated in Behnke, 2018) asserted that well-prepared textbooks have the ability to increase learning's enjoyment and purpose by actively engaging students' cognition in

## Chapter one: Textbook Main Concepts

a number of methods, such as questioning, sensory perception, critical reasoning, and verbal thinking. However, many educational experts have put forth the ideas of coursebook design. Jirousek initially addressed harmony, proportion, coherence, clarity, and rhythm (as cited in Yazdanmehr & Shoghi, 2014). In addition, Mayer (as quoted in Behnke, 2018) asserts that learning is enhanced when spoken and written content are combined with both static and dynamic graphics. Thirdly, Hildegard (as quoted in Yazdanmehr & Shoghi, 2014) emphasized the relevance of using elaborate opening caps, particularly in sizes higher than the norm, to call emphasis to the beginning of a chapter, course, or other portion. It is also an effective technique to use various characters and color patterns to achieve this.

Richter, Scheiter, and Eitel (quoted in Behnke, 2018) found that congruence between written and visual material improves readers' comprehension of the language inputs. To improve learning outcomes, textbooks should display texts and images in a proper way. The efficacy of a course depends on factors such as coursebook design, instructional goals, and student characteristics. Learning-friendly design should prioritize clarity, coherence, consistency, and attractiveness. (Behnke, 2018).

Typography is an important aspect of textbook design that can pique the attention of students. According to Landoni and Gibb (as cited in Yazdanmehr & Shoghi, 2014), using graphics and typography enhances the significance of textual content. According to Yazdanmehr and Shoghi (2014), typography plays a crucial role in determining legibility and communicating successfully. They also observe that typography influences brain processing and perception. Good and poor typography can be differentiated based on factors such as reading time, pleasure, and vision care.

Visual elements such as photos and diagrams serve as a key part in textbook design. Their continued presence in textbooks at every stage of learning demonstrates their timeless nature. Kantartzi (as stated in Foutsitzi, 2022) argued that illustration plays a crucial role in an individual's development as the eye is the primary source of information to the brain. Moreover, when a narrative is written for young children, visuals add a pedagogical tone. As a result, from an early age, it has been assumed that school textbook illustrations are required to make them more interesting. However,

## **Chapter one: Textbook Main Concepts**

photographs should be utilized with caution. Illustrations should be clear and well-designed to convey meaning, information, and cultural knowledge. Visuals should be clear and captivating to engage children. According to Kantartzi (as cited in Foutsitzi, 2022), visuals are merely cosmetic and artistic additions to a text, not contributing significantly to its meaning. Images should not only give visual material, but also include didactic and expressive elements. As stated also by Behnke (2018) that effective text-image integration promotes learning.

In conclusion, the appropriateness of the material design is largely responsible for effective learning. To help the students, it is therefore essential to create a textbook with pertinent and purposefully included aesthetic elements.

### **1.9.2. Content Organization**

An essential component of textbook evaluation is content arrangement. It alludes to the organization and presentation of the material in the textbook. By offering a logical flow of information that enables pupils to gradually expand their knowledge, well-organized content promotes learning. According to Syaifudin et al. (2013), learner comprehension and engagement depend heavily on the material's consistency and relevance. In analyzing content arrangement, numerous elements should be taken into account: first of all: Logical Sequencing: The content should be organized to expand on ideas that have already been taught. The results of Amiri et al. (2021) which highlighted the significance of vertical and horizontal alignment in textbook content, lend credence to this idea. Moreover: Clarity and Accessibility: Information should be presented in textbooks in an understandable way. Teachers valued textbooks that were useful and matched students' requirements, according to Habtoor (2012), suggesting that content arrangement clarity is crucial for successful learning. Furthermore: Integration of Skills: Reading, writing, speaking, listening, and other language skills should all be integrated in a well-structured textbook. Learners are better able to apply their knowledge in practical settings because of this integration. A balanced approach to content that incorporates both language proficiency and cultural elements is necessary, as demonstrated by the study conducted by Gheitasi et al. (2020), which assessed the way cultures are represented in textbooks.

## Chapter one: Textbook Main Concepts

As one of the primary factors to be implemented when assessing textbooks, as described by Byrd (2001), is content/explanations:

- 1• The textbook's content must be pertinent to learners and their requirements;
- 2• The textbook's content should be basically realistic;
- 3• The materials' content should be engaging, demanding, and inspiring; and
- 4• There should be enough variety in the textbook's content.

According to scholars like Sheldon (1988) and Skierso (1991), when evaluating a textbook, topic content, also known as "subject matter," plays an important part since it establishes the likelihood that students will find the work helpful or valuable. Certain inquiries, such if the themes are interesting to the students, should be posed in order to motivate them to express their own thoughts.

### 1.9.3. Language Structure and Use

Language has an essential function in how people build their knowledge, form their opinions about people from various social backgrounds, and learn values. Since the textbook is the tool that students of all levels use with great frequency, it should be written in a proper language. The content should use engaging, amusing, and clear language to promote reading comprehension and abilities. Furthermore, in order to promote learning and boost motivation, textbook language must be accurate and coherent without being overly simplistic (Berkeley et al., quoted in Behnke, 2018). Additionally, texts and assignments need to be presented authentically and their grammatical and lexical complexity should be assessed. Ultimately, choosing authentic topics for learning requires taking into account the age, skill level, preferences, and desires of the learners.

All subjects are taught in their constituent components. Instead of being taught as a single subject, English is taught as a collection of several interrelated parts. These elements include phonetics, grammar, and vocabulary in language classes. These elements are essential to assess.

According to Cunningsworth (1995), learners frequently communicate with greater

## **Chapter one: Textbook Main Concepts**

efficiency if they possess a rich vocabulary instead of having a great command of grammar, particularly at the starting level. Therefore, it is essential to assess how vocabulary is taught and applied. also based on Cunningsworth (1995), a true language course differs from a phrasebook based on how well grammar is taught, and knowing how to use grammar gives students the tools they need to construct their own sentences while applying language for specific objectives. Specifically, understanding English grammar has long been viewed as a necessary part of the course intended to improve student's correctness in speech and writing as grammar is so important in the teaching of foreign languages.

### **1.9.4. Language Skills**

Cunningsworth (1995) stated that textbooks must contain pre-listening tasks to assist students and reduce the complexity of the text which helps to make it easier to understand for them. (Cunningsworth, 1995) Speaking needs to take an essential part in textbooks as it provides an appropriate balance between the acquisition of new language skills and the amount of practice aimed to facilitate the ability of learners to produce accurate spoken utterances. The materials should include and focus on the skills that students need to practice. Additionally, the materials need to offer a suitable balance of the four language skills: speaking, reading, writing, and listening.

As suggested by Cunningsworth (1995), there are a few aspects of reading materials that should be taken into account, such as topic selection, student aptitude, exercises, and activities. These factors make reading comparatively simple. Textbooks should also adopt this notion by showing how words are joined into a coherent discourse structure, as writing exercises in textbooks demand students to generate something like dictation or filling in the blanks. Furthermore, this entails thinking beyond sentence-level writing techniques (Cunningsworth, 1995).

Any language class's main objective is to help students become more proficient in the target language. Therefore, in order to strengthen each student, textbooks—a weapon of notable eminence for information delivery—must include a balanced blend of linguistic abilities. Language tasks and activities should be divided into four language strands, such as meaning focused input, meaning focused output, language focused

## **Chapter one: Textbook Main Concepts**

learning, and fluency development. (Nation quoted in Nazeer, Shah & Sarwat, 2015). The first one talks about the focus on receptive skills, where students learn language by speaking and listening. The next one, however, emphasizes speaking and writing as useful abilities. As a result, the macro skills-based exercises in the textbook need to change. Conversely, the third strand addresses the kinds of exercises that involve dialogues and discussions, vocabulary, interpretation, and retention. The last strand lists all of the exercises that can be performed to improve fluency in each of the four main language skills. Effective communication may be limited if any of these core abilities are ignored in a course manual. According to Bailey (quoted in Nazeer et al., 2015), reading, writing, speaking, and listening are important for successfully completing FL communication. Grammar and pronunciation are examples of micro skills that ought to be incorporated into macro skills. Teaching languages requires allocating the equal amount of time to each of the four strands.

### **1.9.5. Methodology for Skills Development**

The four language skills that are to be covered must be balanced throughout the text. Therefore, the content ought to cover both the productive skills of speaking and writing as well as the receptive skills of reading and listening. In textbooks, skills are evaluated based on three main criteria. The key ideas in ELT and textbook evaluation; according to Breen & Candlin (1987), textbook evaluation is predicated on three key elements, which are: In the beginning ascertain whether students can learn the language skills presented in the book with the use of practical instruction. Determining if the course duration is suitable for teaching each skill is the following crucial step. Lastly, it's crucial to determine whether the exercises advance skills and whether the purpose of applying the abilities is clear.

### **1.9.6. Activities and Practice**

A textbook should offer a variety of exercises that promote meaningful and communication practice, including individual, group, and pair work to foster creative, innovative, and self-directed responses. All of the goals should be accomplished by the activities in realistic settings. The textbook exercises must be meaningful and engaging,

## **Chapter one: Textbook Main Concepts**

reflecting the nature of real life, and they should strike a balance between the quantity of practice and the learning of new language abilities. Cunningsworth (1995) stated that the activities should be considered in terms of the quantity of activities, The exercises must be created in a way that is both engaging and significant, taking into account the nature of listening in everyday situations.

Since all textbooks include exercises, it is important to evaluate the practicality and effectiveness of textbook tasks as a teaching method. The exercises and activities should encourage students to use the language for a purpose rather than just for practice. A textbook should include a variety of activities, including group, pair, and individual work to make sure the activities cover the four main skills in the textbook and include an area for integrated skills.

### **1.9.7. Teacher's Support**

A textbook is essential for organising the teaching and learning process. It acts as a main resource for educators and learners alike, offering a framework for education. According to Richards (2001)"Textbooks serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They provide structure and consistency within a program, often serving as the main guide for both teachers and learners in achieving curricular goals."(p. 251).

Both (Fazira et. al., 2023) and (Gea et. al., 2023) highlighted the need of creating textbooks that complement certain curricular objectives and are in line with educational theories in order to improve student learning experiences. All things considered, this research highlight how crucial instructor assistance is to assessing and successfully using textbooks to improve student learning results.

### **1.9.8. Learner's Support**

Textbooks promote consistency in learning and offer crucial assistance to both educators and students. According to Ahour & Ahmadi (2012) "Textbooks serve as a structured guide for teaching and learning, offering a cohesive framework that facilitates knowledge acquisition and instructional consistency."(p. 59) Means that Textbooks offer an organised framework that facilitates reliable instruction

## **Chapter one: Textbook Main Concepts**

and efficient learning. Furthermore, it has been frequently stressed how important it is to evaluate English language learners' textbooks, highlighting the need for effective support systems to enhance learning results (Dual Language Learner Support, 2024; Evaluating BE Translation Textbooks in China, 2024).

### **1.9.9. Cultural Discrimination**

Teachers and textbook reviewers should examine the representation of other cultures, genders, and social groups in order to guarantee cultural inclusion in instructional materials (Mukundan & Ahour, 2010). They should also think about if the textbook promotes intercultural competency, since Byram (1997) said that language learners should cultivate open-minded attitudes, cultural knowledge, and the ability to communicate successfully across cultural divides.

According to Kramsch (1993), learning a language involves more than just becoming linguistically proficient; it also entails gaining intercultural awareness. Through the use of the target language (TL), a well-designed course book should introduce students to a variety of cultural viewpoints, allowing them to interact with various worldviews and cultivate critical cultural awareness. In a similar vein, Cortazzi and Jin (1999) stressed that textbooks had to give students the chance to consider their own cultural identity as well as cultural input from the target language group.

### **1.9.10. Supporting Resources**

When it comes to the incorporation of interactive digital resources like CD-ROMs, online platforms, and learning applications, supporting materials are an essential fact for textbook evaluation. With the help of these online resources, students can learn at their own speed and improve their language proficiency on their own. Blended learning, which mixes traditional education with digital tools, improves motivation and engagement and makes the learning process more dynamic and efficient, claim Dudeney and Hockly (2007). Students can access individualised learning experiences that enhance classroom instruction and foster skill development by utilising interactive digital resources.

## **Chapter one: Textbook Main Concepts**

### **1.9.11. Validity and Authenticity**

In order to ensure that learning resources adequately support students' educational growth and accurately represent language use in the actual world, validity and authenticity are essential evaluation criteria for textbooks. According to Richards (2001), a textbook's validity is determined by how well it satisfies learning objectives, conforms to curriculum standards, and offers pedagogically solid information. Essential skills, correct material, and useful tests that accurately gauge students' progress are all components of a good textbook.

In contrast, authenticity refers to how well a textbook's language, texts, and activities mimic real-world communication. Gilmore (2007) highlighted those authentic materials, such dialogues, newspaper articles, and real-world texts, improve students' communicative skills by exposing them to more natural language. Additionally, Tomlinson (2012) made the case that in order to interest students and offer worthwhile language practice, textbooks had to include contextually and culturally relevant information.

Therefore, in order to make sure that the materials not only fulfil learning objectives but also give students exposure to the language in a meaningful and practical way, textbook evaluation should concentrate on both validity and authenticity.

### **1.9.12. Aims and Objectives**

A textbook's objectives and aims must be in line with pedagogical principles, learner needs, and curriculum standards in order to be effective. Well-defined objectives ensure that courses advance logically and cover all relevant skills and knowledge areas, which contributes to the creation of an organised learning experience (Hutchinson and Waters, 1987). Nation and Macalister (2010) also stressed that in order to keep students motivated and involved, goals should be specific, attainable, and adapted to their level of proficiency.

In addition, McDonough and Shaw (1993) mentions that, “we may need to select materials that suit a particular syllabus or set of objectives that we have to work to” (p. 70) This implies that teachers frequently have to select instructional materials that complement a particular curriculum or learning objectives when creating or delivering

## **Chapter one: Textbook Main Concepts**

a course. Instead of merely utilising whatever resources are available, the materials should assist pupils in successfully achieving the necessary goals.

### **1.10. Types of Checklist Approach**

According to Byrd (2001) tells that “ checklist method is systematic in the way that the criteria on the list are checked off in a certain order” (p.416). Hence, by precisely defining which criteria were taken into consideration and how decisions were reached, this methodical approach guarantees that no significant detail is missed, encourages reliability and uniformity among various evaluators, and improves the evaluation’ impartiality and transparency.

Indeed, there are six models of checklist that are differ from one another. Each checklist varies from one researcher to another. The researcher takes into account the reason and the purpose behind the evaluation. Here, each evaluator analyses textbooks from diverse viewpoints to express his or her ideas and bases his or her judgement on a given Framework. These models are: Tucker 1975, Daoud and Celce-Murcia 1979, Williams 1983, Sheldon 1988, Cunningsworth 1995, McDonough and Shaw 2003.

#### **1.10.1. Tucker’s Checklist (1975)**

Tucker splits his checklist into two major categories. Both external and internal criteria are divided into three groups. The third category of internal criteria includes pronunciation, grammar, and content requirements. The special Features of this checklist include:

- a) Tucker assesses the textbook using a value scale (important in context) and a merit scale for quality.
- b) The value scale ranges from 0 to 5, whereas the merit scale ranges from 0 to 4.
- c) The checklist includes the value merit product (VMP), which is calculated by multiplying VS and MS. Multiplication scores provide both an arithmetic sum and a graph comparing real and ideal profiles.

#### **1.10.2. Daoud and Celce-Murcia Checklist (1979)**

## Chapter one: Textbook Main Concepts

Marianne Celce-Murcia is a Professor Emerita of Applied Linguistics at the University of California, Los Angeles. Her hobbies are English language and pronunciation. She has co-edited all four issues of TES/FL.

In addition to co-editing a five-volume textbook series with M. Sokolik, a fourth edition is set to be published by National Geographic-Heinle. Celce-Murcia has been a member-at-large on the boards of worldwide TESOL and the American Association for Applied Linguistics. Daoud and Celce-Murcia's criteria for textbook assessment includes five components. The first category is topic content, followed by language and structures, exercises, images, and physical make-up. The total elements for the five aspects are: 25.

### 1.10.3. Williams (1983)

David Williams is a Senior Lecturer at Ahmadu Bello University in Nigeria, where he leads the Language Arts Section. He obtained a PhD in education from the University of Malaya. His current research interests: Topics covered include reading comprehension, literary education, and views towards various forms of Nigerian English. Williams organises his ELT textbook checklist into seven criteria. The seventh criterion includes general, speech, grammar, vocabulary, reading, writing, and technical. The unique characteristics of his textbook checklist are:

- a. The weighting column is located on the left side of the checklist. Weighting can be expressed as numbers or letters (e.g., 4 for extremely useful, 3 for rather useful, 2 for reasonably useful, and 1 for not so valuable). The left column can be used to weight items based on their usefulness in a certain second-language situation or academic level.
- b. The 5-point numerical rating scale is to the right of the checklist. It may be used to tailor evaluation items to the needs of the teaching scenario. The right-hand column shows how well each textbook meets the checklist

## Chapter one: Textbook Main Concepts

criteria.

c. To create comparable assessment criteria, double the weighting of each item by the rating on each item.

### 1.10.4. Sheldon (1988)

The director of ELT at Pitman Education and Training Ltd. is Leslie Sheldon. In addition to serving as an ESP consultant, he has taught in Canadian schools, colleges, and teacher-training facilities in Iran, Algeria, Italy, Sweden, and the United Kingdom.

"ELT Textbooks and Materials: Evaluation, Exploitation, Adaptation, and Design" was the title of a British Council specialised seminar that Dr Sheldon oversaw in 1989 and was hosted in the UK.

Sheldon divided the 17 elements on his textbook checklist. There are 53 things in all for the sixteenth factor. His checklist's unique elements are: (1) factual information at the top, (2) a column for comments that we can add about each component, and (3) a rating column that may be rated using stars, pluses, and minuses, among other options; however, I choose poor, fair, good, and outstanding for the rating scale in this article. The following is an example of Sheldon textbook assessment checklist.

### 1.10.5. Cunningsworth's Checklist (1995)

Alan Cunningsworth is a well-known figure in the Field of English Language Teaching (ELT) materials evaluation. In order to evaluate and choose coursebooks according to pedagogical efficacy, he focusses on useful frameworks. One of his most significant contributions is his checklist evaluation, which offers methodical standards for assessing language teaching resources and is described in his 1995 book *Choosing Your Coursebook*. According to Cunningsworth (1995), coursebooks should be chosen based on how effectively they meet the needs of the students and the goals of the instruction rather than being utilised carelessly. His checklist is broken down into important sections that cover several facets of a coursebook's efficiency.

The Cunningsworth checklist for textbook assessment consists of eight components. They include goals and methods, design and organisation, linguistic

## Chapter one: Textbook Main Concepts

content, skills, topic, methodology, teacher books, and practical considerations. The eighth aspects have a total of 44 elements. His checklist is unique in that it uses Yes/No questions.

The search results do not expressly specify Alan Cunningsworth's textbook evaluation rules, which he addressed in the context of his 1984 study. However, his subsequent work (1995) provides four criteria that are widely used to evaluate textbooks:

1. Correspondence to Learners' Needs: The textbook should be aligned with the learners' needs as well as the language-learning program's goals and objectives.
2. Reflecting Language Functions: The textbook should reflect the current or future functions of the language that students will use, preparing them to utilise language effectively for their intended goals.
3. Supporting Learning Processes: The textbook should assist learners' learning processes rather than impose a strict system.
4. Mediation Role: The textbook should act as a mediator between the target language and the student, just as teachers do.

Regardless of the advantages or disadvantages of each checklist, Williams (1983), Sheldon (1988), and Cunningsworth (1995) all agreed that evaluation checklists should have some characteristics related to the physical aspects of textbooks, namely layout, organisation, methodology, aims, and approaches, in addition to the teachability, assurance of teachers' needs, and the overall curriculum. Cunningsworth (1995) and Ellis (1997) declare that textbook evaluation aims at supporting teachers. In addition, Rahimpour (2011) explains that “move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material” (p. 63). Means that not making quick judgements on a

## **Chapter one: Textbook Main Concepts**

textbook based solely on beliefs or initial impressions. Rather, it pushes educators to adopt a methodical, methodical approach, which aids in their acquisition of precise, comprehensive, and contextualised understandings of the textbook's true value and effectiveness.

### **1.11. Advantages of Textbook Evaluation**

Richards (2001) believed that by evaluating the textbook, teachers can make sure it encourages inclusion, cultural sensitivity, and the development of balanced language skills. The following advantages are provided by checklists, the most popular toolkit for materials evaluation, according to McGrath (cited in Harni,2018):

- It is systematic because it considers all the important factors.
- It is effective because it functions well and makes it possible to record a significant amount of data quickly.
- The criteria are clear to the stakeholders in the evaluation since they are aware of them.
- The information is structured practically, making it easy to compare different information sources.

That is to say, evaluation checklists are among the simplest tools available to make textbook examination easier, particularly because they manage a large amount of content effectively, saving reviewers' time and money.

### **1.12. Conclusion**

Considering English is the most widely used language in the world, technological advancements, business, academic study, etc., have caused its standing in Algeria to rise dramatically. Primary, middle, and high schools as well as universities teach it. Since teaching English in primary school is actually challenging, stakeholders must think about the issues and difficulties that the teaching and learning process faces. Furthermore, teaching this language to young students has several advantages since they have more time and possibilities to learn it, and they also have numerous opportunities

## **Chapter one: Textbook Main Concepts**

to comprehend its culture and develop tolerance for others. On the other hand, it must be well-prepared to achieve high-quality English instruction and learning. To put it briefly, teachers of young students must be aware of their tendencies, requirements to enhance their abilities to perform and competencies to teach.

Regarding the textbook as a crucial resource utilized in EFL/ESL programs. Its definition, types, and effectiveness in the realm of education were covered in this chapter. The importance and principles of textbook evaluation were also discussed. In order to assess and update textbooks, many checklist technique models were proposed. Furthermore, it offered a number of standards that enable a textbook to be methodically examined to guarantee its applicability and usefulness. In light of the passage stated above, the upcoming chapter will focus on evaluating the fifth-year primary school textbook "My Book of English" along with analyzing and discussing teacher interviews to determine how well this textbook fits the skills of the students.

# **Chapter Two: Evaluation of Textbook “MY BOOK OF ENGLISH”**

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

### **CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”**

2.1. Introduction

2.2. Description of The 5<sup>th</sup> Year Primary School Teaching Material ‘MY BOOK OF ENGLISH’

2.3. Research Objectives

2.4. Research Design

2.5. Sample Population

2.6. Research Instruments

2.6.1. Checklist Model

2.6.2. Pupils’ Questionnaire

2.6.3. Teachers’ Interview

2.7. Data Analysis

2.7.1. Checklist Analysis and Result

2.7.2. Pupils’ Questionnaire Analysis and Results

2.7.2.1. Questionnaire Results’ Interpretation

2.7.3. Teachers’ Interview Analysis and Results

2.7.3.1. Interview Results’ Interpretation

2.8. Results and Discussion of the Main Findings

2.9. Suggestions and Pedagogical Implications

2.10. Conclusion

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

### **2.1. Introduction**

This chapter describes the methodology used in conducting the study, followed by a full discussion of the findings. The purpose of this chapter is to describe the processes used to analyse the textbook in a systematic and objective manner; and to show the results of the study. The study employs a descriptive research design, which seeks to provide a full review of the textbook's features without changing any factors. This approach is excellent for textbook review since it allows the researcher to examine a variety of factors such as content, organisation, language features, cultural representation.

The chapter begins by defining the study's design, data collection instruments and textbook analysis criteria. Besides, it describes the instruments used to conduct the evaluation. Finally, the evaluation results are reported and discussed in an organised manner, showing the textbook's strengths and faults depending on the checklist used.

### **2.1. Description of The 5<sup>th</sup> Year of Primary School Teaching Material “MY BOOK OF ENGLISH”**

The material used for the evaluation purposes in this study is the coursebook titled “MY BOOK OF ENGLISH” written by the authors: SAMIRA CHERIT and FATIMA ZOHRA BOUNIHI. Its first year of publication was on 2024/2025 for beginner pupils of fifth year primary school. It consists of nearly 88 pages and 6 sequences; JOBS AND OCCUPATIONS, HOBBIES, HOME TOWN, SHOWING THE WAY, TRAVELING, HOLIDAYS. It is characterized by the presence of THE TABLE OF CONTENT, LISTENING SCRIPT, THE BOOK MAP and THE BILINGUAL DICTIONARY.

### **2.3. Research Objective**

The objective of this descriptive study is to evaluate and describe the 5PS English textbook from different sides in order to examine if it fits the learners' level and needs and its suitability for teachers. Also, to analyse the attitude of teachers toward the textbook. As well as, to evaluate the alignments of the textbook content with learners'

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

interest and level. Finally, to assess the effectiveness of the textbook content in developing language skills.

### **2.4. Research Design**

The research design specifies how participants are selected, what variables are included and how they are changed, how data are gathered and analysed, and how extraneous variability is managed in order to answer the overarching research problem. Hence, this study adopted a mixed-methods research design combining qualitative and quantitative approaches. The purpose of using multiple data collection tools was to gain a comprehensive and descriptive understanding of the research topic by triangulating data from different sources.

To collect data for the present study that was taken from the elements of English textbook entitled "MY BOOK OF ENGLISH" for the 5 PS, the researchers used a teacher interviews (qualitative), pupil questionnaires (quantitative), and a checklist (observational/descriptive).

### **2.5. Sample Population**

The study was conducted at TABBAL AHMED, KARAOUZENE KHIREDDINE in Tlemcen and BENSaid RABAH in SIDI BOUNOUAR.

The data of the study was collected from a sample of three primary school teachers using ‘My Book of English’ with 3 to 5 years of experience. Who take part in the interview. In addition to, a questionnaire that was distributed to the 5 PS pupils that use the textbook as a compulsory coursebook. There are altogether about 56 pupils, 20 pupils from TABBAL AHMED, 18 pupils from KARAOUZENE KHIREDDINE and 18 pupils from BENSaid RABAH who were randomly chosen and participating in this research from different schools.

### **2.6. Research Instruments**

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

In order to fulfil the study's objective, the researcher used three different instruments which are checklist evaluation, interview for teachers and questionnaire for pupils.

### **2.6.1. Checklist Model**

The researchers used a combination of checklists of different scholars, these models are: Tucker 1975, Daoud and Celce-Murcia 1979, Williams 1983, Sheldon 1988, Cunningsworth 1995, McDonough and Shaw 2003. The researchers' checklist focuses on twelve issues: (1) External Design, (2) Content organization, (3) Language structure and use, (4) Language skills, (5) Methodology for skills development, (6) Activities and practice, (7) Teachers' support, (8) Learners' support, (9) Cultural discrimination, (10) Supporting resources, (11) Validity and authenticity, (12) aims and objectives.

### **2.6.2. Pupils' Questionnaire**

Kothari (2004) mentioned that a questionnaire is a set of questions designed to collect data necessary for achieving the research project's objectives. That is to say to gather information for a specific goal.

The researchers also designed a questionnaire which was a combination between multiple choice questions, close ended questions and YES/NO questions. It consists of 5 sections to find out the pupils' point of view, which was translated into Arabic Language (The mother tongue) for a better comprehension.

### **2.6.3. Teachers' Interview**

McNamara (1990) suggested that in order to learn the plotline of a participant's experiences, interviews are especially helpful. The interviewer can look for detailed information about the subject. That is to say to delve deeper into the subject.

The researchers used a structured interview as an instrument to gather data. The interview consists of twelve sections divided into 22 of YES/NO questions, in relation to the content of the checklist model, to find out the teachers' viewpoint.

## 2.7. Data Analysis

The researcher used three different methods to gather data and the results revealed very interesting which they are explained in the above description.

### 2.7.1. Checklist Analysis and Results

#### External Design

**Table 2.1**

*The External Design*

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
- Is there an optimum density and mix of text and graphical material on each page, or is the impression one of clutter?				✓	
- Are the artwork and typefaces functional? Colourful? Appealing?				✓	
-Price and value.				✓	
-Is the book robust? Too large? Too heavy?		✓			

The coursebook is both accessible and affordable, with a price considered reasonable for the majority of Algerian families (250DA), according to Sheldon (1988) Textbooks need to be financially feasible, particularly in public school systems with constrained funding.

The researchers believe that the textbook offers appropriate value due to its practical learning content. In addition, it appears to be durable and its size is convenient for students to handle, because for younger students, the book's physical characteristics such as its weight, size, and binding are very important (Harmer 2007).

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

Regarding its design, the textbook is generally well-structured. It is visually appealing and colourful, which helps motivate pupils to learn English; Skierso (1991) believed that learner motivation and usefulness can be impacted by a textbook's physical attributes, including its cover design, print quality, font size, and images.

Moreover, the effective combination of text and graphics supports comprehension, as illustrations serve as a useful tool to bridge the gap between abstract ideas and the learners' understanding.

### Content Organization

**Table 2.2**

*Content Organization*

Statements	SD	D	U	A	SA
-Is the content graded according to the needs of the students or the requirements of the existing syllabus (if there is one)?					✓
-Is the number of grammatical points as well as their sequence appropriate?				✓	
-Is it easy to find your way around the course book? Is the layout clear?		✓			

In terms of organization, the analysis showed that the textbook content is graded according to the students' needs, because the real-world communication needs of the students must be reflected in the coursebooks and students should be ready to use language for practical, significant goals.

The textbook has an appropriate number of grammatical points that enhance pupils' interest and progression; each unit includes objectives, vocabulary, grammar and practice(p24).

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

However, navigating the coursebook can be difficult, as four of the units lack page numbers in the book map. Skierso (1991) believes that “Textbooks should be user-friendly, allowing teachers and learners to locate sections, track progress, and preview upcoming content.” (p. 440). That is to say that textbooks should be easy to navigate for both teachers and students to support effective teaching and learning.

### Language Structure and Use

**Table 2.3**

*Language structure and Use*

Statements	SD	D	U	A	SA
-Does the course book cover the main grammar items appropriate to each level, taking learners’ needs into account?				✓	
-Does the course book include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?				✓	
-Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels).					✓
-Are style and appropriacy dealt with? If so, is language style matched so social situation?				✓	
-Is the new vocabulary repeated in subsequent lessons for reinforcement?				✓	

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

-Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?				✓	
---	--	--	--	---	--

Concerning language structure and use, the textbook covers the main grammar items that are appropriate to the learners’ needs. It is designed for students with two years of language experience and includes a series of pronunciation activities, such as word stress and sentence stress(task1p19).

Although some learners may face difficulties due to limited speaking skills, the coursebook emphasizes language use in appropriate styles that match different social situations (I read and write p28 / I read and discover p32). It means that Reading should be reflective of the learner's world in order to promote understanding and motivation to develop their speaking skills.

However, it introduces too many new words, which may be overwhelming for learners at this level (I read and discover p13). On the positive side, the new vocabulary is frequently repeated to reinforce learning (task1 p13).

### Language Skills

**Table 2.4**

*Language Skills*

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Suggests ways of demonstrating and practising speech items.		✓			
-Includes speech situations relevant to the pupils’ background.				✓	
- Distinguishes between receptive and productive skills in vocabulary teaching.		✓			

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

-Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?		✓			
-Are reading passages and associated activities suitable for your students' level, interests, etc.? Is there sufficient reading material?		✓			
-Relates reading passages to the learners' background.				✓	
-Relates written work to the pupils' age, interests, and environment.		✓			

Regarding language skills, the reading passages are somewhat related to the learners' background (I read and discover p26), but they are insufficient in number and depth. Additionally, the written tasks are not well aligned with the pupils' age or interests (I read and enjoy B P27). Learners need more opportunities to develop critical thinking and problem-solving skills (A P27).

Although some speech situations are presented, they do not effectively demonstrate how to practice speaking (Using only the instruction Play the role), which is especially important considering that Algerian pupils at this age tend to be passive listeners rather than active speakers.

Moreover, most students show more interest in writing, as the educational focus is placed on achieving good exam results rather than developing communicative speaking skills. Harmer (2007) states that "An adequate exposure to written material is essential for improving reading fluency and vocabulary."(p.101). In other words, frequent reading helps learners recognize words faster and understand them better in context.

Materials should distinguish between passive recognition and active usage since learners require exposure to a larger vocabulary than they now utilise.

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

Furthermore, Since the textbook is a multi-skills curriculum, it covers and incorporates both receptive (reading and listening) and productive (speaking and writing) skills. It does, however, give speaking and listening extra significance, in other word The four language skills should be included throughout the course so that students can gain a comprehensive understanding of language.

### **Methodology for Skills Development**

**Table 2.5**

#### *Methodology for Skills Development*

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-How are the different skills taught?		✓			
-Does the material include any advice/help to students on study skills.	✓				

The skills are taught in a traditional manner, mainly through dialogues, texts, and activities like filling in tables and gaps. This approach lacks the use of advanced tools such as audiovisual materials (task 2 p14)

Additionally, the textbook offers only indirect support and guidance for skill development. For example, it does not touch on strategies such as note-taking while listening or guessing meaning from context when reading, but does not provide explicit instruction or practice in these areas (task one p52).

### **Activities and Practice**

**Table 2.6**

#### *Activities and Practice*

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-------------------	-----------	----------	----------	----------	-----------

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

-Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?			✓	
-Do the exercises promote meaningful communication by referring to realistic activities and situations?		✓		

According to Littlejohn (1998) “Activities must require learners to think, create, and use the language, not just repeat it.”(p.198) This means that activities should promote critical thinking and real language use rather than rote repetition.

The results of the analysis indicated that most activities support comprehension, as they are closely aligned with the lesson content, thereby reinforcing understanding and knowledge(p24).

However, these activities do not effectively promote meaningful communication. As Vygotsky (1978) and Long (1990) have emphasized, student interaction plays a crucial cognitive role in enhancing the quality of language used in group activities. Such interaction encourages the negotiation of meaning, which is essential for developing communicative competence

### Teacher’s Support

**Table 2.7**

#### *Teacher’s Support*

Statements	SD	D	U	A	SA
-Is allowance made for the perspectives, expectations, and preferences of non-native teachers of English?			✓		
-Is there adequate guidance for the teachers who will be using the course book and its supporting materials?		✓			

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

-Are keys to exercises given?	✓				
-------------------------------	---	--	--	--	--

The analysis's findings showed that the researchers are in doubt whether the allowance is made or not for the perspectives, expectations and preferences of non-native teachers of English. Additionally, in response to the second checklist item, teachers who use "The Algerian Textbook" are given a very well-planned, detailed, and helpful didactic guidebook assisting them during the teaching process. Furthermore, it is evident from the researchers' analysis of the teacher's guide that it fails to provide teachers with any exercise keys and answers.

### Learner's Support

**Table 2.8**

#### *Learner's Support*

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Is the course material interactive, and are there sufficient opportunities for the learner to use his or her English so that effective consolidation takes place?		✓			
-Is the learner (as opposed to the teacher) given clear advice about how the book and its contents could be most effectively exploited?		✓			
-Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?		✓			

In terms of learner support, the investigation revealed that the textbook meets the pupils' requirements and passions while also reducing their affective filter; however, it is not strongly interactive and offers few opportunities that do not allow each pupil to use his/her English for consolidation, resulting in a limited representation of speaking

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

as a third essential language skill as an example. besides it is obvious that the student is not appropriately directed through the textbook and is not given clear advice on how to properly use the course book and its contents, as an example (the book map) in the end of the textbook does not provide the numbers of pages that easily direct pupils to find what they are exactly looking for. Finally, it is noticed that the linguistic items are not primarily presented in situations that improve the ability to comprehend.

### **Cultural Discrimination**

**Table 2.9**

#### *Cultural Discrimination*

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Relates content to the learners' culture and environment.				✓	
-Will your students be able to relate to the social and cultural contexts presented in the course book.				✓	

Based on what was found during the analysis, it was determined that the teaching material is related to the learner's culture; learners are only given a limited amount of knowledge about other cultural backgrounds such as in “I read and discover” (page 53) shows the flag of Yemen with the traditional clothes worn by the Yemeni people. Also helps pupils enhance their abilities in situations pertaining to their surrounding area, like discussing themselves, their nation, and religious celebrations. As a basic illustration, the TB's introduction begins with Basmalah (in Allah's name) in page one with an introduction of the textbook written in the mother tongue (Arabic) also in task (five page 38) presents some Algerian cities with their towns. Furthermore, the researchers are agreed about this part that says pupils of this level will be able to relate to both social and cultural contexts that are included in their course book.

### **Supporting Resources**

**Table 2.10**

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

### *Supporting Resources*

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Can you teach the course using only the student’s book, or must all the attendant aids (e.g., cassettes) be deployed?	✓				

It is understood from this part that a teacher cannot conduct an instructional program by utilizing just the learner's textbook, but also the teacher's guide, audio and visual material are highly recommended moreover, cassettes or CD supplied by the Algerian Ministry of Education, which suggests that all related aids should be used, these comprise every element of the Algerian course materials.

### **Validity and Authenticity**

**Table 2.11**

#### *Validity and Authenticity*

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Is the material accurate and up-to-date?				✓	
-Does the textbook take account of, and seem to be in tune with, broader educational concerns (e.g., the nature and role of learning skills, concept development in younger learners, the function of ‘knowledge of the world’, the exploitation of sensitive issues, and the value of metaphor as a powerful cognitive learning device)?			✓		
-Is the material likely to be retained/ remembered by learners?				✓	

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

Continuing to this section of the checklist questions, the researcher has discovered that the content is up to date, accurate, and appropriate and relevant for teaching and learning modern situations. As an instance, the course book helps students learn new words that they may use in specific contexts associated with various subjects of contemporary technology and the world innovations, as an example, it can be seen in (page 64) from the textbook some modern means of transport that are presented in “Traveling” unit. Additionally, the study's researcher has no opinion on the first checklist point. Other than that, it was observed that the provided content is likely to be remembered by students since it includes learning strategies that foster an enjoyable educational setting for kids and help them memorize the topics, they have covered in the courses of study such as in some textbook’ units (hobbies, jobs, holidays).

### Aims and Objectives

**Table 2.12**

*Aims and Objectives*

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Do the aims of the course book correspond closely with the aims of the teaching programme and with the needs of the learner?		✓			

Examining the program goals and how they align with the course book objectives is necessary for a full evaluation of the textbook. Since there are no details regarding the primary goals in this TB, it is recommended to review the program objectives with the data collected during the present investigation to ensure that the planned goals are being met. An easy illustration is given for this point: one of the objectives of the oral comprehension syllabus is for the student to be able to identify the meaning of certain terms and phrases. The goal of this textbook, according to researchers’ analysis, is to help students understand new language through the included images and short stories.

### 2.7.2 Pupils’ Questionnaire Analysis and Results

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

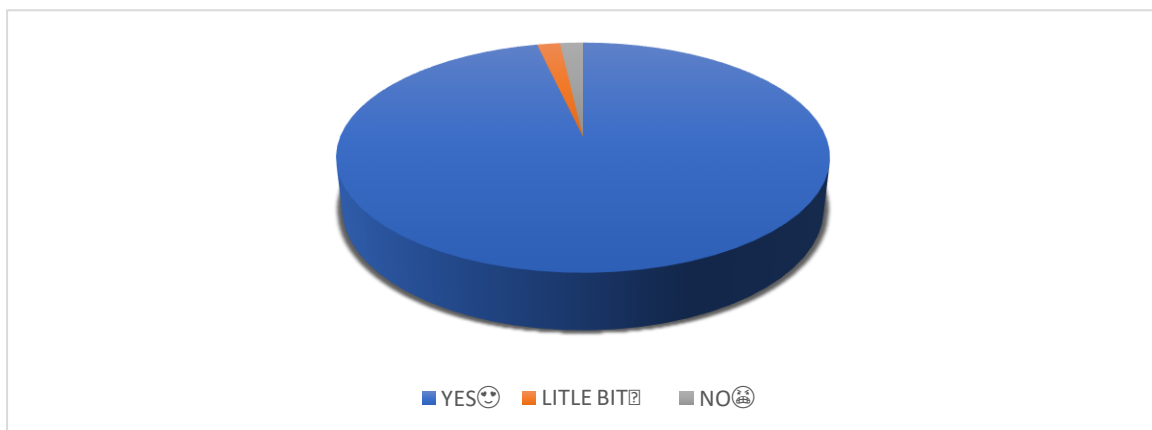
The learners’ questionnaire carries quantitative data that are explained above in form of figures and tables.

### Background Information

The questionnaire was distributed to 56 pupils who were selected randomly from 3 public primary schools in Tlemcen. Ninety percent (90%) of the participants were 10 years old and had learned English since their third primary school year.

### Section One: What do you think?

Q1. Do you like English?



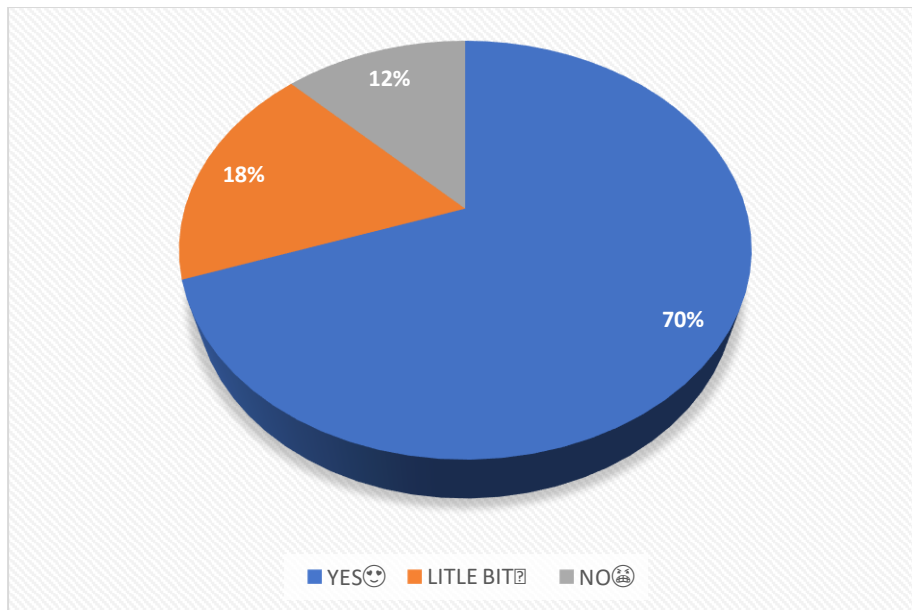
**Figure2.1**

*Learners’ impression over English language*

The aim of this question is to know the impression of the pupils toward the English language after 3 years of learning. So as can be seen from the figure that nearly (96%) of the pupils said yes, they like English and express their positive feelings toward English. However, only (2%) said little bit and (2%) said no.

Q2. Do you like using the book?

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

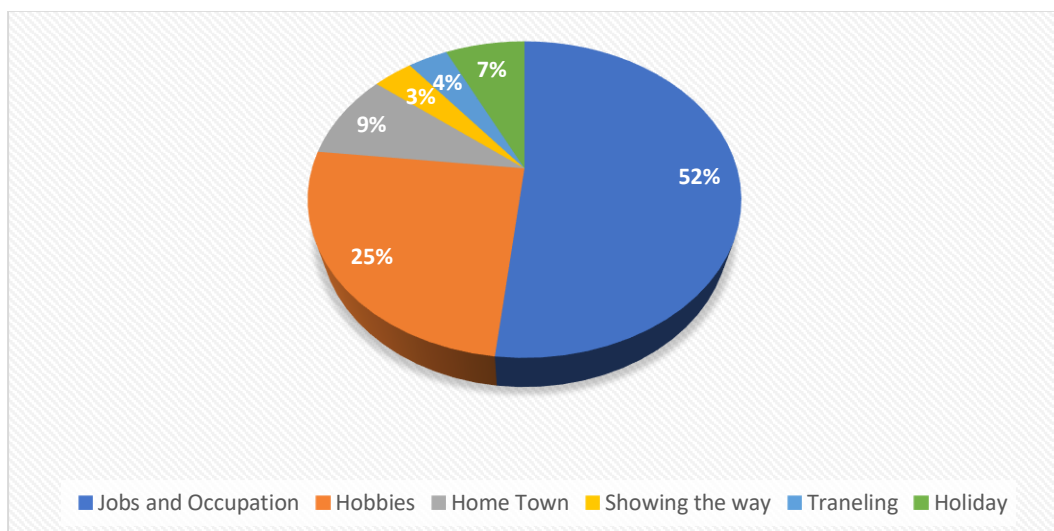


**Figure2.2**

*Learners' viewpoint toward the book*

As revealed in the figure above most of the participant are in favour with the book because (70%) of the learners like using the book intitled “My BOOK Of English” and answer by YES. However, (18%) of learners do not like using the book to learn English. This means that the majority of the student found it helpful and attractive.

Q3. What is the best part in the book? Why?



**Figure2.3**

*Learners' viewpoint about the book's sequences*

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

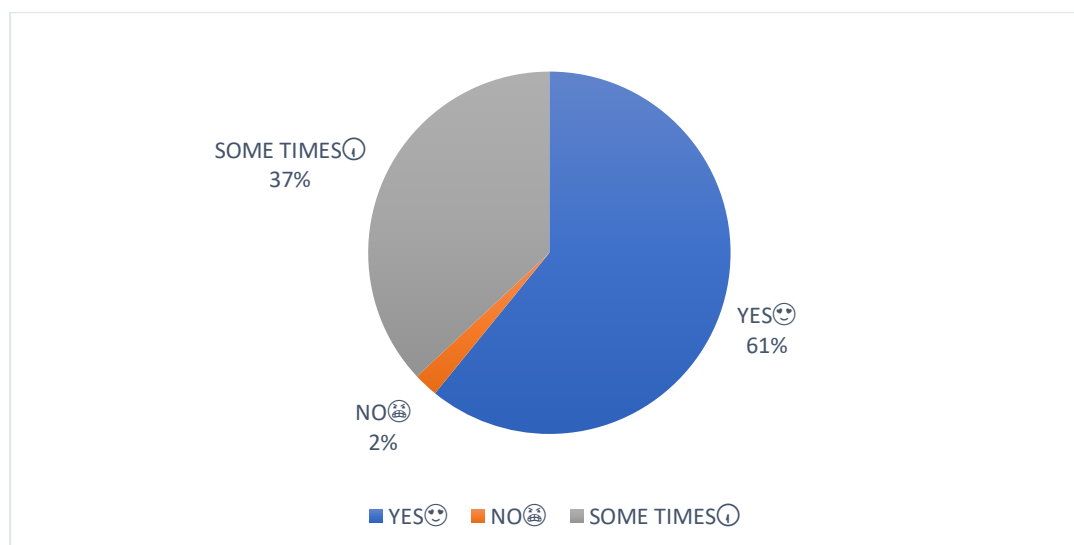
Concerning this figure, the participants were asked for the best part or sequence they like and enjoy in learning. The majority of them express their like on Jobs and Occupation with (52%). Besides (25%) enjoy Hobbies, as for the rest, (9%) like Home Town, (7%) like holiday, (4%) enjoy Traveling, and the others interested in Showing the Way.

### Q3.1. Why?

After the analysis of the answers of the participants, the answers were similar. The majority said that they like hobbies and jobs. Also, that it covers interesting topics about the future job. In addition to, they all agree that they learned new vocabulary that helped develop their English language.

### Section Two: Fun Activities

Q1. Do the activities encourage learning? (😊✓/No 😞✗/🕒 Sometimes)



**Figure2.4**

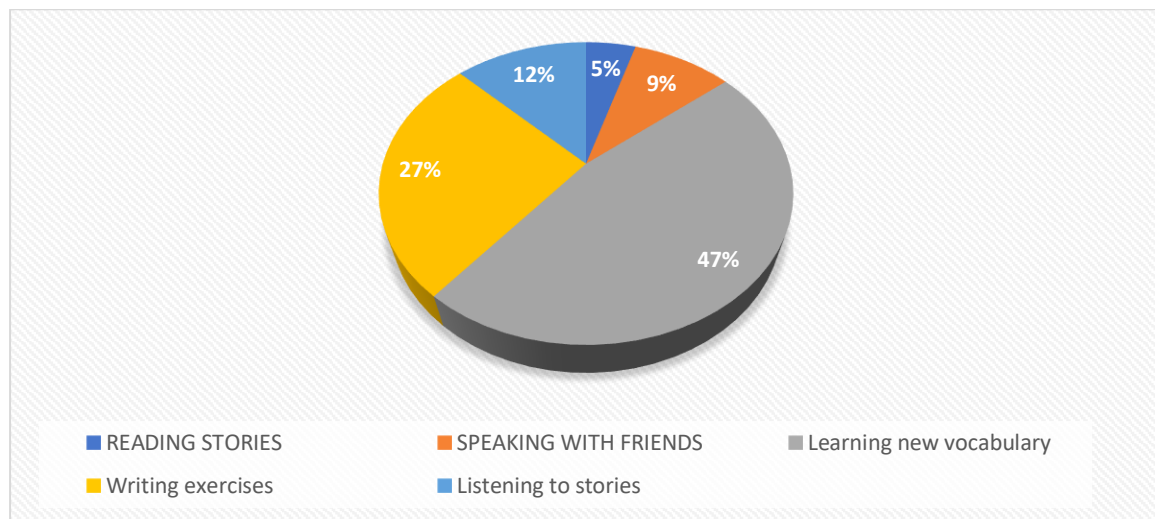
*The effectiveness of activities in encouraging learning*

The aim of this questions is to know if the textbook’s activities enhance English language learning or not according to learners. The researcher analysis showed that most of students found tasks helpful in condensing understanding and increasing comprehension. (61%) of them confirmed that the activities encourage their learning

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

and help them to understand more. In addition to (37%) of them said that the tasks and activities encourage their learning but not all the time according to some difficulties.

Q2. Which activity do you love most?



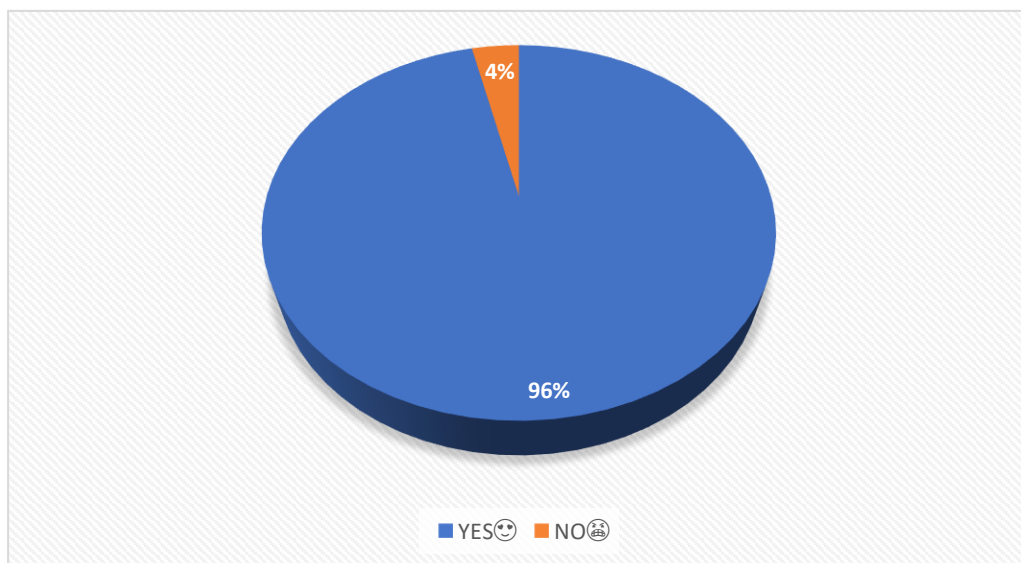
**Figure2.5**

*Learners' attitude toward tasks and activities*

As revealed in the figure that the textbook provides a variety of activities that serves to learners to develop their language skills and enhance their cognitive abilities. So, as can be seen from the figure that (47%) of the participants prefer to learn new vocabulary, while (27%) enjoy in writing activities rather than speaking or reading activities. This means that most of beginners have a desire to learn English and acquire a sufficient vocabulary to be creative in writing and written expression.

### **Section three: Pictures and Colours**

Q1. Do images and colours aid comprehension of lessons? (Yes 😊, No 😞)

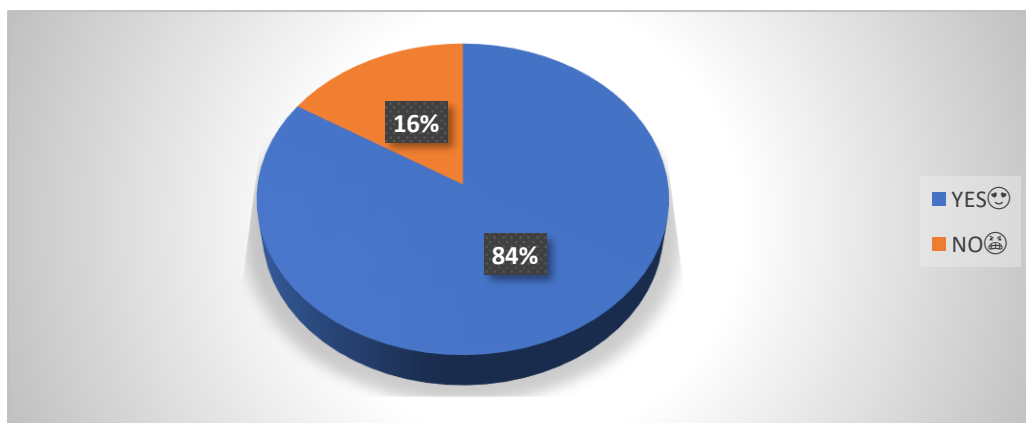


**Figure2.6**

*The importance of figures in understanding lessons*

Regarding this question; the majority of learners which represents a percentage of (96%) agree that the images help them to understand lessons and catch the meaning. While only (4%) said that the images do not help them to understand due to the different levels of understanding and the different learning methods among learners. So, the results indicates that the presence of images, drawings or colourful shapes in children’ books in very important in improving understanding and covering ideas without complications.

Q2. Do you enjoy the book's shape? (Yes 😊, No ☹️) Why?



### Figure2.7

#### *Learners’ viewpoint toward the book Shape*

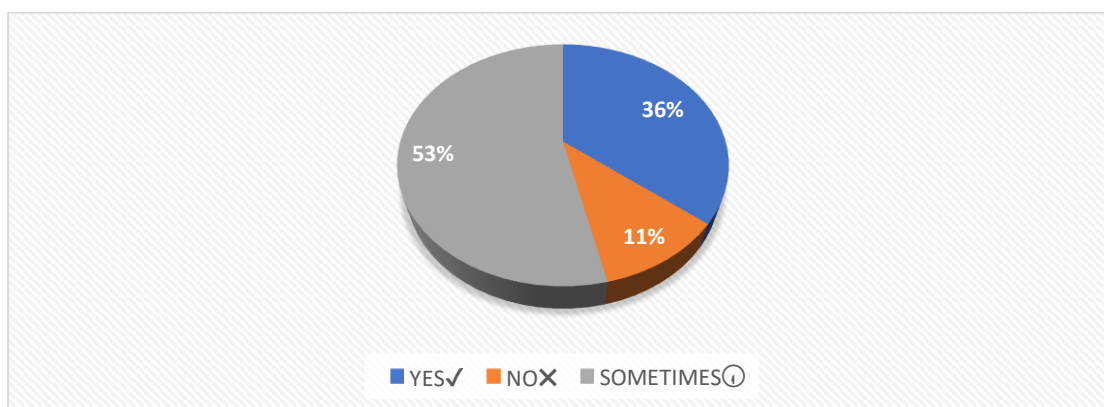
Concerning the book’s shape, most of participants (84%) expressed their admiration for the book in terms of the size while (16%) said that they do not like it.

#### Q2.1. Why?

The majority of learners said that the book’s shape and size is appropriate to them. In addition to its large pages that make the writing clear and it is not too heavy which is easy to handle.

### Section Four: Words and Grammar

Q1. Are the new words simple to understand? (Yes✓/No✗/Sometimes⊙)

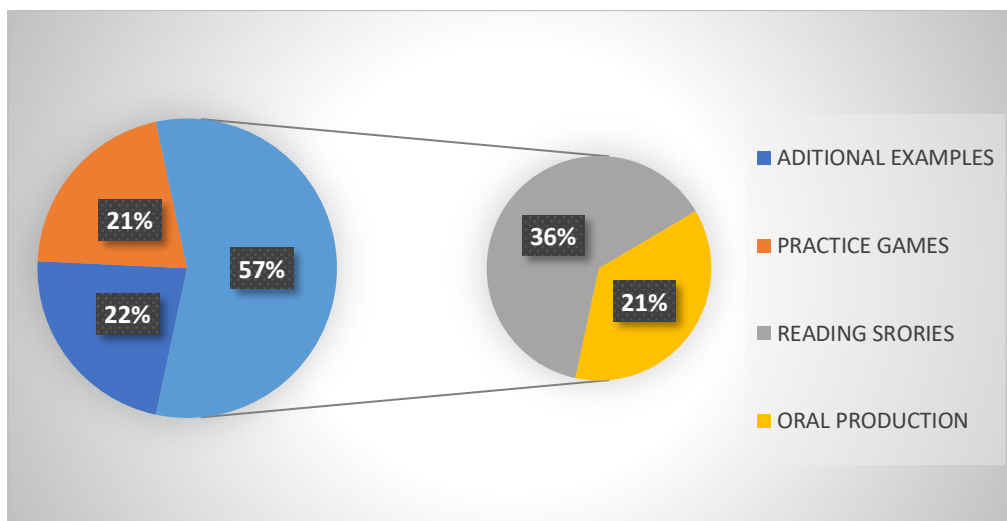


### Figure2.8

#### *The difficulty of new vocabulary*

The aim of this question is to know if the learners understand the new vocabulary and find it easy to grasp. (53%) of the participant answered sometimes, (36%) participants with yes and only (11%) chose No. So based on the results, although some of learners are comfortable with new vocabulary, the majority either struggle occasionally or consistently.

Q2. What can develop your grammatical skills?



**Figure2.9**

*Grammatical skills development*

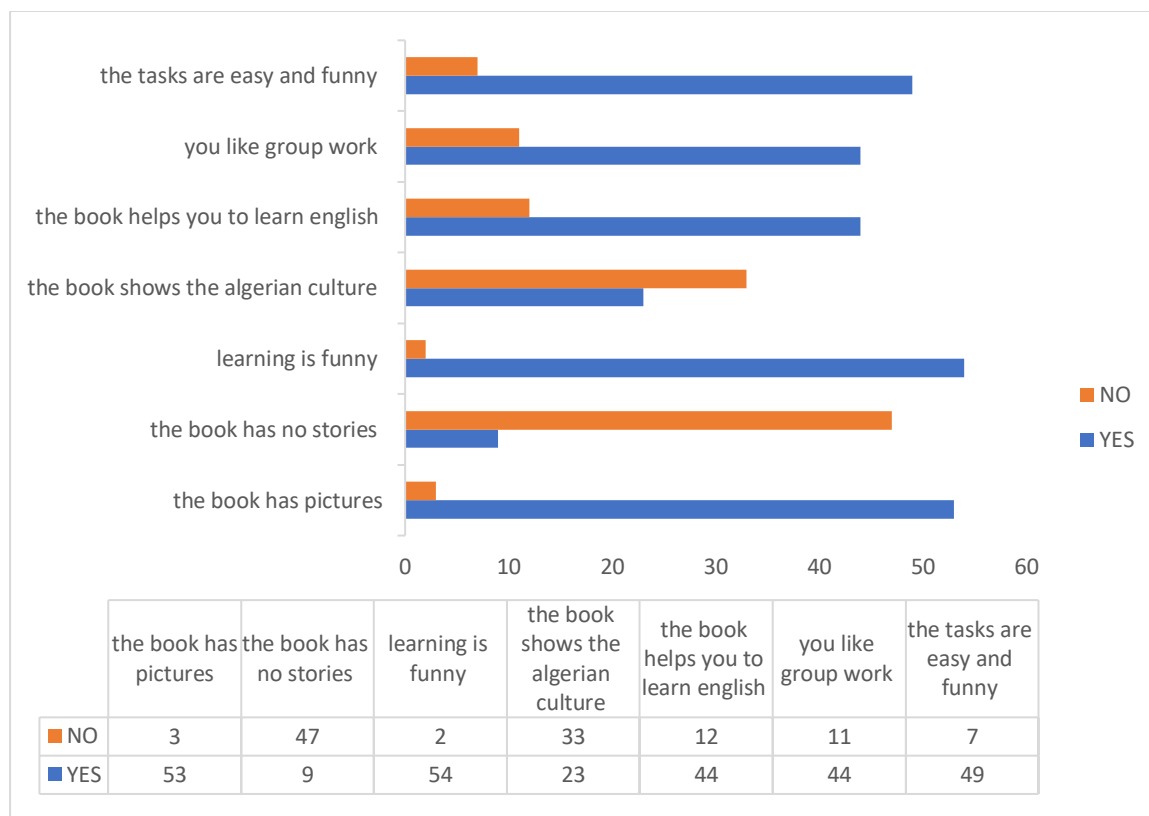
The majority of participants (36%) believe that reading stories is the most effective activity that develop their grammar skills because, reading gives them sufficient linguistic knowledge.

Additional examples, oral production and practicing games are almost equally valued (around 21-22%) which shows a different set of preferences.

**Section five: Answering questions**

Q1. What do you think and notice?

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”



**Figure 2.10**

### *Learners' perception of the English textbook*

As illustrated in the figure above, most of learners find the tasks easy and enjoy learning, which is a positive result. (56%) of learners appreciated pictures while the most disagree that the book lack of stories. Moreover, the majority feel that the book helps them learn English (44 pupils out of 56), and like group working. Moving to the presence of Algerian culture in the book, 33 participant out of 56 denied it existence in the book content saying that it has no connection to their living reality.

Q2. Write the number of pages that are easy or hard to learn and do

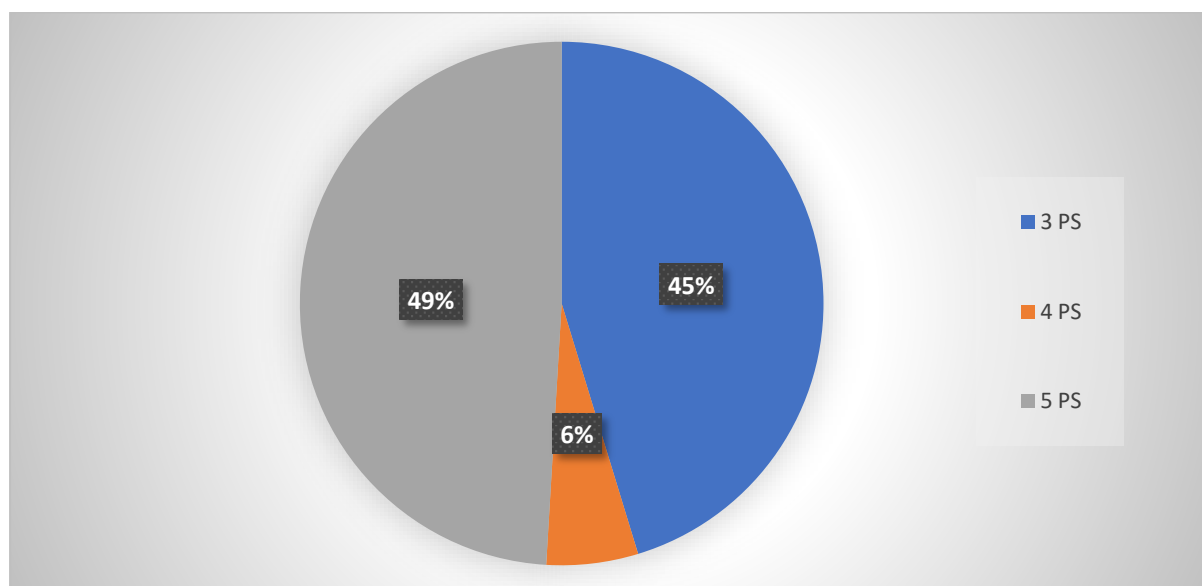
<b>Difficult pages</b>	<b>Easy pages</b>
40-34-45-67-78-56-61-49-42-47-59-63-66-51-50	11-12-15-17-24-21-20-27-28-22-6-33-31-26

**Table2.13**

*Easy and difficult sequences for learners*

The findings in the figure revealed that most of the learners find that pages from 11 to 33 are easy to learn and do and pages from 34 to 76 are difficult to learn and do. The easy pages represent the first three sequences (JOBS AND OCCUPATION-HOBBIES-HOMETOWN), while the difficult pages are from the last three sequences (SHOWING THE WAY-TRAVELING-HOLIDAYS).

Q3. /What do you prefer most? Why?



**Figure2.11**

*Learner’s point of view about the three English textbooks*

The aim of this question is to know which book the learners prefer most. The majority of learners (49%) prefer 5<sup>th</sup> year textbook following closely by (45%) that prefer 3<sup>th</sup> year textbook. Only (6%) chose 4<sup>th</sup> year textbook.

Q3.1. Why?

The majority of learners find 4<sup>th</sup> year textbook less engaging, boring and less enjoyable compared to the 3PS and 5PS that they contain interesting and enjoyable

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

topics. Besides, its sequences are interesting and the learners felt that they learned a lot of through them.

### **2.7.2.1. Questionnaire Results’ Interpretation**

According to the examination of the students' questionnaire, most of them had a favourable opinion of learning English. Seventy percent said they liked using their textbook, My Book of English, and ninety-six percent said they liked English. Students cited interesting subjects and vocabulary enrichment as reasons for their special preference for sequences like "Jobs and Occupation" and "Hobbies." 61% of respondents said that the textbook's activities promoted learning, indicating that they were generally successful. Particularly valued were the writing and vocabulary-building exercises, which complemented the students' wish to improve their fundamental abilities. 96% of respondents believed that visual components, such as colours and images, were crucial for understanding. The book's later pages caused difficulties, suggesting a potential increase in complexity, although the majority considered the book's early sections simple and straightforward. Furthermore, the third- and fifth-year textbooks were favoured over the fourth, which was said to be less interesting. All things considered, the comments highlight how crucial interactive materials, meaningful themes, and visual aids are for encouraging language learning.

### **2.7.3. Teachers’ Interview Analysis and Results**

The qualitative data obtained from the teachers’ interview looks helpful for the evaluation process which is detailed in the following sections.

#### **A/Background Information:**

QA. Can you tell me about your teaching experiences? how long have you taught English?

First of all, the three teachers of English were asked in the beginning of the interview the first question that was addressed to know about their teaching experiences and how long they have taught English as part time teacher, the answers were different, the results showed that one of the teachers have taught English for 3years while the second

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

one for 4 years and finally the third one for 5 years. Consequently, the teachers have different and most importantly sufficient experiences in teaching English which make them able to teach as well as to evaluate the textbook “MY BOOK OF ENGLISH”.

QB. Have you had any special training in utilizing textbooks to teach English?

The second question of the background information tried to know whether these teachers had any special training in utilizing textbooks to teach English language or not, they all answered with YES , and the rest of the answers were the following: one of the teachers acknowledged that he had a special training in using both 3<sup>rd</sup> and 4<sup>th</sup> primary school textbooks in the two last years while the second one used only the 4<sup>th</sup> year of primary school textbook and the last one used the middle school English textbook of the first , second and the third year. Thus, the findings indicated that the teachers were well-trained in using different English language textbooks.

### **1/Section One: External Design.**

Q1. Is the textbook simple for instructors and learners to learn and apply?

According to the obtained results, it was found that two of the teachers said YES, the textbook is very simple for teachers also is intended for learners to learn and apply, the only third teacher answered differently, saying NO, the textbook is not very easy especially for new teachers which needs clearer guidance for them. Hence, this means that not all of the teachers are satisfied with the textbook and they do not all find it simple.

Q2. Is it well-built and functional (not overly big or heavy)?

Based on the results, one of the teachers said that the textbook is well built but not functional, the second one said that it is a bit large for young learners and not very child friendly while the third one provided some additional information, the teacher’s answer was the following: ‘concerning the 4<sup>th</sup> primary school, it is not perfectly structured but the other two levels 3<sup>rd</sup> and 5<sup>th</sup> PS textbook seem to fit the needs of the learners. Overall, it can be said that the textbook is well-built and somehow large for primary school pupils.

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

### **2/ Section Two: Content Organization.**

Q3. Does the textbook align with your students’ requirements and syllabus?

This first question in content organization section is specifying the textbook to know how far its contents match the pupils’ requirements and align with the syllabus , the answers of the teachers were completely different from one to another , the answer received in the beginning was that the textbook aligns partially with the curriculum but it does not always meet students real needs , on the other hand, the second teacher’s response was negative, claimed that it does not align neither with the students’ requirements nor with the syllabus , while the only last one answered with YES. As a consequent, they mostly found that this textbook does not align with the syllabus or with what the pupils really need also they do not find it appropriate and suitable to them.

Q4. Are grammar concepts presented in a logical order?

The aim of this question is to find out if the grammar concepts are presented in a logical order or not, the response revealed by the first teacher was that grammar is not always introduced in a logical order or age-appropriate way, besides, the two other teachers said YES, the grammar concepts are presented in a very coherent and logical order, adding that they teach grammar implicitly. Hence, it can be said that the grammar items and concepts are well-presented in a very logical order.

Q5. Is the layout straightforward and simple to follow?

According to the respondents, two teachers were negative, claiming that the layout is too text heavy and not engaging for 5<sup>th</sup> year primary school graders, besides the third teacher was positive, saying that the layout is very simple to follow. From the obtained answers, it can be seen that the layout is not straightforward, not simple to follow.

### **3/Section Three: Language Content.**

Q6. Does the textbook cover crucial grammar and pronunciation concepts at your students’ level?

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

Regarding the language content, two teachers seemed to be negative, reporting that some grammar and pronunciation points are missing or poorly explained, while the third respondent only answered with YES. Then, it is obvious that the textbook does not cover crucial grammar and pronunciation concepts at the students' level which implies that the evaluated textbook is not appropriate and not effective in terms of the language content.

Q7. Does it provide actual examples of how language is utilized in conversations and writing?

The survey shows that one teacher said YES, the course book provides many actual examples, while the other ones had different answers, one said that there are some examples only while the last interviewee replied that there are few real-life examples that 5<sup>th</sup> year primary school graders can relate to. That is to say that the textbook does indeed provide actual examples of how language is used orally in conversation also in writing.

Q8. Is the amount of new vocabulary manageable for students?

In this question teachers were required to state whether the amount of new vocabulary is manageable for students or not, the answers were all positives about that. The findings indicated that the amount of new vocabulary is very manageable for pupils at this level.

### **4/ Section Four: Language Skills.**

Q9. Is the textbook balanced throughout the four skills (listening, speaking, reading and writing)?

This question aimed at investigating the effectiveness of the textbook in terms of the four language skills and if it is balanced throughout them. Teachers demonstrated multiple opinions concerning the given question, two answers were positive and there was one exception, one teacher provided a different response than the two other ones, saying that there is an imbalance among the four skills which there is a huge focus on reading and writing more than listening and speaking.

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

Q10. Are the reading passages and activities engaging and appropriate for your students?

The following question’s aim is to know about the engagement and appropriateness of reading passages and activities for students, as a result, the positive answers were related to two teachers while the third one mentioned that reading texts and short passages are often difficult or boring for 10 years old pupils. There are some positive attitudes toward this question, however, there is a disagreement between the teachers.

Q11. Are vocabulary drills relevant to students’ everyday lives?

The findings showed that one teacher is negative, saying that vocabulary drills rarely connect with pupils’ daily experiences, besides the two other teachers were positive, which assumed that vocabulary drills are sometimes relevant to students’ everyday lives.

### **5/ Section Five: Activities and Practice.**

Q12. Do the exercises help students communicate and comprehend better?

Concerning the effectiveness of exercises in helping students communicate and comprehend better, the first answer that was received from one of the 3 teachers that the exercises obviously help students in communication and comprehension, moreover, the second one said that they somehow do while the last one mentioned that the course book’ exercises are too mechanical, they do not help much with real communication.

### **6/Section Six: Teacher Support.**

Q13. Does the textbook provide useful advice for educators, including teaching ideas or answer keys?

Based on the findings, one teacher was positive claiming that the textbook provides useful advice for teachers in order to support them during their instructional process, while the two other ones were negative, commenting that teacher support is limited, no real teaching tips or clear key answers. In general, it can be stated that the textbook does not provide any teaching support for educators.

**7/Section Seven: Learner Support.**

Q14. Does the textbook include resources to help students review and assess what they have learnt?

Regarding this section of learner support, the answers of the interviewees were definitely distinct, two teachers were negative about this question, stating that there are very few review tools or self-assessment opportunities and only one teacher’s answer was positive. All in all, the results revealed that the teachers’ attitudes toward the learner support were mostly negative, therefore, the textbook does not include sufficient resources to aid students review and evaluate their learning.

Q15. Do students receive instruction on how to make appropriate use of the textbook?

The findings showed that all the respondents had negative attitudes toward this part of learner support section, acknowledging that pupils are not shown how to use their textbook effectively at all, which led to mention that 5<sup>th</sup> year primary school learners do not receive instruction on how to make the appropriate and the right way to use the textbook.

**8/ Section Eight: Cultural Discrimination.**

Q16. Does the material relate to the surroundings and culture of your students?

Based on the obtained results from the interview, the three teachers provided positive answers, they all agreed that the cultural and social contexts in the textbook are related to pupils’ background and their surroundings, adding that the content displayed local culture and traditions as well as the cultural references are adapted to Algerian context. Briefly, it is obvious that teachers seemed to be satisfied in terms of the cultural aspects.

**9/Section Ninth: Supporting Materials.**

Q17. Do you require additional resources, such as audio or movies, or can you utilize the textbook alone?

This question aimed at finding out the teachers’ views about what they require as supporting resources so that the teaching process takes place effectively, the answers

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

were all YES, saying that they really need additional resources such as audio and visual materials that are absolutely useful. In a summary, the teachers’ opinions showed that all the supporting materials are important to carry out their instructional process and the textbook only is not sufficient.

### **10/Section Ten: Validity and Authenticity.**

Q18. Is the textbook current, accurate, and applicable to the lives of the students?

The question aimed at investigating the accuracy of the course book and its applicability to the lives of the pupils, the teachers were all agreed about this point, mentioning that the textbook is updated and accurate and very applicable to the lives of the students, one of the teachers added that there are some parts in the textbook that are outdated but relevant to students lives. This means that the textbook is very effective in terms of matching the real-life situation currently.

Q19. Does it accomplish its aims and assist students in reaching their learning goals?

In connection with the question stated above, two teachers were negative, mentioning that the textbook does not fully help pupils achieve their learning goals while the third teacher’s response was positive. Thus, the teachers’ attitudes were different concerning the effectiveness of the course book in accomplishing its objectives and aiding learners in building their learning goals at this level.

### **11/Section Eleven: Challenges and Limitations.**

Q20. What obstacles do you encounter when utilizing the textbook?

The obtained results clarified that one teacher does not encounter any obstacles when using the textbook while the two other ones confirmed that the textbook does not comply with the syllabus and the didactic guide with low student engagement besides, lack of listening and speaking practices. Overall, it is obviously marked that the instructional users of 5<sup>th</sup> PS textbook face many challenges in aiding themselves with the use of the course book.

Q21. Are there any areas of the textbook that you believe should be improved?

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

According to the given question, the responses were somehow different, one teacher confirmed that there are no areas of the textbook that should be improved, moreover, another teacher stated that it should have a general improvement especially for the content while the third one said that the textbook needs more interactive, age-appropriate content and visuals.

Q22. Do you believe that the textbook discourages your teaching creativity and flexibility?

From the findings, the three teachers’ attitudes toward this part were negative, stating that the course book limits the teacher’s creativity and does not allow much flexibility. Adding in the end an overview regarding the textbook that it is less effective for developing critical thinking, creativity and practical skills. The textbook is not an official document, it supports pupils rather than teachers. Educators can use their own strategies more adequate to their learners’ needs.

### **2.7.3.1. Interview Results’ Interpretation**

The interview showed clearly that the teachers were not satisfied with the textbook which does not serve as a guidance for new teachers to follow also not simple for learners to learn. Indeed, there is a huge gap between the syllabus and the textbook because the latter lacks appropriateness and suitability to pupils’ requirements. In addition, the presented material seemed to relate to the local culture of learners. Furthermore, they have different attitudes concerning the design, language, skills and activities used in the English textbook. Moreover, teachers recommended the need of some additional materials to support them during their instructional process due to the insufficiency of the available teaching material. To sum up, there is totally an obvious mismatch between what pupils should learn at this level and what the textbook actually imposed on them.

## **2.8. Discussion of The Main Findings**

The purpose of this current investigation is to examine the English textbook “MY BOOK OF ENGLISH” intended for primary school learners in their fifth year. The

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

external design, language structure and skills development methodology, content organization, as well as the support of both teachers and students, the cultural value in the educational contexts and the making use of the textbook were all considered in the data gathered through an adapted evaluative checklist that contains many criteria, besides, teachers were interviewed to gain insights into their perceptions and opinions as well as their assessment of the teaching and learning process. pupils' questionnaires were used in the fieldwork for the purpose to confirm the hypotheses and get their perspectives on the subject under discussion. The significance of the textbook as a teaching tool is thus demonstrated by the data. Despite its value, the majority of educators share that it cannot serve as a single source for learning and that relying entirely on it is insufficient; nonetheless, they also affirm that the instructional material is an essential component of the educational process. On the other hand, it is relevant to highlight that teachers have widely contrasting views and different attitudes toward the design, organization, language, skills and activities that are used in the English textbook, which supports the first hypothesis (Teachers hold different attitudes toward the design, organisation, language, skills and activities used in the English textbook.) based on what was found in the research findings and teachers' interview. Regarding the use of the course material, the results of each pupil's questionnaire were largely good and positive in terms of learners' requirements in learning such as the content, activities and language skills. In the same line of thoughts, the following hypothesis (“My Book of English” adequately meets learners' needs by providing engaging activities, relevant content and balanced language skills involvement) is generally considered valid. In addition to all that, it was revealed from the evaluative checklist that the textbook does not match with the learners' level concerning their abilities and interest, which has not answered the third research question of the study (To what extent does the textbook align with learners' level in terms of abilities and interest?). Thus, the third hypothesis unfortunately is not confirmed valid.

### **2.9. Suggestions and Pedagogical Implications**

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

When creating EFL materials, the Algerian Ministry of Education in general and textbook and syllabus designers in particular should consider the following options. This evaluation yielded nine pedagogical implications.

First of all, textbook should include comprehensive teachers' support materials including extra explanation and helpful teaching devices. This would help inexperienced teachers in delivering lessons more productively and confidently. Secondly, the main textbook is not sufficient alone, schools and curriculum designers should offer extra resources such as activity book and audio-visual aids. This will enhance learning and teaching process. Thirdly, future textbooks should include additional illustrations, meaningful diagrams to promote comprehension and learners' engagement since the visual aids were valued by learners. Moreover, collaborative activities should be increased. This will empower real communication and effective use of language in real world situations. In addition to, learning should be funny in terms of vocabulary activities such as crossword puzzles and word map. This makes learning memorable. Also, activities should include scaffolding that helps learners on how to answer activities such as giving answer as an example or sufficient instructions. Furthermore, balance the four skills for naturally integration. As well as enhance reading skill such as motivate learners to read outside the classroom, promote group discussion about reading and texts should be appropriate, varied and interesting. To end with, textbooks should integrate local culture and English culture to broaden learners' awareness and understanding more about English Language.

### **2.10. Conclusion**

In the light of the practical chapter stated above, it was basically specifying to present the main steps that serve to conduct this research study which covers the description of the 5<sup>th</sup> year English teaching material with a general overview about it, followed by the methodology, data collection tools, sample population, the study's setting and data analysis techniques. This chapter focuses on the statistical analysis of both the quantitative and qualitative data pertaining to the fifth-year English textbook and its unique features in connection with the evaluative checklist that contains different criteria, a teachers' interview as well as questionnaire that was designed to collect

## CHAPTER TWO: Evaluation of Textbook “MY BOOK OF ENGLISH”

pupils’ attitudes toward the textbook. As a result, this section of the study reveals the approach taken to provide a kind of broad knowledge of the course material and its application over the entire academic year.

# **General Conclusion**

### **GENERAL CONCLUSION**

There has always been a number of disagreements and opinions around the fifth-year primary school educational material which was newly prepared and used for the first time at the elementary school level. As a result, numerous changes and revisions are recommended to be made in an attempt to create the most effective course book design from several perspectives. In the current investigation, the researchers have tried to assess the fifth-year primary school teaching material, "MY BOOK OF ENGLISH." The process used seeks to determine its positive and negative aspects as well as its applicability and efficacy in the teaching and learning of English language. The researchers also attempted to evaluate its applicability to the teaching and learning environment in Algeria. In addition to meeting teachers' demands and targets, the course book is typically designed to accommodate students' requirements. There are obviously some benefits to the teaching material, however teachers should mainly know how to work with students to resolve any issues by employing techniques of adaptation and supplementing for the sections that are not up to grade. This dissertation also was intended to offer recommendations for the development of well-designed future English language teaching coursebook series in Algeria, including those that are to be created for future generations.

As a result, there are two chapters in this research. While the initial chapter described the theoretical viewpoints, the following chapter examined the collected data and reported about the findings. This chapter reviews and presents more specific information about the textbook "My Book of English" in terms of general overview, value and description. besides that, it focuses on the analysis of the results obtained from three data collection tools: an interview directed to some experienced English language teachers, also this part was concerned with the analysis of the responses gathered from the questionnaires administered to primary school pupils as well as the use of an evaluation checklist.

## General Conclusion

The two first hypotheses were considered valid except the last one was not valid. Teachers have varying opinions and widely contrasting views and different attitudes in terms of the design, organisation, language, skills and activities in the English textbook, as indicated by the research hypothesis: “Teachers hold different attitudes toward the design, organisation, language, skills and activities used in the English textbook.”. Then, with reference to the latter hypothesis: “My Book of English adequately meets learners’ needs by providing engaging activities, relevant content and balanced language skills involvement” was clarified from the obtained responses of pupils. Concerning the third research question: “To what extent does the textbook align with learners’ level in terms of abilities and interest?” was revealed from the evaluation checklist that the textbook does not fit pupils’ needs and abilities to a certain extent , because the most effective, well-organized course material with all the content that suits students' level and meets their requirements in learning English language requires further efforts and considerations to be designed, based on the results of the checklist. In order for textbook designers, inspectors to be aware of what should be included in the educational program, educators have to address any challenges they have with the textbook during the learning process.

The fact that English is currently the largest and most widely used international language in the entire world, the educational system should make wise recommendations to advance English language instruction in Algeria. Creating suitable instructional materials will be the first step in this process. Such aids are particularly needed at the 5YPS level, when pupils should have a foundational understanding of the language after three years of study. Thus, positive steps must be done to help students use English language in a variety of contexts, and investments in this language are increasing to meet the demands of the next generation. However, all of this depends on the high standards of the materials used for instruction.

. The researchers faced many obstacles and challenges that may affect the effectiveness of the final results. The study's findings might not represent the opinions of all teachers and students utilising ‘My Book of English’ 5PS because of the small sample size. Also,

## General Conclusion

there was insufficient time for gathering and analysing data could impact the evaluation's depth. In addition to this, interviews and questionnaires rely on participants' self-awareness and honesty, which occasionally results in misleading or lacking information and the quality of the data may be impacted by learners' comprehension and response to the questionnaire if their English proficiency varies. During the data collection process, lot of teachers refuse to attend the interview even on line. And finally, the administration was opposed about the researcher's presence at the establishment, which led to problems for the research.

# **Bibliography**

## Bibliography

- Abbas, C., & Mbata, A. (2024). An evaluation of the 3rd-year primary school textbook “My Book of English”: Teacher’s perspective on its use, content, and feedback. *Afak Al-‘Uloom*, 9(4), 164-179.
- Ahmed, S. (2017). Authentic ELT materials in the language classroom: An overview. *Journal of Applied Linguistics and Language Research*, 4(2), 181-202.
- Ahour, T., & Ahmadi, E. (2012). Evaluating the ELT textbooks: A critical review. *Journal of Language Teaching and Research*, 3(4), 59–65.
- Ajoke, A. R. (2017). The importance of instructional materials in teaching English as a second language. *International Journal of Humanities and Social Science Invention*, 6(9), 36-44.
- Akram, D. M. (2024). *The attitudes of English teachers and parents towards introducing the English language in Algerian primary schools: A case study of third-year primary schools in the city of Biskra.*
- Al-Abdullah, S. (2022). ESP textbook evaluation: The case of Kuwaiti students of business administration. *English Language Teaching*, 15(10), 75-80.
- Alshumaikhani, N., & Hassan, R. A. (2018). Problems of primary school teachers and their solution in English courses: Effects and benefits. *The Journal of Social Studies Research*, 8(2), 121–130.
- Amiri, A., & Rezvani, R. (2021). A tale of three official English textbooks: An evaluation of their horizontal and vertical alignments.
- Aski, J. M. (2005). Alternatives to mechanical drills for the early stages of language practice in foreign language textbooks. *Foreign Language Annals*, 38(2), 229–238.
- Awiotua-Efebo, E. B. (1995). *Effective teaching: Principles and practice*. Heinemann.
- Behnke, Y. (2018). "Textbook effects and efficacy." In *Textbook-specific factors and second language acquisition* (pp. 1–20). Springer.
- Benabi, R. (2023). An evaluation of third-year primary school English textbook: Impediment and prospects. *University of Tlemcen*.
- Benabih, A., & Benahmed, M. (2020). American pragmatism and the teaching of English in Algeria: A case in point.

## Bibliography

- Benarbah, M. (2014). Competition between four ‘world’ languages in Algeria. *Journal of World Languages*, 1(1), 38–59. <https://doi.org/10.1080/21698252.2014.893676>
- Benchabana, A. H. (2023). Textbook evaluation “My Book of English”: The case of third-year at the primary school of Touggourt district. *Rasdi Merbah Ouargla University*.
- Benouareth, M., & Khiari, N. E. H. (2024). An evaluation of the Algerian primary school English textbook: A comparative analysis of “My Book of English” and the British “English Junior Textbook for Grade 1”. *مجلة أفاق للبحوث والدراسات*, 7(2), 58–73.
- Benslimane, S., & Benelhadj Djalloul, A. A. (2023). *An evaluation of the Algerian third year primary school textbook “My Book of English”*. Salhi Ahmed University Centre of Naama.
- Berramdane, D., & Benzian, Z.W. (2020). An evaluation of 4th year middle school English teaching material: Syllabus, textbook, and teacher’s guide. *University of Tlemcen*.
- Bolton, K., & Graddol, D. (2010). *English in China today*. English Today.
- Byrd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 415–427). Heinle & Heinle.
- Bury, J., & Oka, T. (2017). Undergraduate students’ perceptions of the importance of English in the tourism and hospitality industry. *Journal of Teaching in Travel & Tourism*.
- Cahyati, P., & Madya, S. (2018). Teaching English in primary schools: Benefits and challenges. *Advances in Social Science, Education and Humanities Research*, 326, 395–397.
- Chouana, K. (2022). A self-study of a former EFL teacher in the Algerian secondary education. *Global Journal of Foreign Language Teaching*.
- Copland, M., Dewey, M., & Folse, K. S. (2019). Teaching English in primary schools: Benefits and challenges. *Atlantis Press*. <https://doi.org/10.2991/iccie-18.2019.68>
- Cortazzi, M., & Jin, L. (1999). Cultural mirrors: Materials and methods in the EFL classroom. In E. Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 196–219). Cambridge University Press.

## Bibliography

- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Heinemann.
- Dafater Education and Training Journal. (2010). Issue 3, September 2010. Retrieved from [https://www.mo7itona.com/2015/06/blog-post\\_9.html](https://www.mo7itona.com/2015/06/blog-post_9.html)
- Djoumaa, L. (1999). Analysis of “My Book of English, 4<sup>o</sup>AF” (Unpublished master's thesis). University of Constantine.
- Dos Santos, L. M. (2019). Textbook evaluation of a general English textbook for senior foreign language learners: Application of a textbook evaluation checklist. *Journal of Education and e-Learning Research*, 7(1), 22-27.
- Dual Language Learner Support. (2024). *Enhancing learning through bilingual education*.
- Dudeney, G., & Hockly, N. (2007). *How to teach English with technology*. Pearson Education.
- Ellis, R. (1997). The evaluation of coursebooks. In W. Grabe & C. Stoller (Eds.), *Annual review of applied linguistics* (Vol. 17, pp. 36–45). Cambridge University Press.
- Faltis, C. J. (2006). *Teaching English language learners in elementary school communities: A joint fostering approach* (4th ed.). Pearson.
- Fazira, I., & Mawardi, M. (2023). Development of textbooks to support Merdeka curriculum learning on nanotechnology material for phase E. *Jurnal Pijar MIPA*.
- Firiady, M. (1998). Communicative language teaching through speaking activities designed in a textbook.
- Fryer, L. K., Ozono, S., Carter, P., Nakao, K., & Anderson, C. J. (2014). Instrumental reasons for studying in compulsory English courses: I didn't come to university to study English, so why should I? *Innovation in Language Learning and Teaching*.
- Garinger, D. (2001). Textbook evaluation. *TEFL Web Journal*. Retrieved from <http://www.teflweb-j.org/v1n1/garinger.html>
- Gea, N. T., Zebua, E. P., Harefa, A. T., & Telaumbanua, Y. A. (2023). An analysis of English-speaking materials in the textbook “Bahasa Inggris SMA” based on Dat Bao's theory at the eleventh grade of SMA Swasta Santu Xaverius Gunungsitoli 2022/2023. *EdukAsia: Jurnal Pendidikan dan Pembelajaran*.
- Genesee, F., Paradis, J., & Paradis, M. (2004). *Neuroplasticity and language acquisition in adulthood*. Psychology Press.

## Bibliography

- Gheitasi, M., Aliakbari, M., & Yousofi, N. (2020). Evaluation of culture representation in Vision English textbook series for Iranian secondary public education. *Journal of English Language Teaching and Learning*.
- Ghetas, A. (2017). *Investigating teachers' attitude towards the new generation textbook of first year at Algerian middle schools* (Master's thesis, University of Kasdi Merbah Ouargla).
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Heinle & Heinle.
- Guerrettaz, A. M., & Johnston, B. (2013). Materials in the classroom ecology.
- Habtoor, H. A. (2012). English for specific purpose textbook in EFL milieu: An instructor's perspective evaluation. *International Journal of Linguistics*.
- Harmer, J. (1995). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Houchet, S. (2016). The evaluation of the coursebook "Spotlight on English One from teachers' perspectives. *The Case Study of First-Year Classes at Madani Rahmoun Middle School Biskra*. Mohammed Kheidar University of Biskra.
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 315.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge University Press.
- Jusuf, H. (2018). The models of checklist method in evaluating ELT textbooks. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 3(2), 17-35.
- Kachru, B. (2005). *Asian Englishes: Beyond the canon*. Hong Kong University Press.
- Kia-Ahmadi, E., & Arabmofrad, A. (2015). An evaluation study on the 1st-grade junior high schools' English textbook in the light of multiple intelligence theory. *World Journal of English Language*, 5(2), 1–9.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.

## Bibliography

- Laabidi, H., & Nfissi, A. (2016). Fundamental criteria for effective textbook evaluation. *EFL Journal*, 1(2), 141-159.
- Laib, M. (1993, May 27). L'anglais en 4ème année: La langue alibi. *El Watan*, p. 7.
- Laiche, R. (2023). *An evaluation of the Algerian textbook "My Book of English" and the French textbook "Enjoy English": An attempt to inspire Algerian textbook designers*. Larbi Ben M'hidi University of Oum El Bouaghi.
- Littlejohn, A. (1998). The analysis of language teaching materials: Inside the Trojan Horse. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 190–216). Cambridge University Press.
- L. Rayane, (2023). An Evaluation of the Algerian Textbook *My Book of English: An Attempt to Inspire Algerian Textbook Designers*. Larbi Ben Mhidi University Oum El Bouaghi, Faculty of Letters and Languages, Department of English, p. 43.
- McNamara, C. (1999). General guidelines for conducting interviews. *Minnesota: Authenticity Consulting, LLC*.
- Meng, J. (2010). Jigsaw cooperative learning in English reading. *Journal of Language Teaching and Research*.
- Mukundan, J., Hajjimohammadi, R., & Nimehchisalem, V. (2011). Developing an English language textbook evaluation checklist. *Contemporary Issues in Education Research*, 4(6), 21-28.
- Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. Routledge.
- Nazeer, M., Shah, S. K., & Sarwat, Z. (2015). Evaluation of Oxon English Textbook Used in Pakistan Public Schools for 6th & 7th Grade. *Journal for the Study of English Linguistics*, 3(1). doi:10.5296/jsel.v3i1.7778.
- Olaitan, S. O., & Aguisiobo, O. N. (1994). *Teaching of clothing and textile*. New York: John Wiley and Sons Publishers.
- Omabe, C. C. (2006). *Instructional materials for social studies education in Nigeria*. Abakaliki: Willy Rose and Apple Seed Publishers.
- Open Doors. (2006). *Opendoors online: Report on international educational exchange*. <http://opendoors.iienetwork.org/>
- Organisation for Economic Cooperation and Development. (2003). *Trends in international migration: Annual report 2003 edition*. OECD.

## Bibliography

- Rao, P. S. (2019). The importance of teaching language skills to second or foreign language learners of English: A comprehensive study. *Academicia: An International Multidisciplinary Research Journal*.
- Rea-Dickens, P., & Germaine, K. (1994). *Evaluation*. Oxford University Press.
- Rezig, N. (2011). Teaching English in Algeria and educational reforms: An overview on the factors entailing students' failure in learning foreign languages at university. *Procedia - Social and Behavioral Sciences*.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
- Sadouki, F. (2023). Investigating challenges in thesis writing for non-native MA students of English: The case of second-year MA students of English in Algeria. *Bulletin of the Transilvania University of Brasov. Series IV: Philology and Cultural Studies*.
- Sawin, E. L. (1990). *Evaluation and the work of teacher*. Wordsworth.
- Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(4), 238.
- Skierso, A. (1991). Textbook selection and evaluation. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (2nd ed., pp. 432–453). Boston, MA: Heinle & Heinle.
- Syaifudin, A., & Pratama, H. (2013). Pengembangan buku teks menulis argumentasi berdasarkan pola penalaran argumentatif.
- Tomlinson, B. (1998). *Materials Development in Language Teaching*. Cambridge University Press.
- Tomlinson, B. (2012). *Materials development for language learning and teaching*.
- Yazdanmehr, E., & Shoghi, S. (2014). Design and application of a 'Textbook Visual Effects' evaluation checklist. *Theory and Practice in Language Studies*, 4(3), 473-480. <https://doi.org/10.4304/tpls.4.3.473-480>

## Bibliography

- Yeong, S. H. M., Fletcher, J., & Bayliss, D. M. (2014). Importance of phonological and orthographic skills for English reading and spelling: A comparison of English monolingual and Mandarin-English bilingual children. *Journal of Educational Psychology*.
- Zeraouia, F. (2020). The memory of the civil war in Algeria: Lessons from the past with reference to the Algerian Hirak. *Canterbury Review of the Middle East*, 7(1), 25–53. <https://doi.org/10.1177/2347798919889781>
- Zhang, X. (2017). A critical review of literature on English language teaching textbook evaluation: What systemic functional linguistics can offer. *Journal of Language and Cultural Education*, 5(2), 78–95.

# Appendices

## Appendices

### Appendix A

#### Checklist

##### *A/Tucker's ELT Textbook Evaluation Checklist*

NO.	CRITERIA	VS	MS	MVP
<b>I. INTERNAL CRITERIA</b>				
<i>A. Pronunciation Criteria</i>				
1	Completeness of presentation			
2	Appropriateness of presentation			
3	Adequacy of practice			
<i>B. Grammar Criteria</i>				
4	Adequacy of pattern inventory			
5	Appropriate sequencing			
6	Adequacy of drill model and pattern display			
7	Adequacy of practice			
<i>C. Content Criteria</i>				
8	Functional load			
9	Rate and manner of entry and re-entry			
10	Appropriate of content and situations			
<b>II. EXTERNAL CRITERIA</b>				
11	Authenticity of language			
12	Availability of supplementary of language			
13	Adequate guidance for non-native teachers			
14	Competence of the author			
15	Appropriate level of integration			
16	Durability			
17	Quality of editing and publishing			
18	Price and value			
VS: value scale MS: merit scale VMP: value merit product				

##### *Murcia ELT Textbook Evaluation Checklist*

NO.	Item	SD	D	U	A	SA
<i>A. Subject matter</i>						

## Appendices

1	Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended (urban or rural environment; child or adult learners; male and/or female students)?					
2	Is the ordering of materials done by topics or themes that are arranged in a logical fashion?					
3	Is the content graded according to the needs of the students or the existing syllabus (if there is one)?					
4	Is the material accurate and up-to-date?					
<i>B. Vocabulary and structure</i>						
5	Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of the level?					
6	Are the vocabulary items controlled to ensure systematic gradation from simple to complex?					
7	Is the new vocabulary repeated in subsequent lessons for reinforcement?					
8	Does the sentence length seem reasonable for the students of that level?					
9	Is the number of grammatical points as well as their sequence appropriate?					
10	Does the structure gradually increase in complexity to suit the growing reading ability of the students?					
11	Does the writer use current everyday language, and sentence structures that follow normal word order?					
12	Do the sentences and paragraphs follow one another in a logical sequence?					
13	Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?					
<i>C. Exercises</i>						
14	Do the exercises develop comprehension and test knowledge of the main ideas, details, and sequence of ideas?					
15	Do the exercises involve vocabulary and structures which build up the learners' repertoire?					
16	Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided compositions)?					
17	Does the book provide a pattern of review within lessons and cumulatively test new material?					
18	Do the exercises promote meaningful communication by referring to realistic activities and situations?					

## Appendices

<i>D. Illustration</i>					
19	Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?				
20	Are the illustrations clear, simple, and free unnecessary details that may confuse the learner?				
21	Are the illustrations printed close enough to help the learner understand the printed text?				
<i>E. Physical Make-up</i>					
22	Is the cover of the book durable enough to withstand wear?				
23	Is the text attractive (i.e., cover, page appearance, binding)?				
24	Does the size of the book seem convenient for the students to handle?				
25	Is the type size appropriate for the intended learners?				
SD: Strongly Disagree D: Disagree U: Undecided A: Agree SA: Strongly Agree					

### **B/Williams' ELT Textbook Evaluation Checklist**

Title of textbook:							
This Textbook:						Rating	
			4	3	2	1	0
weight	<i>A. GENERAL</i>						
	1	Takes into account currently accepted methods of ESL/EFL teaching.					
	2	Gives guidance in the presentation of language items.					
	3	Caters for individual differences in home language background.					
	4	Relates content to the learners' culture and environment.					
	<i>B. SPEECH</i>						
	5	Is based on a contrastive analysis of English and L1 sound systems.					
	6	Suggests ways of demonstrating and practicing speech items.					

## Appendices

	7	Includes speech situations relevant to the pupils' background.					
	8	Allows for variation in the accents of non-native speakers of English.					
<i>C. GRAMMAR</i>							
	9	Stresses communicative competence in teaching structural items.					
	10	Provides adequate models featuring the structures to be taught.					
	11	Shows clearly the kinds of responses required in drills (e.g., Substitution).					
	12	Selects structures with regard to differences between L1 and L2 cultures.					
<i>D. VOCABULARY</i>							
	13	Selects vocabulary on the basis of frequency, functional load, etc.					
	14	Distinguishes between receptive and productive skills in vocabulary teaching.					
	15	Presents vocabulary in appropriate contexts and situations.					
	16	Focuses on problems of usage related to social background.					
<i>E. READING</i>							
	17	Offers exercises for understanding of plain sense and implied meaning.					
	18	Relates reading passages to the learners' background.					
	19	Selects passages within the vocabulary range of the pupils.					
	20	Selects passages reflecting a variety of styles of contemporary English.					
<i>F. WRITING</i>							
	21	Relates written work to structures and vocabulary practiced orally.					
	22	Gives practice in controlled and guided composition in the early stages.					
	23	Relates written work to the pupils' age, interests, and environments.					

## Appendices

	24	Demonstrates techniques for handling aspects of composition teaching.					
<i>G. TECHNICAL</i>							
	25	Is up-to-date in the technical aspects of textbook production and design.					
	26	Shows quality in editing and publishing (cover, typeface, illustrations, etc.)					
	27	Is datable, and not too expensive.					
	28	Has authenticity in language and style of writing.					
0: not at all 1: just barely 2: to some extent 3: to a large extent 4: to the greatest extent							

### *C/Sheldon's ELT Textbook Evaluation Checklist*

<p><b>FACTUAL DETAILS</b></p> <p>Title:..... Author(s):.....          .....          Publisher:..... Price:..... ISBN:          ..... No of Pages:..... Components:          SB/TB/WB/Tests/Cassettes/Videos/          CALL/Other..... Level:..... Physical          size:..... Lengths:..... Units:.....          Lessons/Sections:..... Hours:..... Target          skills:..... Target          learners:..... Target          teachers:.....</p> <p style="text-align: center;">ASSESSMENT (* Poor** Fair*** Good**** Excellent)</p>						
NO.	Factors	Rating				Comments
		P	F	G	E	
<i>A. RATIONALE</i>						
1	Why was the book written in the first place and what gaps is it intended to fill?					

## Appendices

2	Are you given information about the needs analysis or classroom piloting what was undertaken?					
3	Are the objectives spelt out?					
<i>B. AVAILABILITY</i>						
4	Is it easy to obtain simple copies and support material for inspection?					
5	Can you contact the publisher's representatives in case you want further information about the content, approach or pedagogical detail of the book?					
<i>C. USER DEFINITION</i>						
6	Is there a clear specification of the target age range, culture, assumed background, probable learning preferences and educational expectations?					
7	Are entry/exit language levels precisely defined, e.g., by reference to international 'standards' such as the ELTS, ACTFL or Council of Europe scales, or by reference to local or country-specific examination requirements?					
8	In the case of an ESP textbook, what degree of specialist knowledge is assumed (of both learners and teacher)?					
<i>D. LAYOUT</i>						
9	Is there an optimum density and mix of text and graphical material on each page, or is the impression one of clutter?					
10	Are the artwork and typefaces functional? Colorful? Appealing?					
<i>E. ACCESSIBILITY</i>						
11	Is the material clearly organized?					
12	Can the students find her or his location in the material at any point, i.e., is it possible to have a clear view of the 'progress' made, and how much still needs to be covered?					
13	Are there indexes, vocabulary lists, section headings, and other methods or signposting the content that allow the student to use the material easily, especially for revision or self-study purposes?					

## Appendices

14	Is the learner (as opposed to the teacher) given clear advice about how the book and its contents could be most effectively exploited?					
<i>F. LINKAGE</i>						
15	Do the units and exercises connect in terms of theme, situation, topic, pattern of skill development, or grammatical/lexical 'progression'?					
16	Is the nature of such connection made obvious, for example by placing input texts and supporting exercises in close proximity?					
17	Do the textbook cohere both internally and externally (e.g., with other books in series)?					
<i>G. SELECTION/GRADING</i>						
18	Does the introduction, practice, and recycling of new linguistic items seem to be shallow/steep enough for your students?					
19	Is there a discernible system at work in the selection and grading of these items (e.g., on the basis of frequency counts, or on the basis of useful comparisons between the learner's mother tongue and English)?					
20	Is the linguistic inventory presented appropriate for your purposes, bearing in mind the L1 background(s) of your learners?					
<i>H. PHYSICAL CHARACTERISTICS</i>						
21	Is there space to write in the book?					
22	Is the book robust? Too large? Too heavy?					
23	Is the spine labeled?					
24	Is it a book that could be used more than once, especially if it marked by previous students?					
<i>I. APPROPRIACY</i>						
25	Is the material substantial enough or interesting enough to hold the attention of learners?					
26	Is it pitched at the right level of maturity and language, and (particularly in the case of ESP situations), at the right conceptual level?					
27	Is it topical?					
<i>J. AUTHENTICITY</i>						

## Appendices

28	Is the content obviously realistic, being taken from L1 material not initially intended for ELT purposes?					
29	Do the tasks exploit language in a communicative or 'real-world' way?					
30	If not, are the texts unacceptably simplified or artificial (for instance, in the use of whole-sentence dialogues)?					
<i>K. SUFFICIENCY</i>						
31	Is the book complete enough to stand on its own, or must the teacher produce a lot of ancillary bridging material to make it workable?					
32	Can you teach the course using only the student's book, or must all the attendant aids (e.g. cassettes) be deployed?					
<i>L. CULTURAL BIAS</i>						
33	Are different and appropriate religious and social environments catered for, both in terms of the topics/situations presented and of those left out?					
34	Are students' expectations in regard to content, methodology, and format successfully accommodated?					
35	If not, would the book be able to wean students away from their preconceived notions?					
36	Is the author's sense of humor or philosophy obvious or appropriate?					
37	Does the course book enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality?					
38	Are accurate or 'sanitized' views of the USA or Britain presented; are uncomfortable social realities (e.g. unemployment, poverty, family breakdowns, and racism) left out?					
<i>M. EDUCATIONAL VALIDITY</i>						
39	Does the textbook take account of, and seem to be in tune with, broader educational concerns (e.g. the nature and role of learning skills, concept development in younger learners, the function of 'knowledge of the world', the exploitation of sensitive issues,					

## Appendices

	and the value of metaphor as a powerful cognitive learning device)?					
<i>N. STIMULUS/PRACTICE/REVISION</i>						
40	Is the course material interactive, and are there sufficient opportunities for the learner to use his or her English so that effective consolidation takes place?					
41	Is the material likely to be retained/remembered by learners?					
42	Is allowance made for revision, testing, and on-going evaluation/marking of exercises and activities, especially in large-group situations; are ready-made achievement tests provided for the course book, or is test development left for the hard-pressed teacher? Are 'self-checks' provided?					
<i>O. FLEXIBILITY</i>						
43	Can the book accommodate the practical constraints with which you must deal, or are assumptions made about such things as the availability of audio-visual equipment, pictorial material, class size, and classroom geography; does the material make too many demands on teachers' preparation time and students' homework time?					
44	Can the material be exploited or modified as required by local circumstances, or is it too rigid in format, structure, and approach?					
45	Is there a full range of supplementary aids available?					
<i>P. GUIDANCE</i>						
46	Are the teacher's notes useful and explicit? English ?					
47	Has there been an inordinate delay between the publication of the student's and teacher's books which has meant that teachers have had to fend for themselves in exploiting the material?					
48	Is there advice about how to supplement the course book, or to present the lessons in different ways?					
49	Is there enough/too much 'hand-holding'?					

## Appendices

50	Are tape scripts, answer keys, ‘technical notes’ (in the case of ESP textbooks), vocabulary lists, structural/functional inventories, and lesson summaries provided in the Teacher’s Book?					
51	Is allowance made for the perspectives, expectations, and preferences of non-native teachers of English?					
<i>Q. OVERAL VALUE FOR MONEY</i>						
52	Quite simply, is the course book cost-effective, easy to use, and successful money in your teaching situation, in terms of time, labor, and money?					
53	To what extent has it realized its stated objectives?					
1: poor 2: fair 3: good 4: excellent						

### **D/ Cunningsworth’s ELT Textbook Evaluation Checklist**

NO.	ITEMS	YES	NO
<i>A. AIMS AND APPROACHES</i>			
1	Do the aims of the course book correspond closely with the aims of the teaching program and with the needs of the learner?		
2	Is the course book suited to the learning/teaching situation?		
3	How comprehensive is the course book? Does it cover most of all of what is needed? Is It a good resource for students and teachers?		
4	Is the course book flexible? Does it allow different teaching and learning styles?		
<i>B. DESIGN AND ORGANIZATION</i>			
5	What components make up the total course package (e.g., students’ books, teacher’s books, workbooks, cassettes)?		
6	How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?		
7	How is the content sequenced (e.g., on the basis complexity, “learn- ability,” usefulness, etc.)?		

## Appendices

8	Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?		
9	Are the reference sections for grammar, etc.? Is some of the material suitable for individual study?		
10	Is it easy to find your way around the course book? Is the layout clear?		
<i>C. LANGUAGE CONTENT</i>			
11	Does the course book cover the main grammar items appropriate to each level, taking learners' needs into account?		
12	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?		
13	Does the course book include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?		
14	Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels).		
15	Are style and appropriacy dealt with? If so, is language style matched so social situation?		
<i>D. SKILLS</i>			
16	Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?		
17	Is there material for integrated skill work?		
18	Are reading passages and associated activities suitable for your students' level, interests, etc.? Is there sufficient reading material?		
19	Is listening material well recorded, as authentic as possible, accompanied by background information, questions, and activities which help comprehension?		
20	Is material for spoken English (dialogues, role plays, etc.) well designed to equip learners for real-life interactions?		
21	Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing) and use of appropriate styles?		
<i>E. TOPIC</i>			
22	Is there sufficient material of genuine interest to learners?		
23	Is there enough variety and range of topic?		

## Appendices

24	Will the topics help expand students' awareness and enrich their experience?		
25	Are the topic sophisticated enough in content, yet within the learners' language level?		
26	Will your students be able to relate to the social and cultural contexts presented in the course book?		
27	Are women portrayed and represented equally with men?		
28	Are other groups represented, with reference to ethnic origin, occupation, disability, etc.?		
<i>F. METHODOLOGY</i>			
29	What approach/approaches to language learning are taken by the course book? Is this appropriate to the learning/teaching situation?		
30	What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?		
31	What techniques are used for presenting/practicing new language items? Are they suitable for your learners?		
32	How are the different skills taught?		
33	How are communicative abilities developed?		
34	Does the material include any advice/help to students on study skills and learning strategies?		
35	Are students expected to take a degree of responsibility for their own learning (e.g., by setting their own individual learning targets)?		
<i>G. TEACHER'S METHODOLOGY</i>			
36	Is there adequate guidance for the teachers who will be using the course book and its supporting materials?		
37	Are the teachers' books comprehensive and supportive?		
38	Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?		
39	Do the writers set out and justify the basic premises and principles underlying the material?		
40	Are keys to exercises given?		
<i>F. PRACICAL CONSIDERATION</i>			
41	What does the whole package cost? Does this represent good value for money?		
42	Are the books strong and long-lasting? Are they attractive in appearance?		
43	Are they easy to obtain? Can further supplies be obtained at short notice?		

## Appendices

44	Do any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player? If so, do you have the equipment available for use and is it reliable?		
----	--	--	--

### *E/Daoud and Celce-Murcia ELT Textbook Evaluation Checklist*

NO.	Item	SD	D	U	A	SA
<i>A. Subject matter</i>						
1	Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended (urban or rural environment; child or adult learners; male and/or female students)?					
2	Is the ordering of materials done by topics or themes that are arranged in a logical fashion?					
3	Is the content graded according to the needs of the students or the existing syllabus (if there is one)?					
4	Is the material accurate and up-to-date?					
<i>B. Vocabulary and structure</i>						
5	Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of the level?					
6	Are the vocabulary items controlled to ensure systematic gradation from simple to complex?					
7	Is the new vocabulary repeated in subsequent lessons for reinforcement?					
8	Does the sentence length seem reasonable for the students of that level?					
9	Is the number of grammatical points as well as their sequence appropriate?					
10	Does the structure gradually increase in complexity to suit the growing reading ability of the students?					
11	Does the writer use current everyday language, and sentence structures that follow normal word order?					
12	Do the sentences and paragraphs follow one another in a logical sequence?					
13	Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?					
<i>C. Exercises</i>						

## Appendices

14	Do the exercises develop comprehension and test knowledge of the main ideas, details, and sequence of ideas?					
15	Do the exercises involve vocabulary and structures which build up the learners' repertoire?					
16	Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided compositions)?					
17	Does the book provide a pattern of review within lessons and cumulatively test new material?					
18	Do the exercises promote meaningful communication by referring to realistic activities and situations?					
<i>D. Illustration</i>						
19	Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?					
20	Are the illustrations clear, simple, and free unnecessary details that may confuse the learner?					
21	Are the illustrations printed close enough to help the learner understand the printed text?					
<i>E. Physical Make-up</i>						
22	Is the cover of the book durable enough to withstand wear?					
23	Is the text attractive (i.e., cover, page appearance, binding)?					
24	Does the size of the book seem convenient for the students to handle?					
25	Is the type size appropriate for the intended learners?					
SD: Strongly Disagree D: Disagree U: Undecided A: Agree SA: Strongly Agree						

**Appendix B**

**Pupils' questionnaire**



# General Information

First name: .....

Family name: .....

Age: .....

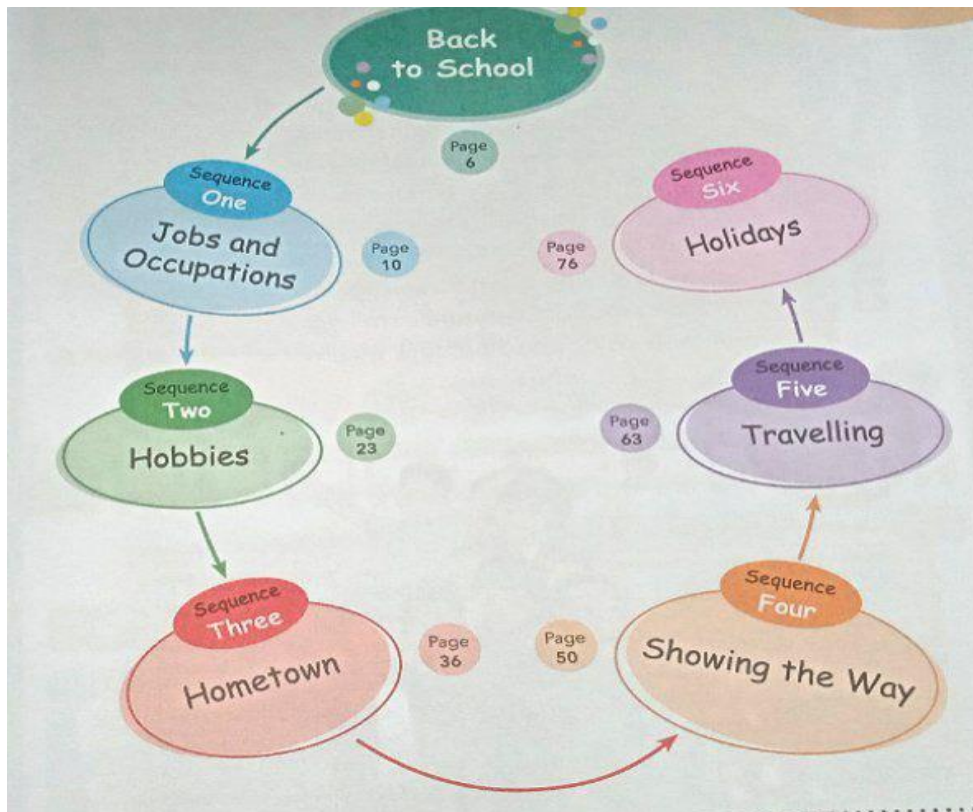
## Section 1: What Do You Think?

1/Do you like English? 😊/😐/😞

2/ Do you like using this book? 😊/😐/😞

3/ What is the best part of the book?

## Appendices



Why?

-----

-----

-----

### Section 2: Fun Activities

4. Do the activities encourage learning? (Yes 😊✓/No 😞✗/🕒 Sometimes)

5. Which activity do you love most? (Choose one)

- Reading stories 📖 👁️
- Writing ✍️ 📖
- Speaking with friends 👤 🗣️ ♀ 🗣️ 👤
- Listening to stories 👤 🗣️ 🏠 🗣️ 🗣️
- Learning new words 📖

## Appendices

### Section 4: Pictures & Colours

1. Do images help in comprehension of lessons? (Yes 😊, No 😞)

2. Do you enjoy the book's shape? (Yes 😊, No 😞)

### Section 3: Vocabulary & Grammar

1/ Are the new words simple to understand? (Yes ✓/No ✗/Sometimes 🕒)

2/What can develop your grammatical skills? Put YES  or NO ✗ :

- a) Additional examples
- b) Practice games
- c) Reading stories
- d) Talking (Oral production)

### Section 5 Answer the questions

1/Put YES  or NO ✗ :

1. The book has pictures. ( )
2. The book has no stories. ( )
3. Learning is funny! ( )
4. The book shows the Algerian culture. ( )
5. The book helps you to learn English. ( )
6. You like group work. ( )
7. The tasks are easy and funny. ( )

2/Write the number of pages that are easy to learn .

...../...../...../...../...../.....

3/Write the number of pages that are difficult to learn .

...../...../...../...../...../.....

## Appendices

4/What do you prefer most? (Use emoji 😊/😐/😞)

5ps My book of English

4ps My book of English

3ps My book of English

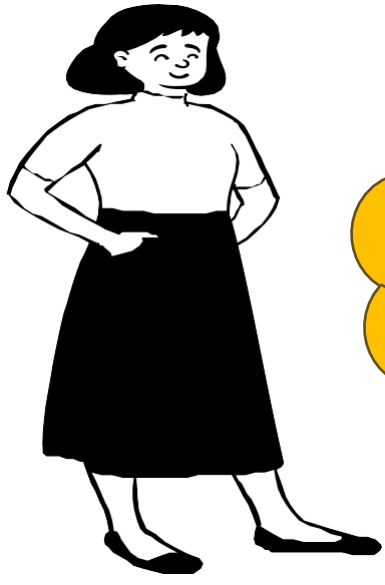
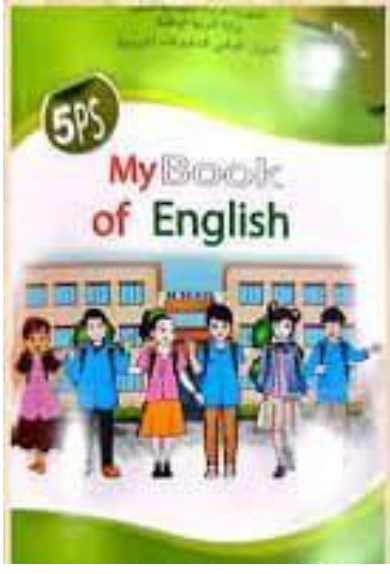
Why?

---

---



Translated Pupils 'questionnaire



المعلومات العامة :

..... الاسم الأول :

## Appendices

..... : اسم العائلة

..... : العمر

القسم 1: ما

□ رأيك؟

## Appendices



1/ تميز اجنلااة غللا بحتل هـ

2/ هل تحب الكتاب؟



3/ باتكلا في غـل ضرفأ وهام؟

لماذا؟

.....

.....



## القسم 2 : أنشطة ممتعة

- هل الأنشطة تساعدك على التعلم؟ ( نعم 😊 / لا 😞 / أحياناً 🤔 )
- ماهو النشاط الذي تحبه أكثر؟ ( اختر واحدا )
  - قراءة القصص 📖
  - الكتابة ✍️
  - التحدث مع الأصدقاء 🗣️
  - الاستماع إلى القصص 🎧
  - تعلم كلمات جديدة 📚

القسم 3 : الصور والالوان

1. هل الصور تساعدك على الفهم ؟ نعم 😊 / لا 😞

2. هل تحب شكل الكتاب ؟ نعم 😊 / لا 😞

القسم 4 : الكلمات والقواعد

1. - هل الكلمات الجديدة سهلة ؟ نعم ✓ / لا ✗

أحياناً ☹️

2. مالذي يساعدك على تعلم القواعد ؟ ضع  او :

أمثلة إضافية

ألعاب

قراءة القصص

التحدث

القسم 5 : أجب عن الأسئلة

1. ضع  او : ✗

الكتاب يحتوي على صور. ( )

الكتاب لا يحتوي على قصص. ( )

التعلم ممتع! ( )

الكتاب يعرض الثقافة الجزائرية ( )

الكتاب يساعدك على تعلم الإنجليزية ( )

أنت تحب العمل الجماعي ( )

المهام سهلة وممتعة ( )

2. اكتب رقم الصفحات التي واجهت صعوبة في فهمها

...../...../...../...../...../.....

3. اكتب رقم الصفحات التي كانت سهلة وممتعة :

...../...../...../...../...../.....

4. ما الذي تفضله أكثر؟ استخدم الايموجي 🤩 😞 😊

كتابي في الانجليزية 5ps

كتابي في الانجليزية 4ps

كتابي في الانجليزية 3ps

لماذا؟.....



## Appendices

### Appendix C

#### Teachers' interview

##### *Simplified Structured Interview for Teachers.*

To share your insightful opinions and experiences with the textbook, I would like to encourage you to take part in an interview. The success of the research will be greatly enhanced by your participation, which would be highly appreciated. Your answers will be kept private, and the interview will be short.

##### *Introduction*

- **Purpose:** Explain the interview's goal, which is to assess the effectiveness and applicability of a textbook in a specific teaching situation.
- **Confidentiality:** Assure the respondent that their responses will be kept strictly confidential and used only for evaluation purposes.

##### **BACKGROUND INFORMATION.**

A/Can you tell me about your teaching experiences? How long have you taught English?

B/Have you had any special training in utilising textbooks to teach English?

##### *section1. External Design.*

1. Is the textbook simple for instructors to learn and apply?
2. Is it well-built and functional (not overly big or heavy)?

##### *section2. Content Organization:*

3. Does the textbook align with your students' requirements and syllabus?
4. Are grammar concepts presented in a logical order?
5. Is the layout straightforward and simple to follow?

##### *section3. Language Content.*

6. Does the textbook cover crucial grammar and pronunciation concepts at your students' level?
7. Does it provide actual examples of how language is utilised in conversations and writing?

## Appendices

8. Is the amount of new vocabulary manageable for students?

### **section4. Language Skills.**

9. Is the textbook balanced throughout the four skills (listening, speaking, reading, and writing)?

10. Are the reading passages and activities engaging and appropriate for your students?

11. Are vocabulary drills relevant to students' everyday lives?

### **Section5. Activities and practice**

12. Do the exercises help students communicate and comprehend better?

### **Section6. Teacher support**

13. Does the textbook provide useful advice for educators, including teaching ideas or answer keys?

### **Section7. Learner support**

14. Does the textbook include resources to help students review and assess what they have learnt?

15. Do students receive instruction on how to make appropriate use of the textbook?

### **section8. Cultural discrimination**

16. Does the material relate to the surroundings and culture of your students?

### **section9. Supporting Materials**

17. Do you require additional resources, such as audio or movies, or can you utilise the textbook alone?

### **section10. Validity and Authenticity**

18. Is the textbook current, accurate, and applicable to the lives of the students?

19. Does it accomplish its aims and assist students in reaching their learning goals?

### **SECTION11. CHALLENGES AND LIMITATIONS.**

20. What obstacles do you encounter when utilising the textbook?

21. Are there any areas of the textbook that you believe should be improved?

22. Do you believe that the textbook discourages your teaching creativity and flexibility?

**Closing:** Thank the interviewee for their time and useful feedback.

## Appendices

- Follow-Up: Inform them of any next steps or how the evaluation results will be applied.

### Appendix D

<b>Eternal Design</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
- Is there an optimum density and mix of text and graphical material on each page, or is the impression one of clutter?					
- Are the artwork and typefaces functional? Colourful? Appealing?					
-Price and value.					
-Is the book robust? Too large? Too heavy?					
<b>Content Organization</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Is the content graded according to the needs of the students or the requirements of the existing syllabus (if there is one)?					
-Is the number of grammatical points as well as their sequence appropriate?					
-Is it easy to find your way around the course book? Is the layout clear?					
<b>Language Structure and Use</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Does the course book cover the main grammar items appropriate to each level, taking learners' needs into account?					
-Does the course book include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?					

## Appendices

-Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels).					
-Are style and appropriacy dealt with? If so, is language style matched so social situation?					
-Is the new vocabulary repeated in subsequent lessons for reinforcement? -Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?					
<b>Language Skills</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Suggests ways of demonstrating and practising speech items.					
-Includes speech situations relevant to the pupils' background.					
- Distinguishes between receptive and productive skills in vocabulary teaching.					
-Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?					
-Are reading passages and associated activities suitable for your students' level, interests, etc.? Is there sufficient reading material?					
-Relates reading passages to the learners' background. -Relates written work to the pupils' age, interests, and environment.					

## Appendices

<b>Methodology for Skills Development</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-How are the different skills taught?					
-Does the material include any advice/help to students on study skills.					
<b>Activities and Practice</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?					
-Do the exercises promote meaningful communication by referring to realistic activities and situations?					
<b>Teacher's Support</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Is allowance made for the perspectives, expectations, and preferences of non-native teachers of English?					
-Is there adequate guidance for the teachers who will be using the course book and its supporting materials?					
-Are keys to exercises given?					
<b>Learner's Support</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Is the course material interactive, and are there sufficient opportunities for the learner to use his or her English so that effective consolidation takes place?					
-Is the learner (as opposed to the teacher) given clear advice about how the book and its contents could be most effectively exploited?					

## Appendices

-Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?					
<b>Cultural Discrimination</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Relates content to the learners' culture and environment.					
-Will your students be able to relate to the social and cultural contexts presented in the course book.					
<b>Supporting Resources</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Can you teach the course using only the student's book, or must all the attendant aids (e.g. cassettes) be deployed?					
<b>Validity and Authenticity</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Is the material accurate and up-to-date?					
-Does the textbook take account of, and seem to be in tune with, broader educational concerns (e.g. the nature and role of learning skills, concept development in younger learners, the function of 'knowledge of the world', the exploitation of sensitive issues, and the value of metaphor as a powerful cognitive learning device)?					
-Is the material likely to be retained/ remembered by learners?					
<b>Aims and Objectives</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
-Do the aims of the course book correspond closely with the aims of the teaching programme and with the needs of the learner?					