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An Evaluation of the Algerian Third-Year Primary School Textbook "My Book of English"

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Dedication

In fond memory of my sister Nadjet

*This dissertation is dedicated to you my parents. You have taught me to fight,

to win, to enjoy the taste of success, but never to give up. For you, I say:

"To the one who taught me the meaning of patience

To the wonderful woman in this world

My dear Mother

To the person who always makes me proud of my works

To the most respected man in this world

My dear Father"

I ask ALLAH to make you happy, make you smile, guide you safely through

every mile, grant you wealth, give you health, and most of all grant you PARADISE.

To my dearest brother and sisters: Abdou, Fatima, Kaltoum, Habiba, Asma and Abla

To all my sweetest niblings

To all who know me and all whom I know

Soumia

Dedication

I dedicate my work to

the soul of my father

the candle that still burn in order to light my way

the angel that paradise is under her feet

the dearest woman that gives without price

My Mother

the flower of my family, my sister Nadjet

My relatives and my friends with whom I am sharing my life with its lights

and shadows

To all those who love me

Ahmed Abdelhadi

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Abstract

The current research evaluated the effectiveness of the textbook "My Book of English" used in the third- year of primary school in Algeria. It aimed to gain insights into teachers' perceptions of that coursebook. To achieve this objective, a descriptive research design was implemented using a checklist along with teachers' questionnaire to gather data and test the validity of the research hypothesis that states thatthe textbook would be suitable and appropriate as a teaching material if primary school teachers of English have positive attitudes towards it.The evaluation phase focuses on the strengths and weaknesses of the coursebook in terms of several criteria, including layout and physical appearance; content; objectives; language type; skills; activities and tasks; structure and vocabulary; culture values; and teacher's needs.The questionnaire was submitted to fifteen (15) third- year primary school teachers of English from Naamacity. The results obtained revealed that teachers'opinions concerning the use of the textbook were positive. It generally suits the teachers' expectations; however, some disadvantages are undeniable. Therefore, teachers should be aware of these disadvantages to mediate the textbook by using the processes of adaptation and supplementation for the unsuitable parts.

List of Abbreviationsand Acronyms

A: Agree

3AP: 3ème Année Primaire

CBA: Competency Based Approach

CBLT: Task-Based Learning and Teaching

CDs: Credit Default Swap

CLT: Communicative Language Teaching

CPH: Critical Period Hypothesis

D:Disagree

EFL: English as a Foreign Language

E.g: Example

ELT: English Language Teaching

ESL: English as a Second Language

G: Good

i.e: that is

PDP: Pre, During, Post

P: Poor

QG: Quite Good

SA: Strongly Agree

SD: Strongly Disagree

TEFL: Teaching English as a Foreign Language

21st:Twenty First

VG: Very Good

VP: Very Poor

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General Introduction

English Language Teaching (ELT) textbooks play a very important role in language classrooms. In some situations, they serve as the basis for many language inputs that learners receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught, and the kinds of language practice the students take part in. Teaching materials should make students learn.They should also be the resource books for ideas and instructional activities as well as giving teachers rationales for what they do. In addition, they should be suitable for students' needs. Therefore, the textbook being used in Algerian primary school must go along with the EFL learners' needs. In EFL situation, students rarely have chances to use English outside the classroom; consequently, English textbook seems to be the only source by which students receive input and the main material for both teachers and students to rely on as well (Park, 2004).

Although teachers and students need textbook as a source to guide them in the classroom, it must be used appropriately in order to achieve its objectives. A textbook is an almost universal element of teaching and guidance for a teacher in giving the systematic materials to the students, a supplement for their instruction in classroom, a memory aid for pupils, and a permanent record for measuring what has been learnt. It can also provide ideas for novice teachers about the kinds of materials and techniques that should be adopted. It is generally accepted that the role of the textbook is to be at the service of teachers and learners but not to be their master (Awasthi, 2006).

Cunningsworth (1995) informed that there are three types of materials evaluation: Pre-use evaluation, in-use evaluation, and post-use evaluation. Pre-use evaluation might be implemented when there is no actual experience of using the book for teachers to draw on. Inuse evaluation refers to textbook evaluation whilst the materials are in use. Post-use evaluation provides retrospective assessment of a textbook's performance and can be useful for identifying strengths and weaknesses, which emerge over a period of continuous use.

Based on what have been explained before, the objective of this evaluation is to know about how much the Algerian third-year primary school textbook meets the requirements of a good EFL textbook. The results of this research are expected to help teachers evaluate whether the selected materials have already matched with the pupils' needs or not, so that they can have some decisions to improve the pupils' English competence for better future.

In Algeria, teaching and learning English as a Foreign Language (EFL) depends mainly on the use of textbooks. They are considered a key component in primary, middle and secondary education teaching programs since it helps both teachers and learners as well. Sheldon (1988) stated that textbooks or "course books are perceived by many to be the route map of any ELT programmes" (p.238). Thus, textbook evaluation becomes a necessity so as to improve its quality as well as facilitate the teaching learning process. Hutchinson and Waters (1987) noted that evaluation is a matter of judging the fitness of something for a particular purpose.

In July 2002, Algeria started introducing reforms to its educational system. It adopted a new teaching approach namely the Competency Based Approach (CBA), resulted in designing new syllabuses and textbooks for the different educational levels and streams. This approach has been implemented for the sake of preparing a competent learner in real life. In 2016, the Ministry of National Education launched a new educational program and textbook in middle school called the '*second generation*'. They are developed to cope with the digital era and play a more active role in learners' own development and make them responsible for their own learning (Tamrabet et al., 2016).

Few months ago, the Algerian President had ordered the adoption of teaching English, starting from third grade of primary school level. This decision came as a response to the growing demands from academics and undergraduates. In this light, the Ministry of Education has ordered to open employment by contract, for holders of the bachelor's graduates in the English language, or translation to and from the same language. In addition, syllabus designers in Algeria spent great efforts to develop new program and textbook (*My Book of English*) that go with

primary education pupils' needs and cognitive abilities (Henache, 2022;Middle East Monitor Organization, 2022).

Improving any nation's educational system related to a permanent evaluation and update of many educational components including curricula, syllabuses, objectives, methods, techniques, materials and others. The textbook is a material that reflects the objectives of the educational policy of the country.Designing an effective and appropriate textbook is of great importance because it will affect the learners. Hence, it is necessary to provide them with a good and reliable source of knowledge.

Textbooks play a prominent role in EFL classrooms all over the world. They are the foundation of school instruction and the primary source of information for both teachers and learners. Textbooks do not only provide teachers with a framework to achieve the aims and objectives of the lesson, but also guide them to introduce it. For learners, a textbook truly affects their performance and attitudes towards the lessons presented.

Despite the fact that textbooks are essential in the teaching learning process, there is no textbook can fully satisfy the teaching requirements in all contexts. Therefore, it is important to subject the textbooks in use to evaluation in order to assess their suitability and relevance for a particular group of learners.

Recently, the Ministry of National Education in Algeria make some reforms to equip the learners with competences that help them function adequately in a wide range of real life situations. "These competencies are taught in an integrated way, since in real life that is how they are used"(Tamrabet et al., 2016, p.5). In June 2022, it was announced that teaching English will start at primary school level for the first time in the country's history. Thus, the introduction of English in primary education (third grade) as from the school year 2022-2023 has been a challenge the State has taken to allow pupils learning this universal language.

Based on this decision, a new textbook was designed 'My Book of English' for third-year primary school pupils. Accordingly, it is important to subject this

textbook to a close and detailed examination. Additionally, primary school teachers' viewpoints about its usefulness and effectiveness play a major role in identifying the weak and strong points of that textbook because they are in direct contact with it. Hence, they have the right to be involved in the process of evaluation.

The purpose of this study is to evaluate the effectiveness of the Algerian third-year primary school English textbook "My Book of English" according to several criteria, including layout and physical appearance; content; objectives; language type; skills; activities and tasks; structure and vocabulary; culture values; and teacher's needs. It also aims to find out the teachers' perspectives and attitudes towards that textbook.

This study is an attempt to address the following questions:

1. Does the English textbook of third-year primary school fulfil the criteria of a 'good textbook'?

2. How do teachers evaluate this textbook?

Based on the above mentioned questions led the researchersto propose the followingthe following hypothesis:

- If primary school teachers of English have positive attitudes towards the textbook, then it would be suitable and appropriate as a teaching material.

This research work deals with the evaluation of the textbook "My Book of English" for third-year primary school education. It is made up of two chapters. The first chapter constitutes the theoretical part while the second one is concerned with the practical field.

The first chapter, entitled "Review of Literature", is devoted to the overview of the status of English in Algeria. It focuses mainly on the Algerian educational system in primary school. It also deals with textbook evaluation in ELT, including the definition, objectives and role of a textbook in the EFL classroom in addition to the importance, approaches and criteria of textbook evaluation.

The second chapteris concerned with: the evaluation of the 3rd year EFL primary pupils textbook, analysis of the data collected from teachers' questionnaire, discussion of the obtained results, followed by some suggestions and recommendations.

Chapter One:
Review of Literature

1.1 Introduction

This chapter is devoted to the review of literature concerned with teaching and learning English in primary schools in general and the textbook as one of the main materials that constitutes that process specifically. It dealt with the definition of textbook from the perspective of different researchers and educationists. It also discussed its objectives and role in EFL classrooms and programs. In addition, it sheded light on the issue of textbook evaluation which has recently gained a great deal of attention because its quality may affect teacher's productivity and learner's attainment and performance. Moreover, it provided the types of approaches used for textbook evaluation. Finally, it ended up with the various models and criteria for evaluating textbooks.

1.2 Teaching English in the Algerian Context

In this era of globalization, English is considered the primary medium of communication among people around the world. In Algerian schools, it exists starting from primary school up to higher education. As teaching English for children has proven its efficiency and importance in most worldwide countries, Algeria recently introduced teaching this foreign language in its primary schools in order to raise the learners' awareness of their first language as well as the target one, achieve confidence and acquire better pronunciation and fluency. Conversely, several internal and external factors determine its success so that stakeholders have to look for solutions to ensure quality education in primary schools.

In the same vein, Belaid (2014, p.65) states that "Algeria like the rest of the world is well aware of such key role especially the importance of English dominating communication in development that is seeking and enjoying greater opportunities for realizing benefits in terms of participation, education and partnership".

1.2.1 English as a Global Language

English is a widespread language. It is spoken by almost 1.5 billion people as a native, second or foreign language (Lyons, 2017). It has become the language of international communication because of the powerful status of its people; especially, politically speaking. It is used as a lingua franca in many countries for business, advertising, broadcasting, press, cinema, and popular music. It is also adopted as an official language by *The Asia–Pacific Broadcasting Union* (Crystal, 2003).

Additionally, Arab stated that "most of the literature works are published in this language than any other language. Thus, with the advance of technology, over 90% of the electronic internet contents are stored in English" (2015, p.7). In fact, it is the most worldwide dominant language in literature, science, technology and many other fields. Moreover, Belmihoub said that English is the language of international traffic control, the language of debate at the United Nations and the language of command in the NATO (2018).

1. 2.2 The Status of English in Algeria

The selection of teaching or learning any language is based on the status of that particular language within a society. The state's effort is to make this process easier by promoting agreements, providing materials, and preparing a good curriculum (Arab, 2015).

Since the independence of Algeria in 1962, the English language has been taught to the majority of students from the middle level. In July 2022, the Algerian president announced that primary schools will start to teach English from the third grade of primary education. According to Manseur, this decision resulted from the rise of the parents' demands for teaching English to their children at primary school and their protests to make it as the first foreign language in Algeria rather than French (2020).

At this stage, students are introduced to oral communication, the English sounds and alphabet, lexis, and conversational aspects, including greetings, requesting, and others. Recently, English has occupied a remarkable position due to the cooperation with the United States of America and Canada in order to promote this educational policy in Algeria. This collaboration is represented in making new textbooks, training teachers to be eligible, and building up knowledge about the use of new technologies in teaching (Chemami, 2011).

1.2. 3 ELT in Algeria

In Algeria, the use of English as an international language is increasing in various forms and contexts. It has become a significant part of Algeria's academic sphere and it is currently taught in most universities, primary, middle and secondary schools (Miliani, 2000). In this light, the National Curriculum seeks to prepare a learner with a good ability and competence to communicate in English. Thus, he/ she can participate in the country's global economy and function as a responsible citizen in the 21st century's environment. It also requires students to be taught the four skills in an integrated manner during their educational careers so that they can improve their entire range of abilities (Djebbari, 2020).

Concerning curriculum development and teaching methodologies, they have witnessed a slow but deliberate shift. Two decades ago, a number of reforms have been implemented in the Algerian educational system in general and the language teaching profession specifically so as to cope with the intensive modern research and the ongoing globalization process. Consequently, the Competency Based approach, as a new method that reflects the current situation, emerged in response to these changes. It aims to give students the knowledge and skills they need to understand and solve problems in their fields (Miliani, 2000).

According to Richard and Schmidt, the CBA approach "focuses on teaching the skills and behaviors needed to perform COMPETENCES. Competences refer to the student's ability to apply the different kinds of basic skills in situations that are commonly encountered in everyday life" (2002, p. 104). This approach requires

practising the language in real life contexts, and this develops learner's language competencies inside and outside the school.

CBA is an instructional approach that teaches competencies, including interpretation, interaction, and production. The productive and interactive competencies include the speaking and writing skills. However, the interpretive competence involves reading and listening skills. Within the classroom, the teacher integrates all these skills in various tasks and real situations so as to develop the learner's communicative competence (Tamrabet et al., 2016).

1.3 ELT in Primary Schools: Benefits, Challenges and Solutions

English in Algeria is considered as the second foreign language, besides French.It is compulsorily taught throughout the Algerian middle and secondary schools and universities (Slimani,2016). More than two decades ago, English was not taught and learned in the primary school level, but in July 2022, the president called for that the teaching of English to become part of the primary program starting with this school year '2022-2023' (Boukhlef, 2022).

Teaching English to the third grade of primary education means teaching pupils aged 8 or 9 years. As they are still young, they will come to the class with different levels of English knowledge. They may come with excellent English; the others may know nothing about it. This condition causes a difference among students' motivation in learning English. Some of them feel that it is easy and enjoyable, and others think that it is difficult and tedious (Chuang, 2001).Therefore,we can say thatthe school facilities such asEnglish books, media, and competent teachers can facilitate, motivate and support the students well to learn English.

It is obvious that teaching English in primary schools must have many challenges. English can be profitable and destructive for young learners (Cameron,2001). It might be beneficial if the activities are exciting and appropriate

to young learners' abilities. In contrast, it can be destructive if they are not fun and suitable to their level.

Several studies have been conducted in the area of teaching English in primary schools. They are in the case of textbooks evaluation, English teachers' perceptions, parents' awareness, students' social status, students' interest, and so on (Khamari et al., 2014; Wei-pei,2008). From these phenomena, it is true that there are many problems andchallenges in teachingEnglish in primary schools (Copland et al., 2014; Khamari et al., 2014; Wei-pei,2008). Therefore, schools can overcome those problems by providing solutions, including training for English teachers, educating parents that English is fundamental, motivating the pupils with attractive teaching materials and others.

1.3.1 The Younger, The Better

There are several theories and studies support the idea that learning a foreign language at an early age is better. "Children between three and six years of age are at the optimal age for learning foreign languages, because, when children learn their first language, they can use the same method to learn foreign languages" (Chuang, 2001, p. 7).Besides, the Critical Period Hypothesis (CPH) claims that language acquisition ability is biologically linked to age. Consequently, if the foreign langauge is acquired after the optimal period, it will become more challenging to learn it (Singleton, 2003). For that reason, most schools start teaching foreign languages at the age of 8-9 (Broughton et al., 2003). They believe that in these ages, learners will not fail to learn any language because it is the best period to gain knowledge from the teacher.

Furthermore, "pre-school children have brains which are more active, connected, and flexible than adults" (Arthur &Cremir, 2010). It means that children like to move and play, they are creative and imaginative, and have special social skills. Thus, the process of teaching and learning English will be more successful if teachers take into account their learners' needs, interests and backgrounds.

Age is not the only factor that facilitates young learners to learn a language quickly (Septy, 2003). Other factors that can also determine the success of English introduction in primary schools are motivation, language aptitude, quality of the teachers, learning strategies, family and socioeconomic backgrounds, learning materials, and social interaction (Suyanto, 2010). It means that if young learners are not motivated in learning English and their aptitude is not supported, they will get difficulties to learn it. In brief, success in learning English cannot be reached if all these factors are not supported.

1.3.2 Teaching English in Primary Schools

Teaching English in primary schools has received great attention because it deals with young learners who have unique characteristics which are egocentric, imaginative and active, self-centered, get bored easily, find difficulties to differentiate the concrete and abstract things, have a low concentration level, prefer to do the task by themselves, and love to learn new things (Harmer, 2012; Scott &Ytreberg, 2004; Suyanto, 2010). They learn and acquire the new language by practice.

Teaching English in primary schools has several purposes which are categorized into two major parts: interaction and socialization (Arthur &Cremir, 2010). Interaction helps children acquire and use information like learning how to spell; acquiring other physical skills (cutting, handwriting, etc) and complex skills (reading). Meanwhile, socialization helps children recognize a wider society and enable them to mingle and work with their peers different activities such as playing games, singing songs and others.

In addition, young learners acquire the language effectively if the environment supports them. They will learn it through their experiences and activities (Moon, 2005). It means that they explore and interact with their backgrounds and skills to acquire the language more easily. They also like to make physical movements, so that fun activities such as storytelling, roleplaying, get together activities, spider mobile, the giant potato story, learning diaries, matching,

and so on can be recommended to help them pick up the target language quickly (Moon, 2005; Pinter, 2006).

1.3.3. Benefits of Teaching English in Primary Schools

All the studies conducted under the issue of teaching English in primary schools mentioned that it gave more advantages rather than disadvantages (Moon, 2005; Read, 2003; Singleton, 2003). The benefits are related to awareness, language aptitude, time, and confidence.

In terms of awareness, Moon (2005) found that teaching English in primary schools can make the students more aware of their first language. Therefore, students should have the basic foundation of their first language before they want to learn English as a foreign language. Besides, it can make the students have more significant global awareness and intercultural competencies (Moon, 2005; Read, 2003). By learning English, the students can have more opportunities to understand that most countries are with different cultural aspects. This makes them have a positive attitude, be more respectful and tolerant (Moon, 2005; Singleton, 2003). English language can also be an effective way to understand other cultures and communicate with people from different countries.

In addition, teaching English in primary schools is beneficial for students to acquire better pronunciation and fluency (Read, 2003). At this level, they have more time to learn the foreign language instruction (Singleton, 2003). Thus, If they are extensively exposed to the right pronunciation of such words in English, better fluency will be reached. Another benefit is to achieve confidence. It is one of the keys that motivate students to learn. It is expected that learning English at an early age can be one of the efforts to improve their self-confidence (Moon, 2005). If they have sufficient knowledge of English, they will be more confident to learn it and vice versa.

Moreover, children are better learners because learning in their age is going natural, exciting and enjoyable, relevant, social, multisensory, active and

experiential, memorable, etc. (Read, 2003). When all these optimal conditions are available, they will reach high achievement in language knowledge. In conclusion, it is better for children to understand that there are many languages in this world. If they understand which ones belong to the first, second, and foreign languages, they will raise awareness of their first language and foreign language they are learning. They will also be more confident to speak in English because they have better pronunciation and fluency.

1.3.4 Challenges in Teaching English in Primary Schools

Teaching English in primary schools is not easy since the way how to teach children is different from how to teach adult learners (Copland et al., 2014; Khamari et al., 2014; Wei-pei,2008).The problems are in terms of internal and external factors. The internal factor refers to pedagogy, motivation, and identity. The external factor includes textbooks, learning resources, teachers' level of English, and class size.

To begin with the internal factors, pedagogy competence deals with the proper use of teaching strategies such as Communicative Language Teaching (CLT), Task-Based Learning and Teaching (CBLT), and many other methods. However, the teachers may find it challenging to introduce those strategies for several reasons. For example, it may be inappropriate for teaching large groups of students where the resources are limited. Therefore, the teachers need to do their best to implement those learning strategies effectively (Copland et al., 2014).

In terms of motivation, it is difficult to motivate children to learn the language, because they have different motivations (Copland et al., 2014). Some of them may struggle to understand English, while others may not. Besides, if the progress of the students is not frequently assessed, those who have low proficiency level in English are not interested and motivated in learning it. Hence, it will be difficult for the teacher to explain the materials and involve them in activities. In addition, support from parents plays a vital role in learning English because the students will have motivation for it (Khamari et al., 2014).

Another challenge relates to identity. It is "a condition in which a mass of people make the same identification with national symbols-have internalized the symbols of the nation" (Utomo, 2009, p.02). It regards that every country has its uniqueness of the national identity. In this light, to make the students proud of their national identity when they are learning English is not easy because they are more interested in foreign culture rather than in their culture.

Regarding the external factors, textbooks play an important role in supporting students to acquire knowledge on English. However, they are either not available or their materials are often poorly organized and illustrated (Khamari et al., 2014; Wei-pei,2008). In addition to textbooks, teachers can use other materials that need to be adapted according to the students' needs and skills and simply designed so that both teachers and students can easily follow the path.

In terms of learning sources, teachers need to explain things concretely through demonstrations and realia because children learn better from real objects rather than theories (Copland et al., 2014). They also need to use visual aids that can help them understand the lessons. However, most schools do not have sufficient pedagogical aids (Khamari et al., 2014). This will certainly create a problem to the teachers who will not be able to provide fun activities which engage their students in the task.

Then, teachers' English proficiency can influence their teaching. In other words, those who have low proficiency level lack selfconfidence, find difficulties to interact with children, and understand the materials slowly (Copland et al., 2014). Therefore, teachers with no sufficient knowledge in teaching English to young learners need some training to develop their competencies. However, most English teachers joining the training felt dissatisfied because they are not well-trained using effective methods and strategies (Khamari et al., 2014; Wei-pei,2008). This problem raises serious issues about the overall quality of teaching English in primary schools. As a result, providing appropriate training for primary schools' teachers can help them know the various characteristics of their students.

Next, the size of the class is considered a common challenge because the larger the class, the more difficulties the teachers find. Otherwise, if the classroom size is too small or not appropriate for the number of students, they will get difficulties to move, so they do not have enough space to do their activities (Copland et al., 2014). To conclude, the government together with the teachers and the schools' committee should take into their accounts those challenges and find solutions so that the better quality of teaching English in primary schools can be reached.

1.3.5 Solutions of the Challenges in Teaching English in Primary Schools

Based on the challenges presented previously, the following solutions are proposed from several theories (Harmer, 2012; Moon, 2005; Pinter, 2006; Scott &Ytreberg, 2004; Suyanto, 2010).

Firstly, stakeholders should be responsible for the issue of teaching English to young learners. They should design and prepare some training for teachers. The training should include competent trainers, appropriate materials, and proper methods in order to help teachers fulfill some qualifications that are not found on those who teach adult learners (Law of the Republic of Indonesia Number 14, 2005; Suyanto, 2010). For instance, teachers should have adequate English skills and develop their competencies constantly; they must conduct assessment and manage their class well; they should be patient, kind, friendly, humorous, and highly energetic; they need to be professional and join training or workshops to develop their skills; and they have to communicate effectively with children, colleagues, parents, and so on.

Secondly, to motivate the students in learning English, the teachers need to understand their characteristics because they are still young and they need to get special treatment (Harmer, 2012; Scott &Ytreberg, 2004; Suyanto, 2010). Therefore, if the teachers understand their students' personalities, they can encourage them to learn English through interesting and enjoyable activities (Read, 2003).

In order to avoid dealing with inappropriate textbooks and teaching aids, teachers are required to be creative by using some fun learning activities. They also need to be selective while using textbooks and anticipate the lack of learning sources that support the teaching-learning process. In addition, they need to decide whether the content, materials, and lessons are appropriate for the students' needs and language skills. For example, the teachers can provide topics about foreign countries as an input and let them discuss whatever related to their country as an output (Nation, 1996). That is to show that national identity is important; although the students are learning a foreign language, they do not lose and forget it. Moreover, English teachers should have the predisposition to ask, learn, try new things, and improving their competencies (Moon, 2005; Pinter, 2006).

Next, English teachers are required to create a comfortable atmosphere and manipulate as much as possible the students' physical movements that generally dominate the class (Moon, 2005; Pinter, 2006). They sometimes need to design an outdoor activity to introduce the surrounding environment to the students. However, it is crucial for the teachers to be the basis in designing the activities which are appropriate for the students' needs and skills. They also need to report their students' progress of learning English.

Finally, teachers should explain to parents that learning English is mandatory in today's era. They can convince them by showing many students who are successful in English. Therefore, if the parents support their children to learn English, they will make the process of teaching and learning that language more enjoyable and much easier.

1.4 ELT in Middle Schools

The beginning of the academic year 2002-2003 witnessed a new educational reform (CBA) in teaching curricula and textbooks for all middle levels. The main objective of the Ministry of National Education is to modernize the field of education, as well as enable learners receive the basic knowledge required to acquire a reasonable command of the basic structure of English during their four

years of instruction. However, the broad objectives of this newly adopted teaching methodology are linguistic, methodological and cultural (Djebbari, 2020).

The use of the CBA in English language classrooms aims to develop language awareness and skills, learners' teamwork and collaboration through projects, where they are supposed to collaborate, discuss, analyze, practice and solve language problems. In addition, they enhance their speaking abilities and strategies via the amusing activities and units they are exposed to (Djebbari, 2020).

In April 2016, a revision of 2003 reform was introduced in primary and middle schools under the name of '*second generation*'. The latter involved designing new syllabuses and textbooks for all the subjects, including English language. The curricula of English for middle education focus on the following three major principles:

- ✓ The development of communication competence in English: the goal is to prepare the learner for oral and written communication.
- ✓ The learner is in the center of the learning process: the pedagogical act is no longer based on the transmission of knowledge but it involves the construction of knowledge, taking into account the learner's interest, likes and dislikes.
- ✓ There is a constant interaction between the teacher, learner, and resources inside and outside school: the role of the teacher is to involve the child in his own learning and help him learn how to learn. He gives him opportunities to become autonomous at all stages of learning, and to evaluate his own performance. A good student-teacher relationship will create a favorable climate where shared values are essential to shape a good and responsible citizen (Boumella&Bouhzem, 2017).

1.5 ELT in Secondary Schools

After learners finish the four years of middle education, they move to the secondary school. They are expected to have some basics in English that later will

enable them to receive the language skills, functions and forms, grammar, vocabulary and pronunciation. The secondary education syllabus aims at stimulating and developing learners' communicative abilities. Therefore, they are supposed to acquire the ability of expressing themselves with sufficient fluency (Miliani, 2010).

The introduction of this curriculum involves different teaching materials and interactive activities such as proverbs and sayings, jokes and games, portfolios and self-assessment, along with pictures and illustrations. In this respect, course books include a variety of activities and integrated tasks to develop different skills like listening for details, developing awareness of specific features in English pronunciation, paying attention to discourse markers and sequencers while listening to conversations (Djebbari, 2020).

1.6 Textbook Evaluation in ELT

1.6.1 Textbook Definition

Due to globalization, technology has brought a variety of resources for language teaching and learning. However, the textbook is still regarded the reliable source for instruction and most worldwide educational institutions depend on it.

The concept of textbook as an instructional material has been defined by many specialists and educationists. Richards and Schmidt said that a textbook is "a book on a specific subject used as a teaching-learning guide, especially in a school or college" (2010, p.595). Therefore, the textbook with its particular topics is considered a roadmap for both teachers and learners at schools.In the same line of thought, Belaid (2014, p.85) states:

> Language instruction has three important components: the teacher,
> the learner and the material i.e. the textbook which are the centre of
> instruction and one of the most important influences on what goes
> on in the classroom.The textbook is an integral element in the

teaching/learning process.It plays a crucial role in developing learners' competence and increasing their performance.

A textbook as a pedagogical tool is beneficial to both teachers and students (Harmer, 2007). It is an effective "resource for-self directed learning, an effective resource for presenting material, a source of ideas and activities, a reference source for student, a syllabus where they reflect predetermined learning objectives and support for less experienced teachers who have yet to get gain in confidence" (Cunningsworth, 1995, p.7). Thus, they are considered the essential constituents to many ESL/EFL classrooms and programs.

The textbook is a common element of English language teaching. It covers many issues such as, grammar, vocabulary, pronunciation, the language four skills and other components. It also conveys "a global understanding of history and of the rules of society as well as norms of living with other people" (Schissler, 1990, p. 81). Hence, textbooks provide knowledge and teach learners the political, historical, cultural and social norms of a society.

1.6.2 Objectives of the Textbook

Using textbooks has a significant impact on EFL classes. Sheldon (1988) points out that they represent the visible heart of any ELT programs because of their considerable advantages for students and teachers as well. As the teaching and learning process based on that the learner is the center of language instruction, textbooks are considered the best source to perform the syllabus aims and objectives according to the learners' needs.

Teachers should make sure that the selected materials closely reflect the needs of the learners as well as the aims, methods and values of the teaching program. An ideal textbook is a book that matches the needs of all the students in one situation perfectly. It also includes sufficient and various materials and it has an equal coverage of grammar and the four skills (Brown, 1995, Cunningsworth, 1995, Richards, 2001). We can say that textbooks should contain clear objectives that help

not only evaluate their quality and appropriateness to student's level, but also plan good lessons.

Hayland (2007) states that objectives are important, for that appropriate learning is achieved. This means that the objectives of the lesson and unit should be clearly reflected on the learners' attitude and behaviour. Moreover, Cunningsworth says that "the aims and objectives of a learning/teaching program should determine which course materials are used and not vice versa, reflecting the principle that course books are better servants than masters" (1995, p.15). In other words, coursebooks are useful materials to convey the aims and objectives set in the program.

In conclusion, an effective textbook should include a variety of objectives and goals that offer to the learners a chance to practice and use their skills in language teaching.

1.6.3 The Role of a Textbook in the EFL Classroom

Although the textbook is considered a unique tool for students and teachers, many researchers and methodologists are still arguing about its usefulness. Grant (1987) claimed that no perfect book exists, yet the goal in this regard would be to find the best possible one that fits a particular learner group. In this light, Cunningsworth confirmed that "no textbook is suited with a specific teaching situation. However, it should be partnership between teacher and material which shares same goals where each part brings its particular contribution" (1984, p.6). In other words, there should be an intermediate between teachers and the material used. Therefore, teachers should know how to choose the best material for instruction; to make supplementary materials for the class and to adapt or change the materials of textbooks.

Allwright (1981), for instance, pointed out that the textbook promotes an 'over-involvement of the teacher' and an 'under involvement of the learner'. In a similar context, Swan (1992, p.33) warned that:

The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us. Unfortunately this is rarely the case.

Conversely, O'Neill argued that the use of textbook helps to create an expected interaction which is necessary to classroom language teaching. He also added that "learners who do not work from textbooks may be being deprived of useful medium of orientation and study outside the classroom" (1982. p.104). This is confirmed by Rivers, "The importance of the textbook cannot be overestimated. It will inevitably determine the major part of the classroom teaching and the student's out-of class learning" (1981, p.475). Hence, the textbook is useful for both inside and outside the classroom.

According to Ravitch (2003) and Valverde et al (2002), textbooks play a significant role in shaping teachers, students, and families' views of school subjects. Consequently, they have great impact on the teacher, learner and stakeholders as well. In addition, Hycroft (1998) states that the use of textbooks is psychologically essential for students since their progress and achievement can be measured concretely when they use them.

Hutchinson and Torres (1994) argue that textbooks have positive part in the process of teaching and learning English. They state that they provide the necessary input into classroom lessons through different activities, readings and explanations. Similarly, the textbook is a standard source of information for formal study of a subject and an instrument for teaching and learning (Graves, 2000).

Richards (2006) asserted that without textbooks, a program may have no impact because they provide structure for the lesson to be presented. Besides, the use of textbooks can guarantee that students in different classes will receive a

similar content; thus, they can be evaluated in the same way. Moreover, they include a variety of learning resources such as workbooks, CDs and others which make the learning environment enjoyable.

On the basis of the above arguments, it is obvious that textbooks may play a positive or a negative role in the teaching and learning process. Richards (2001) stated that commercial textbooks have both advantages and disadvantages and that depend on how they are used and the context for their use.

1.6.4 The Importance of Textbook Evaluation

The textbook occupies a prominent role in ELT context. McGrath asserted that "… [Textbook] influences what teachers teach and what and to some extent how students learn" (2002, p.12). The textbook is considered to be among the most powerful influences on teaching English as a foreign language classes because it frames the teaching activities and the learning opportunities.

Rea-Dickins and Germaine (1992) stated that "evaluation is an intrinsic part of teaching and learning" (p.4). Evaluation plays a key role in education as it can provide the teacher with valuable information about classroom practice, the planning of courses, the management of learning tasks and the use of instructional materials such as textbooks.

Textbook evaluation is an important activity for both instructors and textbook writers. The primary goal of this practice is to find out the points of strengths and weaknesses of the syllabus. Sawin (1969) explained that evaluation is to delete inconsistencies and unnecessary repetition, to provide a smoother development of content and a program of teaching English in line with the needs of the students.

Textbook evaluation can be very useful for teachers' development and professional growth. Ellis (1997) suggested that textbook evaluation helps teachers go beyond impressionistic assessments and it helps them acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material.

1.7. Approaches to Textbook Evaluation

Textbooks are undoubtedly the most popular teaching materials used in foreign language classes. Therefore, they should be perpetually evaluated to determine their relevancy and appropriateness. To do so, researchers and methodologists suggested three main approaches:impressionistic approach, in-depth approach, and checklist approach.

1.7.1 Impressionistic Approach

As its name indicates, the impressionistic approach is known by its receptive nature and it is appropriate as a preliminary phase for selecting textbooks that meet pre-determined criteria for more detailed analysis. It is a means by which we obtain information or general features of textbooks. Therefore, it provides a general overview about the coursebook that helps us form a general impression of it (Cunningsworth, 1995). Generally speaking, this approach to evaluation tries to find out what Cunningsworth (1984) calls "what the books say about themselves". However, misjudgements can be the consequence of such 'quick impression' as viewed by Tomlinson (2003), so a deeper examination is required in order to examine a textbook and determine its worth.

1.7.2 In-depth Approach

The In-depth approach is the subsequent step to the impressionistic one. It is characterized by its active nature and it seeks to examine and evaluate the textbook profoundly and thoroughly. To do so, the evaluater needs to focus on the items related to "students' needs, syllabus requirements, how different aspects of language are dealt with,..." (Cunningsworth, 1995, p.2). This approach to evaluation aims at matching the textbook content and the requirement of the teaching and learning situation and finding out to what extent that textbook is suitable or not.

As a negative point in using this method, it is time-consuming and requires expert knowledge so that it is suggested to analyze only one or two units/chapters of

the textbook in detail. Conversely, the selected units may not be representative of the whole book and may only offer partial assessment (McGrath, 2002).

1.7.3 Checklist Approach

One of the three approaches that are used in evaluating textbooks is checklist approach. It is a tool that provides evaluators with a list of features of successful learning-teaching materials. Based on these criteria, they can rate the quality of the material (Sarem et al., 2013). Byrd (2001) told that "checklist method is systematic in the way that the criteria on the list are checked off in a certain order" (p.416). This advantage of checklist method ensures that all elements that are deemed to be important are considered. In the samecontext, McGrath (2002) stated:

✓ It is effective, permitting a good deal of information to be recorded in a relatively short space of time.

✓ The information is recorded in a convenient format, allowing for easy comparison between competing sets of material.

✓ It is explicit, and, provided the categories are well understood by all involved in the evaluation.

Evaluation checklists should include some criteria related to the physical characteristics of textbooks such as layout, organization, methodology, aims, and approaches and the degree to which a set of materials are not only teachable, but also fit the needs of the individual teacher's approach as well as the organization of the overall curriculum (Cunningsworth, 1995; Sheldon, 1988; & Williams, 1983).

Since textbook evaluation can not be done without a checklist, researchers set up different checklist models. They include Candling and Breen (1979), Hutchinson (1987), Sheldon (1988), Rea-dickens and Germaine (1992), McDonough and Shaw (1993 & 2003), Cunningsworth (1995), and Tomlinson (1998 & 2003).

All the aforementioned frameworks are designed and developed based on the learning-teaching context and the needs of the learner and teacher. The checklists

proposed by Cunningsworth (1995) and Skierso (1991) examine similar features, including aims, layout, and methodology. They also include how language skills (speaking, listening, reading and writing), sub-skills (grammar, vocabularyand pronunciation) and functions are presented in the textbook depending on the present socio-cultural setting (Cunningsworth, 1995; Harmer, 1991; Ur, 1996; Zabawa, 2001).

1.8 Criteria of Textbook Evaluation

Textbooks are designed to serve the needs of less experience teachers. However, textbook evaluation is done for teachers who are not properly trained on how to choose, adapt, evaluate and use the textbooks. Cunningsworth (1995) as mentioned by Richards (2001, p.04) proposed four criteria for evaluating textbooks:

1. They should correspond to learnerís needs. They should match the aims and objectives of the language-learning program.

2. They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.

3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.

4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

We can say that these criteria are valuable for both learners and teachers. However, they may not always meet learners' or teachers' needs since situations differ from one context to another. On this ground, Cunningsworth (1995) adds general criteria, including forty five (45) criteria in eight (8) categories: aims/approaches, design/organization, language content and study skills, topic, methodology, teacher's book and practical considerations.

Azevedo (1978) recommended the following criteria for evaluating elementary TEFL textbooks: objectives, students' needs, content, design, organization, and general aspects related to cover, length of units and lessons, supplementary materials, teacher's book and its instructions, and student's workbook. Lee et al. (1998) claimed that the teacher should be aware of the following points so as to select a good English textbook:

-The textbook should not include long grammatical explanations; list of words and exercises translated from the native language to English and vice versa.

-It should provide examples that contain the language structure to be taught.

-It should guide students to learning by translation.

-Text structures and vocabulary should be attached to real life situations.

-It should comprise a variety of cartoons and dialogues to stimulate students to learn.

In conclusion, there are common criteria that should be taken into account when selecting and evaluating an English textbook: aims/objectives, layout, content, language skills, teaching aids, teaching methods, time allotted for teaching, students' needs and interests, and teacher's manual.

1.9 Conclusion

As English is the dominant language in the world, its status in Algeria is dramatically increasing due to new technologies, science, business, etc. It is taught in primary, middle and secondary schools and universities. In fact, teaching English in primary schools is not easy, so stakeholders need to take into account the problems and challenges facing the teachinglearning process. Besides, introducing this language to young learners has many benefits because they have more time and chances to learn it, more opportunities to understand its culture and be more tolerant to others. In contrast, it needs to be well-prepared and organized to reach good quality English teaching and learning. In short, English teachers for young learners

need to know learners' habits, characteristics, and needs in order to be able to improve their competencies and teaching performance.

As far as the textbook as an important material used in EFL/ESL classrooms is concerned, this chapter presented its definition, objectives and role in the field of education. It also dealt with the importance and approaches of textbook evaluation. Therefore, different models of checklist methods were suggested to evaluate and adapt textbooks. In addition, it provided several criteria that allow a textbook to be systematically analyzed to ensure its usefulness and practicality. On this ground, the coming chapter will be devoted to the evaluation of third-year primary school textbook "My Book of English" according to Cunningsworth's (1995) checklist developed by Al-sowat (2012), as well as to the analysis and discussion of teachers' questionnaire so as to see to what extent this textbook is suitable and appropriate to pupils' abilities.

Chapter Two:

Research Design, Results and Recommendations

2.1 Introduction

This chapter focuses on the practical part of the study. Its purpose is to describe the results obtained from the data collected. Based on the analysis and discussion of data obtained from the textbook evaluation andteachers'questionnaire, this work tends to shed light on the effectiveness of "My Book of English" inteaching and learning English for third-year primary school. Moreover, the chapter will examine the hypothesis and answer the research questions that already mentioned in the general introduction.

2.2. Research Objective

The objective of this study is to check whether the Algerian third-year primary school English textbook "My Book of English" fit the pupils' level and needs.

2.3 The Sample population

The population of the present study is primary school teachers of English in Naama. The whole population consists of 44 teachers. Since it is difficult to work on all the population, the researcher selected 15 teachers randomly as the sample of the study. We choose this sample because they are familiar with the textbook to be evaluated, and this enables them to be participants in the study.

2.4 The Research Instruments

To achieve the aims of the study, we use textbook evaluation and teachers' questionnaire as data collection tools. The evaluation checklist used in this study is the modification of Cunningsworth's (1995) checklist developed by Al-sowat (2012). There are nine issues of textbook evaluating in this checklist: (1) layout and physical appearance; (2) content; (3) objectives; (4) language type; (5) skills; (6) activities and tasks; (7) structure and vocabulary; (8) culture values; and (9) teacher's needs. We also design a questionnaire to find out teachers' viewpoints of

the evaluation of the textbook 'My Book of English' for third-year primary school pupils.

2.5 Research Method

In the present study, we used a descriptive method because it depends on the nature of the problem and it is more practical in terms of time and tools. The choice of this method can be justified by the fact that this research methodology will provide us with comprehensive information and valid results.

2.6 Results and Discussion

2.6.1 Textbook Evaluation

➢ **The Layout and Physical Appearance of the Textbook**

Table 2.1 the Layout and Physical Appearance of the Textbook

Statements	VP	P	QG	G	VG
1. The textbook is durable (quality of paper and binding).					√
2. The size of the textbook seems convenient for students to handle.				√	
3. The cover of the textbook is appealing.				√	
4. The main headings and subheadings are well-organized.				√	
5. The units are well organized and offer easy progression.				√	
6. The textbook contains enough pictures, diagrams, tables etc helping the students understand the printed texts.				√	
7. Illustrations, tables, figures, graphs, etc. are relevant and functional.				√	
8. An adequate vocabulary list or glossary is included.				√	
9. The instructions in the textbook are written in a simple and clear language.				√	
10. The material contains an adequate indices and appendices.				√	
11. The textbook is provided with the necessary audio-visual aids, which help students learn the four skills in an integrated way.		√			

The result of analysis suggests that the layout and physical appearance of the textbook 'My Book of English' for third-year primary education is suitable and appropriate to attract the students.

➢ **The Content of the Textbook**

Table 2.2 The Content of the Textbook

Statements	VP	P	QG	G	VG
1. The textbook contains an appropriate table of content.	√				
2. The content does not conflict with students' social beliefs				√	
3. The content does not conflict with students' background.				√	
4. The textbook covers most language skills.				√	
5. The subject matter is presented either topically or functionally in a logical, organized manner.				√	
6. There is sufficient variety in the subject and content of the textbook				√	
7. The content promotes students'involvement				√	
8. The content contains real-life issues that challenge the reader to think critically about his/her worldview.	√				
9. The topics are familiar to the learners.				√	
10. The content of the material is interesting and motivating.				√	
11. The content promotes students' involvement.				√	
12. The textbook is appropriate for the learners' level.		√			
13. The material encourages a positive attitude towards gender. (e.g. stereotyping occupation or use of gender bias words like chairman instead of chairperson).		√			
14. The textbook encourages a positive attitude towardsenvironmental issues				√	
15. The textbook contains self-check progress report.		√			

Concerning the content of the textbook, the analysis showed that the textbook did not contain table of content.Besides, the content did not include real-life issues that challenged the pupil to think critically about his/her worldview. However, the textbook covered most language skills. In addition, the content did not conflict with students' social beliefs or their background. Moreover, the content promoted pupils' involvement. Furthermore, the content of the material was interesting and motivating for the students.

> **The Objectives of the Textbook**

Table 2.3 The Objectives of the Textbook

Statements	VP	P	QG	G	VG
1. The objectives in the textbook are clear and precise for the learners.				√	
2. The objectives are gradual in difficulty.				√	
3. The objectives are realistic.			√		
4. The objectives of the materials correspond to the needs of the learners.				√	
5. The objectives demonstrate the various levels of Bloom's taxonomy.		√			
6. The objectives recognize individual differences.		√			
7. The objectives of the materials suit the level of the learners.		√			
8. The objectives can be covered within the time allocated for the textbook.		√			

The result of analysis indicated that the objectives of the textbook are clear and precise for the learners, realistic and gradual in difficulty. Besides, they correspond to the needs of the learners. Conversely, the objectives did not demonstrate the various levels of bloom's taxonomy. In addition, they did neither recognize individual differences nor suit the level of the learners. Moreover, they could not be covered within the time allocated for the textbook.

> **The Language Type of the Textbook**

Table 2.4 The Language Type of the Textbook

Statements	VP	P	QG	G	VG
1. The language used in the textbook is authentic i.e. like real-life English.				√	
2. The textbook includes materials for pronunciation work.				√	
3. There is an emphasis on language use.			√		
4. Learners are given examples of ways they can use their foreign language in the future beyond the school experience.		√			
5. New and critical concepts are defined in the glossary or explained when they are first introduced in the lesson.		√			
6. The language used is at the level of the learners.				√	

The result of analysis indicated that the language used in the textbook was somehow authentic i.e. like real-life English and it included materials for pronunciation work, e.g. individual sounds or phonemes. There was a little emphasis on language use. Besides, learners were not given examples of ways they could use their foreign language in the future beyond the school experience. Furthermore, there was no glossary so that new and critical concepts were not defined or explained when they were first introduced in the lesson. Finally, the language used was suitable at the level of the learners.

➢ **The Language Skills of the Textbook**

Table 2.5 The Language Skills of the Textbook

Statements	VP	P	QG	G	VG
1.The material provides the four language skills				√	
2. The textbook pays attention to writing activities such as controlled, guided, and free paragraphs			√		
3. The materials for listening are accompanied by activities which help comprehension.			√		
4. The materials for spoken English (dialogues, role play, communication activities etc are designed to equip learners for real-life interaction.		√			
5. The reading lessons are associated with the PDPmodel.				√	
6. Relevant skills are catered for in the textbook such as critical thinking, problem solving etc.		√			

Regarding the language skills, the textbook did not provide enough writing activities and reading texts. Besides, the materials for listening need more activities which helped comprehension and the spoken English (dialogues, role play, communication activities etc.) were not designed to equip learners for real-life interaction. However, the reading lessons were associated with the PDP model. Finally, relevant skills such as critical thinking, problem solving etcwere poorly catered for in the textbook.

> ➢ **The Activities and Tasks in the Textbook**

Table 2.6 The Activities and Tasks in the Textbook

Statements	VP	P	QG	G	VG
1.There are a variety of activities in the textbook				√	
2. The instructions in the material are sufficient.				√	
3. The instructions in the material are clear.				√	
4. There are instructions to explain how the exercise should be done.			√		
5. The number of activities is suitable		√			
6. There are interactive activities that require students to use new vocabulary to communicate.		√			
7. The textbook provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.		√			
8. There is a balance between the activities for language and activities for skills		√			
9. An adequate set of evaluation quizzes or testing suggestions is included.		√			

The result of analysis indicated that there should be an improvement of this textbook regarding the activities and task provided. The poor aspects of the textbook regarding the activities and tasks included the shortcoming of the instructions in explaining how the exercises should be done. Besides, the number of activities was not suitable. In addition, there was a lack of interactive activities that required students to use new vocabulary to communicate. Moreover, the textbook did not provide communicative exercises that enabled learners to carry out their communicative tasks in real-life situations. Furthermore, there was no balance between the activities for language and activities for skills.

> ➢ **The Structures and Vocabulary in the Textbook**

Table 2.7 The Structures and Vocabulary in the Textbook

Statements	VP	P	QG	G	VG
1.The grammatical structures are presented in a logical manner and in increasing order of difficulty.				√	
2. The new structure is integrated in varying contexts and situations				√	
3. The grammatical points are presented with brief and easy examples and explanations.				√	
4. The vocabulary load seems to be reasonable for the level of the learners.			√		
5. There is sufficient written practice of the grammatical concepts		√			

that lead to communicative use of the language.					
6. The progression of vocabulary items is appropriate.				√	
7. The new structure is repeated in subsequent lessons for reinforcement.				√	
8. The vocabulary is functional, thematic, authentic, and practical				√	
9. There is sufficient oral practice of the grammatical concepts that leads to communicative use of the language.				√	
10. The new vocabulary words are presented in a variety of ways.			√		
11. The new vocabulary words are presented at an appropriate rate so that the text is understandable.			√		

It was clear that the grammatical structures in the textbook were presented in a logical manner and in increasing order of difficulty. Besides, new structures were integrated in varying contexts and situations. As well, the grammatical points were presented with brief and easy examples and explanations to some extent. Additionally, the vocabulary words were functional, thematic, authentic and practical. Similarly, the new structure was repeated in subsequent lessons for reinforcement and the oral practice of the grammatical concepts that led to communicative use of the language was enough.However, the vocabulary load was not reasonable for the level of the learners and the progression of vocabulary items was unsuitable. More to the point, the new vocabulary words were not presented in a variety of ways nor at an appropriate rate so that the text was understandable. Finally, the written practice of the grammatical concepts that led to communicative use of the language was unsatisfactory.

➢ **The Cultural Values in the Textbook**

Table 2.8 The Cultural Values in the Textbook

Statements	VP	P	QG	G	VG
1. The content suits the learners' current knowledge and culture.			√		
2. The teaching of the target culture motivates the learners to explore their own culture.		√			
3. The content serves as a window into learning about the target language culture (American, British, etc.).		√			

From the result of analysis in terms of cultural values, it was concluded that the content need more improvements to suit the learners' knowledge and culture. The content also did not serve as a window into learning about the target language culture. Moreover, the teaching of the target culture did not motivate the learners to explore their own culture.

➢ **The Teachers' Needs**

Table 2.9 The Teachers' Needs

Statements	VP	P	QG	G	VG
1 The use of the material is easily manageable by the teacher.				√	
2. The teacher's manual suggests an appropriate, concise method for teaching each lesson.				√	
3. The design of the materials allows the teachers to use them differently according to the needs of different learners.				√	
4. The teacher's manual helps the teachers understand the objectives of the textbook.					√
5. The manual gives instructions on how to incorporate audio-visual materials produced for the textbook.			√		
6. The manual provides additional exercises for reinforcing various language skills in the textbook.		√			
7. Teachers are given techniques for activating students' background knowledge.		√			
8. The tests and assessment devices are helpful to the teacher.		√			
9. The manual provides teachers with alternative and authentic assessment techniques		√			

The result of analysis indicated that the use of the material was easily manageable by the teacher and the design of the materials allowed the teachers to use them differently according to the needs of different learners. In addition, the teacher's manual suggested an appropriate, concise method for teaching each lesson and helped the teachers understand the objectives of the textbook to a very good extent.

However, the result of analysis also pointed out that the manual did not give instructions on how to incorporate audio-visual materials produced for the textbook.

In addition, it lacked additional exercises for reinforcing various language skills in the textbook. Besides, alternative and authentic assessment techniques were not offered and the tests and assessment devices were not helpful to the teacher. Additionally, teachers were not given techniques for activating students' background knowledge.

2.6.2. Teachers' Questionnaire Analysis

Section One: Background Information

Q1. What is your qualification?

Table 2.10 Teachers' Qualification

Response	Participants	Percentage
a- Licence	12	80%
b- Master	3	20%
c- Magister	0	0%
Total	15	100%

This question was addressed to know the teacher's qualification or degree of education. The results show that the majority of targeted population (80%) has a Bachelor degree (licence), while (20%) of them got a Master degree and none of them hold the magiter degree. Thus, this degree shows that they are well-educated and informed about what is going on in the classroom.

Q2. How long have you been teaching English?

■ less than 5years ■ from 5 years to less than 10 years ■ 10 years or more
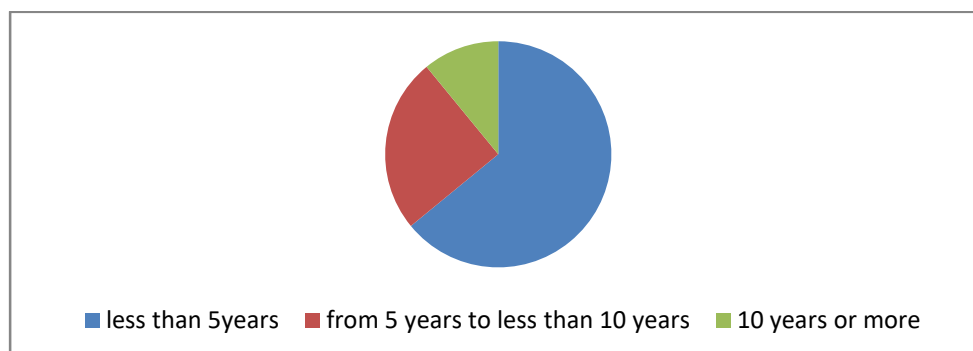
Figure 2.1 Teachers' Teaching Experience

The aim of this question is to knowhow long they have been teaching English as part time teachers. The results showed that 8 participants taught less than five years, whereas 6 of them taught from five to less than ten years and only one teacher had an experience of ten years or more. Therefore, all of them have enough experience that enables them to teach primary school syllabus and to evaluate the strengths and the weaknesses of "My Book of English".

Q3. How many pupils do you have in 3AP classes in average?
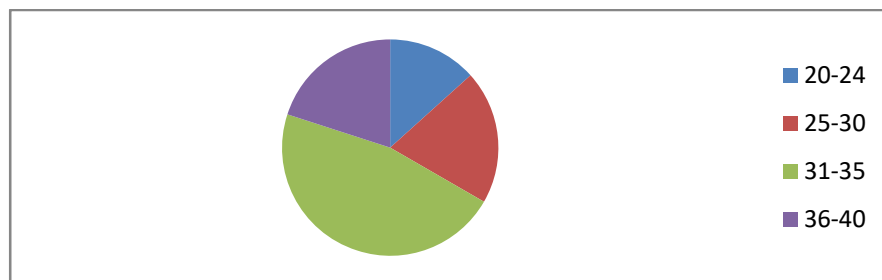
Figure 2.2 The Total Number of the Pupils in Each Class

As revealed in the figure, the number of pupils in all the classes is big and the highest percentage (46.66%) was between 31 and 35. Generally, it seems that the classes are somehow crowded, and this makes classroom management a hard task for several teachers. Hence, it is impossible for them to apply the program effectively.

Section Two: General Evaluation of "My Book of English" Textbook

Q4. To what extent are you satisfied with **"My Book of English"** Textbook?
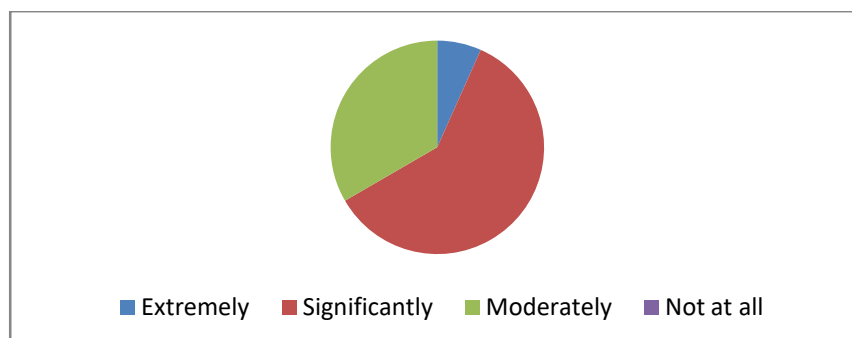
Figure 2.3Teachers' Overall Impression of "My Book of English"

The figure above demonstrated that over half of the teachers (60%) are significantly satisfied with third-year primary education textbook. However, (33.33%) of them are moderately satisfied and only (6.66%) are extremely satisfied. This implies that the majority of primary school teachers find it appropriate and suitable to the pupils' abilities and needs.

Q5. Do you think the textbook needs improvement?
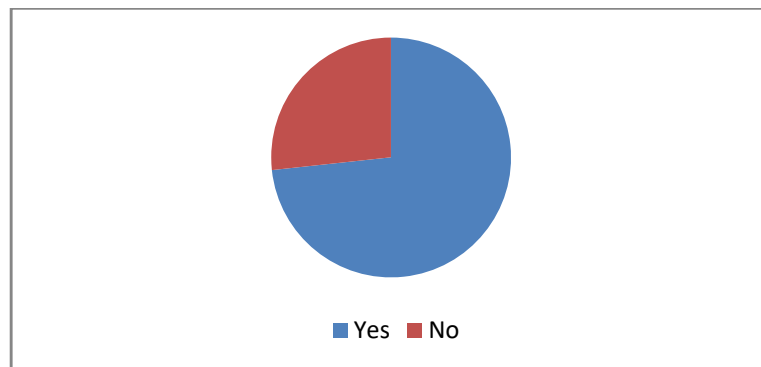
Figure 2.4 The Textbook's Need of Improvement

From the findings presented in the figure above, we noticed that the majority of teachers (73.33%) claimed that the textbook needed improvement. Conversely, only four teachers stated the opposite. Even though the majority are satisfied with this new version textbook, some adaptations and improvements are still needed to attain the objectives underlined in the program.

Q6. If "Yes", what would you recommend?

Regarding the textbook's needed improvements, teachers suggested that the aims and objectives should be stated clearly at the beginning of each lesson and the problem solving situations have to be stated clearly at the beginning of each sequence. Listening scripts should be easier and shorter and theillustrations need to be functional.

Q7. Do you have a teacher's guide?
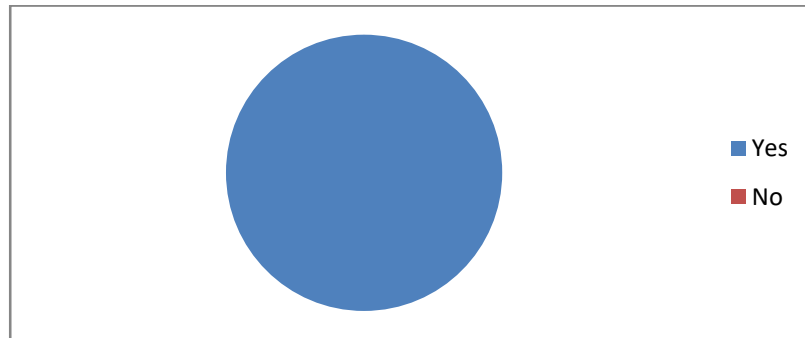
Figure 2.5 Teachers Possession of Teacher's Guide

As can be seen from the figure, all the respondents have the teacher's guide. This implies that the textbook is accompanied with supporting materials which are the constant reference that guides the teacher and also contributes to the delivery of goals in a simplified way.

Q8. If "Yes", to what extent do you think it is helpful (it gives useful and complete guidance, along with alternative activities)?
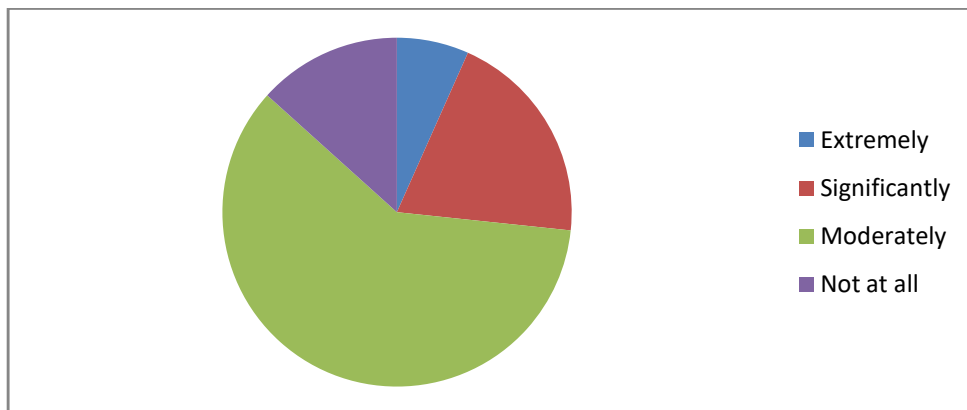
Figure 2.6 Teachers' Evaluation of the Teacher's Guide

According to the obtained results, the participants are not in favour of the teacher's book because only one teacher found it extremely helpful and three of them found it significantly helpful. In other side, (60%) of the participants chose moderately, and (13.33%) answered with not at all. This means that the majority of third-year primary school teachers are not satisfied with the teacher's book. Thus, it does not provide enough guidance along with alternative activities.

Section Three: Detailed Evaluation of the Textbook

Please, respond to the following statements by: *strongly agree (SA), agree (A), disagree (D) or strongly disagree (SD)*

> **General Appearance (Q1-Q8)**
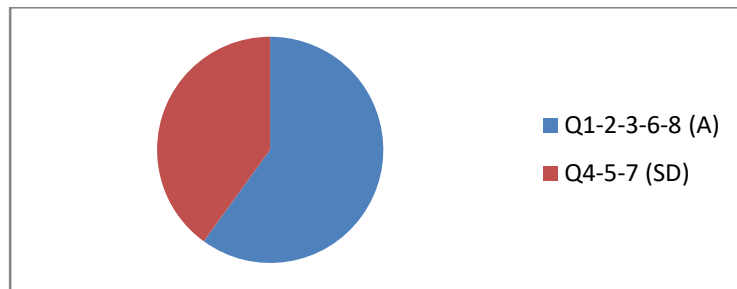
Figure 2.7 Teachers' Evaluation of the General Appearance of 3AP Textbook

Questions from 1to 8 aimed at finding out the teachers' views of the 3AP textbook's appropriateness in terms of the general appearance. As shown in the figure, the majority of teachers agreed that each lesson was entitled appropriatly, were satisfied with its cover and font sizeand concured on its font type and durability in use. In addition, all the participants strongly disagreed aboutthe orientation page, table of contents and the textbook's glossary. This negative view showed that the textbook is not appropriate in these features which need to be adapted and adjusted.

> **Layout and Design (Q9-Q15)**
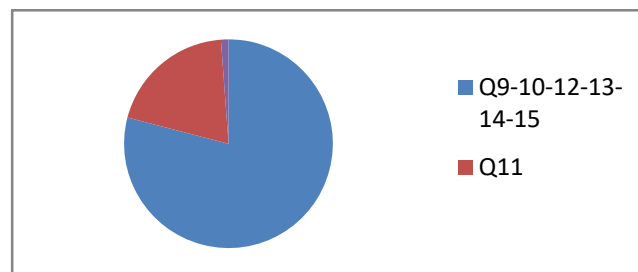
Figure 2.8 Teachers' Evaluation of the Layout and Design of 3AP Textbook

Based on the results displayed in the figure, the majority of 3AP teachers (73.33%) viewed that the layout and design was appropriate and clear, as well as the textbook was well-organized. In addition, (46.66%) of them claimed that there was enough white space to achieve clarity and the textbook was clearly structured and sequenced. Moreover, (80%) of them strongly agreed that the colours of the textbook are attractive. Furthermore, (60%) of them agreed that there was consistency in the use of headings, icons, labels, italics and others and the materials provided sufficient opportunities for independent learning.

Overall, it is evident that the textbook fulfills all the above criteria. This indicates that its layout and design was suitable and good.

➢ **Teachability (Q16-Q18)**
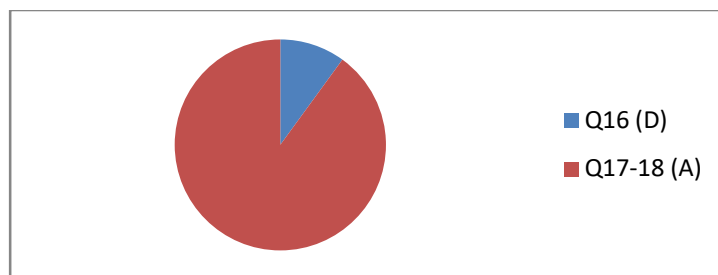
Figure 2.9 Teachers' Evaluation of the Textbook's Teachability

The findings presented in the figure revealed that more than half of the sample (53.33%) disagreed on the first item "does the textbook minimize the teacher's preparation time?" Besides, (46.66%) of the teachersagreed that the textbook activities meet the pupils' expectations.In addition, (66.66%) of them stated that the textbook fit mixed ability pupils and classes of different sizes. In summary, the majority of 3AP teachers think that the teachability of the textbook has not been totally achieved.

➢ **Level (Q19-Q24)**
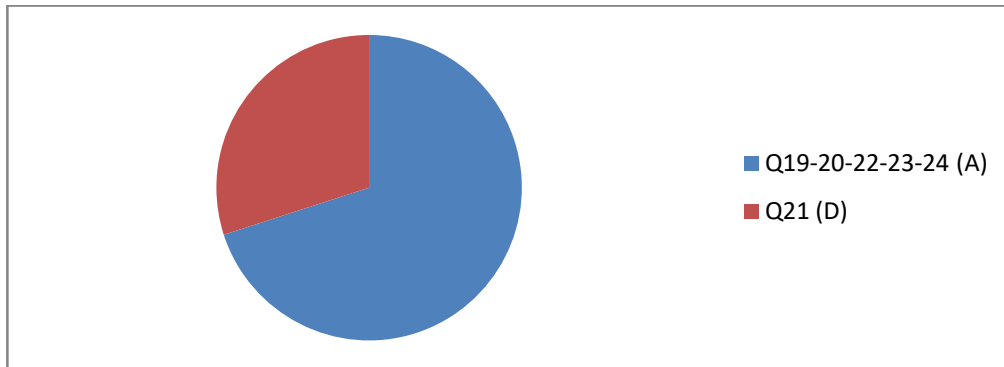
Figure 2.10 The Suitability of the Textbook to 3AP Level

According to the results displayed in the figure, most of the informants (73.33%) agreed that the textbook content was suitable to the level of 3AP pupils.Regarding the language and writing activities used in the textbook, (40%) of them reported that they were suitable to the pupils' level. In addition, (66.66%) of teachers disagreed on that the reading passages andtasks were convenient to the level of pupils. Moreover, less than half of the sample stated that the listening and speaking activities were suitable to the level of 3AP pupils.

Broadly speaking, the results showed that most of primary school teachers of English have positive perceptions of the suitability of the textbook for 3AP level except for the reading passages and taskswhich are somehow long and beyond the learners' level; thus, a slight adaptation, modification and improvement is needed concerning this skill.

➢ **Felixibility (Q25)**
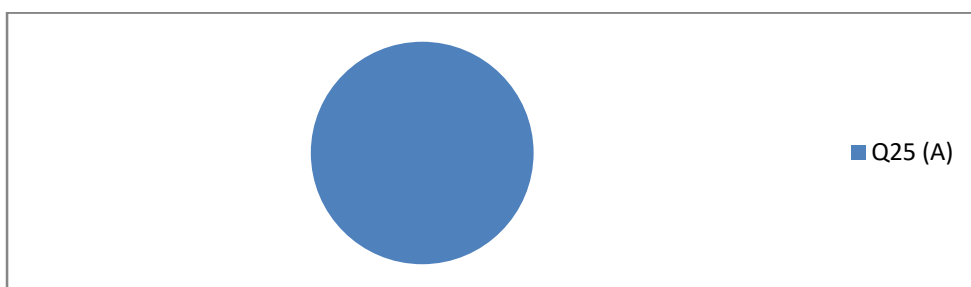
Figure 2.11 Teachers' Evaluation of the Flexibilityof 3AP Textbook

Concerning the flexibility criterion, the majority of the participants (73.33% agree and 20% of them strongly agree) supported that the textbook was appealing and useful to the learners. Only (6.66%) do not agree with this statement. This positive results show how much the textbook is flexible.

➢ **TeachingMethods (Q26-Q30)**
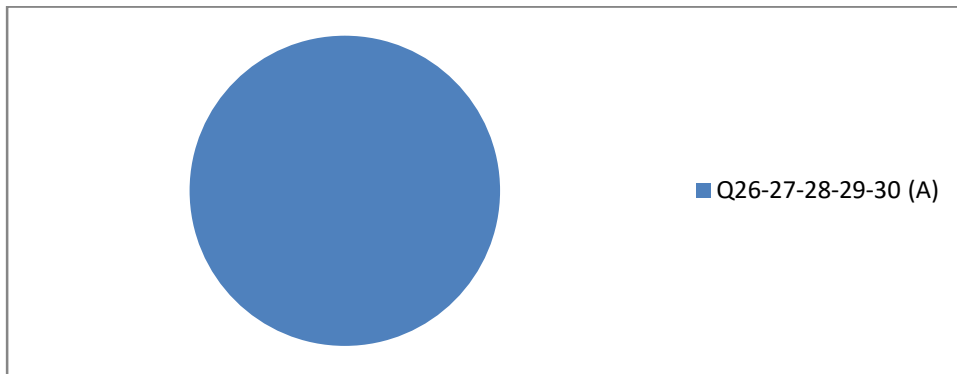
Figure 2.12 Teachers' Evaluation of the Teaching Methods

As illustrated in the figure above, (60%) of the respondents viewed that the teaching methods were updated. (86.66%) of them thought that the textbook was based on learner-centered methods. (46.66%) of them confirmed that the methods allowed more pupils' time talk. However, (40%) of them disagreed with this statement which means that the teacher's time talk is more than the pupils one. Moreover, (53.33%) of them said that the methods allowed various class activities. Finally, (60%) of them agreed that the suggested methodology was appropriate for young pupils. In short, the majority of 3AP teachers showed satisfaction towards all the aforementioned statements; however, there are rather high rates of disagreementsregarding the three last statements.

➢ **Objectives (Q31-Q37)**
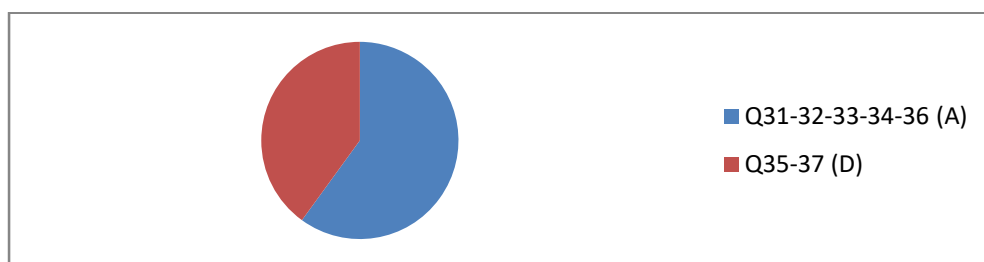
Figure 2.13 Teachers' Evaluation of the Textbook Objectives

As depicted from the figure above, (46.66%) of teachers agreed that the textbook fulfills the general objectives of teaching English language both in Algeria and for third-year primary school level. They also said that those objectives set explicitly in the textbook. (53.33%) of them reported that the objectives met primary school pupils' needs, interestsand individual differences. However, (46.66%) of the respondents demonstrated that the objectives did not make balance between the language four skills and (53.33%) of them declared that they were not clear and precise.

In summary, teachers' opinions in terms of textbook objectives were different.They totally agreed on four statements and they were not completely satisfied with the rest ones. That is to say, the objectives were not as clear and precise as they should be as well as they should make balance between all the language skills.

> **Textbook Topics (Q38-Q40)**
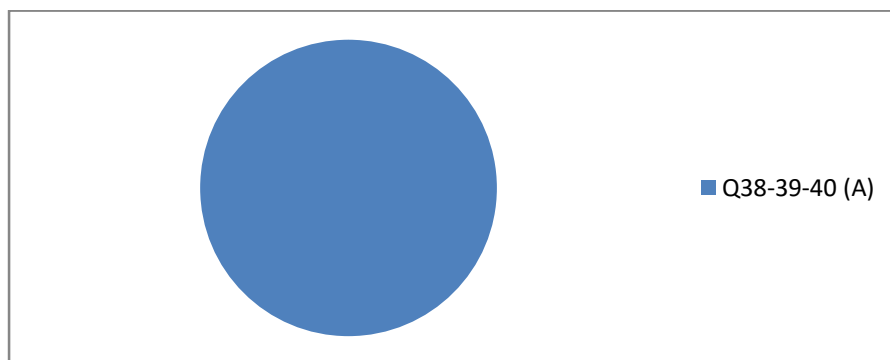
Figure 2.14 Teacher's Evaluation of the Textbook Topics

Regarding the topic contents,(53.33%) of teachersclaimed that the topics of the textbook were varied and engaging. In addition, (66.66%) of them highlighted that the textbook avoided sensitive topics. Furthermore, (80%) of them agreed that the selected topics related to the pupils' daily life. It is obvious that the textbook deems to be appropriate and effective in terms of its topic contents.

➢ **TextbookLanguage (Q41-Q48)**
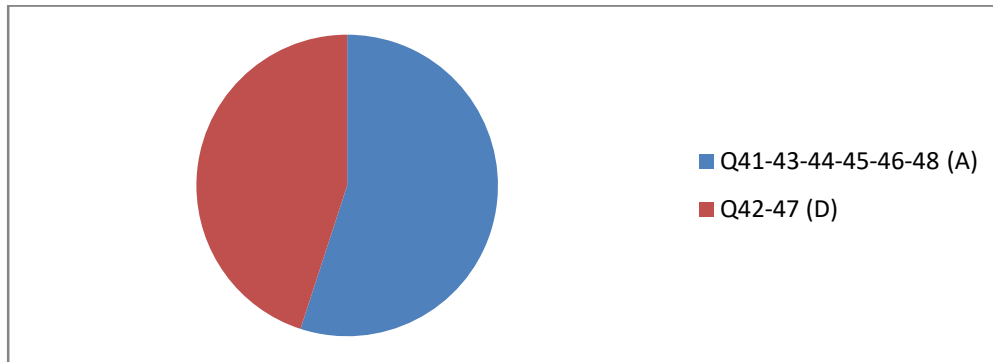
Figure 2.15Teacher's Evaluation of the Textbook Language

As could be seen from the figure above, (46.66%) of the teachers reported that the textbook was based on authentic language and it covered the main grammar items appropriate to third-year primary school level. In addition, (80%) of them stated that grammar was introduced implicitly and (86.66%) confirmed that there were new lexical items for each sequence. Over half of the population (60%) believed that there was a good distribution of vocabulary in the whole textbook and pronunciation was presented through other types of activities, such as listening, dialogues and others. Otherwise, (60%) of the informants disagreed that the textbook include adequate materials for pronunciation and (40%) of them said that the language functions used were not interesting.

On the whole, there are positive attitudes towards the textbook language content; however, there is a disagreement at the level of the second and the seventh statements.

➢ **Skills (Q49-Q54)**
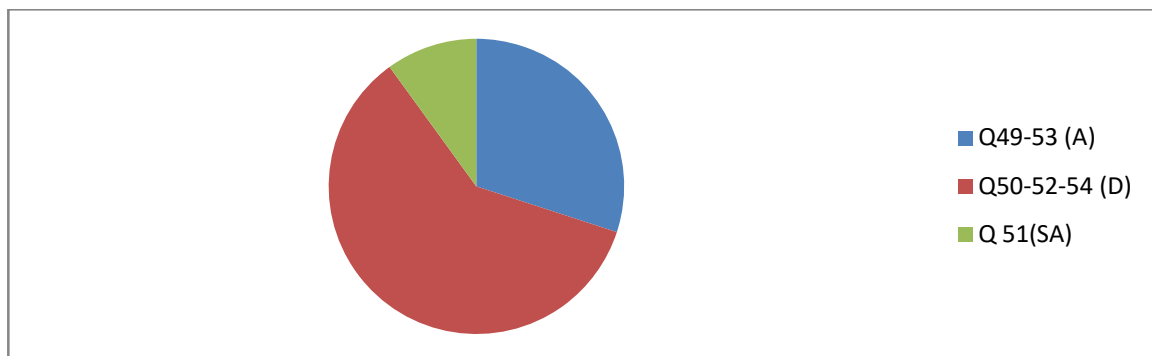
Figure 2.16 Teachers' Evaluation of the Language Skills

It can be seen from the figure above that (46.66%) of the teachers agreed on that the four skills were adequately covered and there were sufficient, varied and interesting speaking materials. Besides, (53.33%) of them strongly agreed that the textbook includes appropriate listening tasks. In contrast, (53.33%) of them stated that there was no sequence for integrated skills and (66.66% -73.33%) of them said that there were no sufficient, varied and interesting writing and reading materials.

In general terms, the participants have positive views towards the skills of speaking and listening and they feel negative about reading and writing. This means that the materials related to these skills are not enough; thus, there should be a room for improvements at the level of these two teaching points.

➢ **Activities (Q55-Q60)**

■ Q55-56-57-58-59-60 (A)
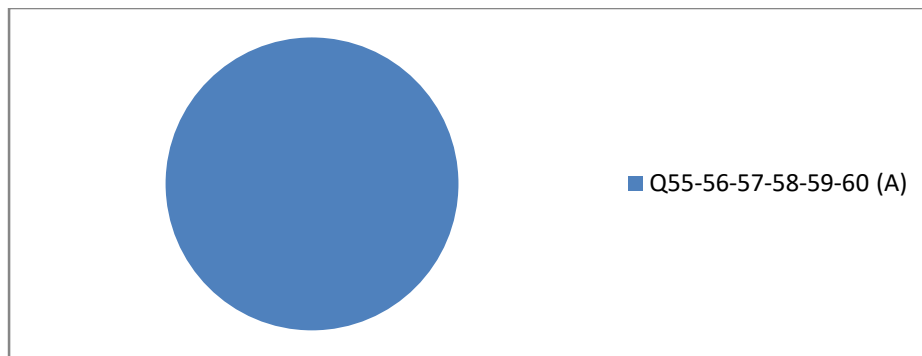
Figure 2.17 Teachers' Evaluation of the Activities

As can be deduced from the figure above, (53.33%) of the participants agreed that the textbook provided a variety of exercises real life situations to practise the language items and skills. In addition, (60%) confirmed that the exercises were suffcient, appropriate to the pupils'cognitive abilities and they promote their creative and independent responses. Moreover, (73.33%) of them stated that the exercises were clearly directed and (80%) of them highlighted that they incorporated individual, pair and group work.

All in all, the results revealed that the majority of 3AP teachers' attitudes towards the textbook activities were positive. Therefore, they are effective, appropriate and match the primary school pupils' needs and level.

➢ **Social and Cultural Aspects (Q61-Q64)**
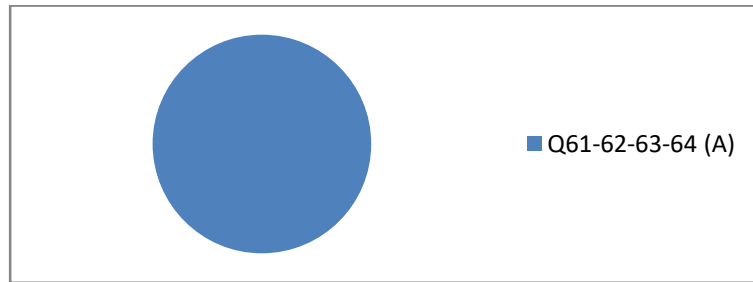
Figure 2.18 Teachers' Evaluation of the Social and Cultural Aspects

As observed from the table above, (60%) of the teachers agreed that the social and cultural contexts in the textbook were comprehensible. In addition, (80%) of them stated that the textbook helped to foster pupils' awareness of international and domestic issues, as well as its content displayed different cultures, traditions and customs. Moreover, (53.33%) of them highlighted that the content helped learners be aware of how to interact within a new cultural context. In brief, it is clear that most teachers seemed to be satisfied with the textbook in terms of the social and cultural aspects.

➢ **Illustrations (Q65-Q69)**
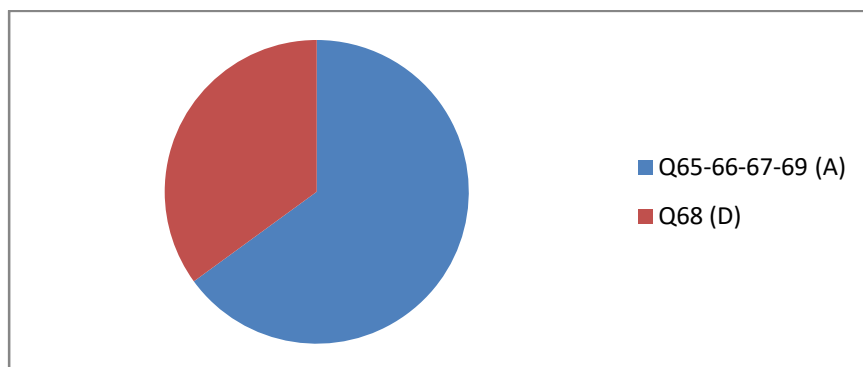
Figure 2.19 Teachers' Evaluation of the Illustrations

Concerning the illustrations used in the textbook, teachers had different attitudes and responses. (80%) of the teachers agreed that the illustrations enhance pupils' motivation. Besides, (66.66%) of them reported that they are attractive. In addition, (60%) of them stated that they contribute to the meaningfulness of content

and facilitate pupils' visualizations. However, (53.33%) of the informants disagreed that the illustrations were functional. This means that the use of some illustrations were meaningless.

In general, the teachers' opinions were positive regarding the use of illustrations in the primary school textbook. Conversely, more than the half of the participants stated that not all the illustrations are functional.Hence, they do not effectively illustrate the targeted teaching points.

2.7 Discussion of the Main Findings

The fieldwork was carried out by textbook evaluation and teachers' questionnaire to test the hypothesis and find out their opinions about the topic being discussed. Overall, the results obtained from the analysis proved that the textbook had many positives as well as some problems that need to be adjusted. According to the evaluation checklist, it could be concluded that the layout and physical appearance, the content, the objectives, the structures and vocabulary were appropriate as a textbook for the primary school pupils.

Additionally, the instructions in the material were sufficient and clear. Moreover, the teacher's manual helped the teachers understand the objectives of the textbook. However, these results implied that there were weaknesses in language type, skills, activities and tasks, cultural values and teacher's needs. On this ground, these findings helped us in answering the first research question (does the English textbook of third-year primary school fulfil the criteria of a 'good textbook' ?) showing that it is generally appropriate and effective; especially in terms of the layout and physical appearance, the content, the objectives, the structures and vocabulary and other features.

The findings of the teachers' questionnaire were generally positive concerning the use of the coursebook "My Book of English". In this light, we accepted our hypothesis: if primary school teachers of English have positive attitudes towards the textbook, then it would be suitable and appropriate as a teaching material. Indeed, teachers supported most of the tested criteria, including

the general appearance, layout and design, teachability, level, felixibility, teaching methods, objectives, topics, language, skills, activities and tasks, social and cultural aspects, and illustrations. These criteria provided us an answer to the second research question (How do teachers evaluate this textbook?).

However, they disagreed on some major points. First, there was no informative orientation page, no table of contents and no glossary. Then, the textbook did not minimize the teacher's preparation time. Besides, the reading passages and tasks were not suitable and there were no sufficient, varied and interesting writing, reading and pronunciation materials. In addition, the objectives were not clear and precise and they did not make balance between the language four skills. Moreover, the language functions used were not interesting

2.8 Suggestions and Pedagogical Implications

Based on the results obtained from this study, the following points are recommended:

• Time allocation for English subject should be increased.

• Pupils' number should be decreased to 20 or 25 in each class.

•Materials such as computers, copies, data show and other technical tools should be accompanied with the coursebook to facilitate the process of teaching and learning English.

•Topics should fit the aim of communication. They should be selected in a way that enables pupils to talk freely and confidently because this will encourage them to practice the language perfectly.

•There should be sufficient, varied, and interesting writing and reading materials. As these skills are interrelated, the textbook should include stories and funny jokes which enable pupils to learn more lexical items and grammar points that will be used in their written production in the comming years.

•Pupils should be given the opportunity to listen to English used in everyday situations to train them gradually listen and understand the speech of native speakers. This will be achieved by audio equipments: tapes, songs, films, videos, interviews, even CDs of phonetics and so on.

•Adding communicative exercises, that enrich pupils' vocabulary and enhance their speaking performance such as puzzles, games, crosswords, will create a positive atmosphere full of joy and entertainment.

•Teachers should adapt the textbook's tasks according to the pupils' needs and abilities.

•It is better to have two books for the English subject. One for the presentation of courses and the other one for the tasks and exercises.

2.9 Limitations of the Study

The current research, like any research, has some limitations that hindered its application and findings. These limitations are summarized in the following points:

- This study is limited to public primary schools in Naama. Therefore, it is not possible to generalize the gained results to all the other Algerian praimary schools.

 - It is a macro level evaluation study; however, it can be complemented with a micro evaluation study. The latter is a task level evaluation which can be done by observation tools, task evaluation sheets and journal keeping to see how tasks and activities work in the classroom. Accordingly, a combination of both macro and micro evaluation studies will provide extensive feedback and help to identify both weaknesses and strengths of the concerned material.

- As it is the first study conducted to evaluate "My Book of English" textbook, the results need to be checked and testified by larger group of teachers and learners from different regions of Algeria.

2.10 Conclusion

This chapter was developed to provide an overview of a research design and data analysis. It deals with the objective of this research work. It was also concerned with describing the research instruments and data analysis methods, it aimed at analyzing the data collection and presented the results.

General Conclusion

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The present study attempted to evaluate "My Book of English" of the third-yearprimaryschool. It aimed to identify its strengths and weaknesses and to examineits suitability and appropriateness to the process of language teaching and learning.It comprised both a theoretical and a practical part. The theoretical part comprised one chapter that reviews the related literature about teaching English in the Algerian context in general and in primary schools specifically, as well astextbook evaluation in ELT. The second chapter which constituted the practical side of this work reported the findings of the study and their analyses.

The field work was carried out by textbook evaluation and teachers' questionnaire to test the hypothesis and find out their opinions about the topic being discussed. Overall, the results obtained from the analysis proved that the textbook had many positives as well as some problems that need to be adjusted. According to the evaluation checklist, it could be concluded that the layout and physical appearance, the content, the objectives, the structures and vocabulary were appropriate as a textbook for the primary school pupils.

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This study is a macro level evaluation study; however, it can be complemented with a micro evaluation study. The latter is a task level evaluation, which can be done by observation tools, task evaluation sheets and journal keeping so as tosee how tasks and activities work in the classroom. Accordingly, a combination of both macro and micro evaluation studies will provide extensive feedback and help to identify both weaknesses and strengths of the concerned material in further research.

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Appendices

Appendix A: Textbook Evaluation Checklist

To find out the strengths and weaknesses of the 3 AP coursebook of English and whether it meets the aims of the syllabus and the learners' needs, the checklist used in this study is the modification of Cunningsworth's (1995) checklist developed by Al-sowat (2012). It covers the following areas: (1) layout and physical appearance; (2) content; (3) objectives; (4) language type; (5) skills; (6) activities and tasks; (7) structure and vocabulary; (8) culture values; and (9) teacher's needs.In each dimension, several statements provided and the textbook was graded for each statement by the rating scales range from one up to five, where 1 = very poor (VP), 2 = poor (P), 3 = quite good (QG), 4 = good (G) and 5 = very good (VG).

1 .The Layout and Physical Appearance of the Textbook

Statements	VP	P	QG	G	VG
1. The textbook is durable (quality of paper and binding).					
2. The size of the textbook seems convenient for students to handle.					
3. The cover of the textbook is appealing.					
4. The main headings and subheadings are well-organized.					
5. The units are well organized and offer easy progression.					
6. The textbook contains enough pictures, diagrams, tables etc helping the students understand the printed texts.					
7. Illustrations, tables, figures, graphs, etc. are relevant and functional.					
8. An adequate vocabulary list or glossary is included.					
9. The instructions in the textbook are written in a simple and clear language.					
10. The material contains an adequate indices and appendices.					
11. The textbook is provided with the necessary audio-visual aids, which help students learn the four skills in an integrated way.					

2. The Content of the Textbook

Statements	VP	P	QG	G	VG
1. The textbook contains an appropriate table of content.					
2. The content does not conflict with students' social beliefs					
3. The content does not conflict with students' background.					
4. The textbook covers most language skills.					
5. The subject matter is presented either topically or functionally in a logical, organized manner.					

	VP	P	QG	G	VG
6. There is sufficient variety in the subject and content of the textbook					
7. The content promotes students' involvement					
8. The content contains real-life issues that challenge the reader to think critically about his/her worldview.					
9. The topics are familiar to the learners.					
10. The content of the material is interesting and motivating.					
11. The content promotes students' involvement.					
12. The textbook is appropriate for the learners' level.					
13. The material encourages a positive attitude towards gender. (e.g. stereotyping occupation or use of gender bias words like chairman instead of chairperson).					
14. The textbook encourages a positive attitude towardsenvironmental issues					
15. The textbook contains self-check progress report.					

3. The Objectives of the Textbook

Statements	VP	P	QG	G	VG
1. The objectives in the textbook are clear and precise for the learners.					
2. The objectives are gradual in difficulty.					
3. The objectives are realistic.					
4. The objectives of the materials correspond to the needs of the learners.					
5. The objectives demonstrate the various levels of Bloom's taxonomy.					
6. The objectives recognize individual differences.					
7. The objectives of the materials suit the level of the learners.					
8. The objectives can be covered within the time allocated for the textbook.					

4. The Language Type of the Textbook

Statements	VP	P	QG	G	VG
1. The language used in the textbook is authentic i.e. like real-life English.					
2. The textbook includes materials for pronunciation work.					
3. There is an emphasis on language use.					
4. Learners are given examples of ways they can use their foreign language in the future beyond the school experience.					
5. New and critical concepts are defined in the glossary or					

explained when they are first introduced in the lesson.					
6. The language used is at the level of the learners.					

5. The Language Skills of the Textbook

Statements	VP	P	QG	G	VG
1.The material provides the four language skills					
2. The textbook pays attention to writing activities such as controlled, guided, and free paragraphs					
3. The materials for listening are accompanied by activities which help comprehension.					
4. The materials for spoken English (dialogues, role play, communication activities etc are designed to equip learners for real-life interaction.					
5. The reading lessons are associated with the PDP model.					
6. Relevant skills are catered for in the textbook such as critical thinking, problem solving etc.					

6. The Activities and Tasks in the Textbook

Statements	VP	P	QG	G	VG
1.There are a variety of activities in the textbook					
2. The instructions in the material are sufficient.					
3. The instructions in the material are clear.					
4. There are instructions to explain how the exercise should be done.					
5. The number of activities is suitable					
6. There are interactive activities that require students to use new vocabulary to communicate.					
7. The textbook provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.					
8. There is a balance between the activities for language and activities for skills					
9. An adequate set of evaluation quizzes or testing suggestions is included.					

7. The Structures and Vocabulary in the Textbook

Statements	VP	P	QG	G	VG
1. The grammatical structures are presented in a logical manner and in increasing order of difficulty.					
2. The new structure is integrated in varying contexts and situations					
3. The grammatical points are presented with brief and easy examples and explanations.					
4. The vocabulary load seems to be reasonable for the level of the learners.					
5. There is sufficient written practice of the grammatical concepts that lead to communicative use of the language.					
6. The progression of vocabulary items is appropriate.					
7. The new structure is repeated in subsequent lessons for reinforcement.					
8. The vocabulary is functional, thematic, authentic, and practical					
9. There is sufficient oral practice of the grammatical concepts that leads to communicative use of the language.					
10. The new vocabulary words are presented in a variety of ways.					
11. The new vocabulary words are presented at an appropriate rate so that the text is understandable.					

8. The Cultural Values in the Textbook

Statements	VP	P	QG	G	VG
1. The content suits the learners' current knowledge and culture.					
2. The teaching of the target culture motivates the learners to explore their own culture.					
3. The content serves as a window into learning about the target language culture (American, British, etc.).					

9. The Teachers' Needs

Statements	VP	P	QG	G	VG
1 The use of the material is easily manageable by the teacher.				√	
2. The teacher's manual suggests an appropriate, concise method for teaching each lesson.				√	

3. The design of the materials allows the teachers to use them differently according to the needs of different learners.				√	
4. The teacher's manual helps the teachers understand the objectives of the textbook.					√
5. The manual gives instructions on how to incorporate audio-visual materials produced for the textbook.			√		
6. The manual provides additional exercises for reinforcing various language skills in the textbook.		√			
7. Teachers are given techniques for activating students' background knowledge.		√			
8. The tests and assessment devices are helpful to the teacher.		√			
9. The manual provides teachers with alternative and authentic assessment techniques		√			

Appendix B: Teachers' Questionnaire

Dearteachers,

The present questionnaire serves as a data collection for a research work that aims at investigating the suitability of the textbook "My Book of English" that you are actually using. I would be really thankful if you could share your experience with us by answering the follwing questions. Your answers are very important for the validity of the research.

Please tick (√) to choose your responses.

Section One: Background Information

1. What is your qualification?

a. Licence ☐   b. Master ☐   c. Magister ☐

2. How long have you been teaching English?

a. less than 5 years ☐

b. from 5 years to less than 10 years ☐

c.10 years or more ☐

3. How many pupils do you have in 3AP classes in average? …………….pupils

Section Two: General Evaluation of "My Book of English" Textbook

4. To what extent are you satisfied with **"My Book of English" Textbook?**

a. Extremely ☐ b. Significantly ☐ c. Moderately ☐ d. Not at all ☐

5. Do you think the textbook needs improvement?

a. Yes ☐   b. No ☐

6. If "Yes", what would you recommend?

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………………….

7. Do you have a teacher's guide?

a. Yes ☐   b. No ☐

8. If "Yes", to what extent do you think it is helpful (it gives useful and complete guidance, along with alternative activities)?

a. Extremely ☐ b. Significantly ☐ c. Moderately ☐ d. Not at all ☐

Section Three: Detailed Evaluation of the Textbook

9. Please, respond to the following statements by: ***strongly agree (SA), agree (A),***

disagree (D) or strongly disagree (SD)

Statements	SA	A	D	SD
1. Is the textbook's cover informative and attractive?				
2. Is the font size appropriate for primary school level?				
3. Is the font type appropriate for primary school level?				
4. Is there an informative orientation page?				
5. Does the textbook include table of contents?				
6. Is each lesson entitled appropriately?				
7. Does the textbook comprise an appropriate glossary?				
8. Is the textbook durable in use?				
9. Is the layout and design appropriate and clear?				
10. Is there enough white space to achieve clarity?				
11. Are the coloursattractive?				
12. Is there consistency in the use of headings, icons, labels, italics, etc?				
13. Is the textbook clearly structured and sequenced?				
14. Is the textbook well-organized?				
15. Are the materials provided sufficient opportunities for independent learning?				
16. Does the textbook minimize the teacher's preparation time?				
17. Does the textbook activities meet the pupils' expectations?				
18. Does the textbook fit mixed ability pupils and classes of different sizes?				
19. Is the textbook content suitable to the level of 3AP pupils?				
20. Is the language used suitable to 3AP pupils?				
21. Are the reading passages and tasks suitable to the level of 3AP pupils?				
22. Are the listening activities suitable to the level of 3AP pupils?				
23. Are the speaking activities suitable to the level of 3AP pupils?				
24. Are the writing activities suitable to the level of 3AP pupils?				

25. Is the textbook appealing and useful to the pupils?				
26. Are the teaching methods updated?				
27. Is the textbook based on learner-centered methods?				
28. Do the methods used allow more pupils' time talk?				
29. Do the methods used allow various class activities?				
30. Is the suggested methodology appropriate for young pupils ?				
31. Does the textbook fulfill the general objectives of teaching English language in Algeria?				
32. Does the textbook fulfill the general objectives of teaching English language for third-year primary school level?				
33. Are the objectives set explicitly in the textbook?				
34. Do the objectives meet pupils' needs and interests?				
35. Do the objectives make balance between the language four skills ?				
36. Do the objectives meet the pupils' individual differences?				
37. Are the objectives clear and precise?				
38. Are the textbook topics varied and engaging?				
39. Does the textbook avoid sensitive topics?				
40. Are the selected topics related to the pupils' daily life?				
41. Is the textbook based on authentic language?				
42. Are the language functions used seem to be interesting?				
43. Does the textbook cover the main grammar items appropriate to third-year primary school level?				
44. Is grammarintroducedimplicitly?				
45. Is there a good distribution of vocabulary in the whole textbook?				
46. Are there new lexical items for each sequence?				
47. Does the textbook include adequate materials for pronunciation?				
48. Is pronunciation presented through other types of activities, such as listening, dialogues, etc?				
49. Are the four skills adequately covered?				
50. Is there a sequence for integrated skills?				
51. Does the textbook have appropriate listening tasks?				
52. Are there sufficient, varied and interesting reading materials?				
53. Are there sufficient, varied and interesting speaking materials?				

54. Are there sufficient, varied and interesting writing materials?				
55. Does the textbook provide a variety of exercises to practise the language items and skills?				
56. Does the textbook provide communicative exercises on real life situations?				
57. Are the exercises clearly directed?				
58. Are the exercises suffcient and appropriate to the pupils' cognitive abilities?				
59. Do the activities incorporate individual, pair and group work?				
60. Do the activities promote creative and independent responses?				
61. Are the social and cultural contexts comprehensible?				
62. Does the textbook help to foster pupils' awareness of international and domestic issues?				
63. Does the content display different cultures, traditions and customs?				
64. Does the content help learners be aware of how to interact within a new cultural context?				
65. Are the illustrations varied and attractive?				
66. Do the illustrations contribute to the meaningfulness of content?				
67. Do the illustrations motivate pupils?				
68. Are the illustrations functional?				
69. Do the illustrations facilitate pupils' visualizations?				

Summary

This research evaluated the effectiveness of the textbook used in the third-year of primary school in Algeria. It aimed to gain insights into teachers' perceptions of that coursebook. To achieve this objective, a descriptive research design was implemented using a checklist along with teachers' questionnaire to gather data and test the validity of the research hypothesis which states that the textbook would be suitable and appropriate as a teaching material if teachers have positive attitudes towards it. The evaluation phase focuses on the strengths and weaknesses of the coursebook in terms of several criteria. The questionnaire was submitted to fifteen (15) third-year primary school teachers of English from Naama city. The results obtained revealed that teachers'opinions concerning the use of the textbook were positive. It generally suits the teachers' expectations; however, some disadvantages are undeniable.

Keywords: Textbook evaluation, checklist, questionnaire, third-year Primary School.

Résumé

La présente recherche a évalué l'efficacité du Manuel utilisé en troisième année du primaire en Algérie. Il visait à mieux comprendre les perceptions des enseignants à l'égard de ce manuel. Pour atteindre cet objectif, une conception de recherche descriptive a été mise en œuvre à l'aide d'une liste de contrôle et d'un questionnaire destiné aux enseignants pour recueillir des données et tester la validité de l'hypothèse de recherche selon laquelle le manuel serait approprié et approprié comme matériel pédagogique si les enseignants du primaire en anglais avoir des attitudes positives à son égard. La phase d'évaluation se concentre sur les forces et les faiblesses du manuel de cours en fonction de plusieurs critères. Le questionnaire a été soumis à quinze (15) professeurs d'anglais de troisième année du primaire de la ville de Naama. Les résultats obtenus ont révélé que les opinions des enseignants concernant l'utilisation du Manuel étaient positives. Il correspond généralement aux attentes des enseignants; cependant, certains inconvénients sont indéniables.

Mots-clés: évaluation des Manuels scolaires, liste de contrôle, questionnaire, troisième année primaire.

ملخص

يهدف هذا البحث الى تقييم مدى فاعلية كتاب اللغة الانجليزية للسنة الثالثة ابتدائي في الجزائر.كما يهدف إلى اكتساب رؤى حول تصورات المعلمين لهذا الكتاب الدراسي. و لتحقيق هذا الهدف، تم اجراء بحث وصفي يعتمد على قائمة تدقيق مع استبيانموجهللمعلمين لجمع البيانات واختبار صحة فرضية البحث التي تنص على أن الكتاب المدرسي سيكون مناسبًا وملائما كمادة تعليمية إذا كان موقف مدرسو اللغة الإنجليزية في الابتدائيمنهايجابيا.تركز مرحلة التقييم على نقاط القوة والضعف في الكتاب الدراسي من ناحيةمعاييرعدة تشمل الشكل والمظهر الخارجي ؛ المحتوى؛ الاهداف؛ نوع اللغة والمهارات؛ الأنشطة والمهام ؛ التركيب والمفردات. قيم الثقافة واحتياجات المعلم. تم توزيع الاستبيان على خمسة عشر (15) معلما للغة الإنجليزية في ابتدائيات مدينة النعامة. أظهرت النتائج أن آراء المعلمين حول استخدام الكتاب المدرسي كانت إيجابية حيث انه يتناسب عمومًا مع توقعات المعلمين؛ ومع ذلك هناك بعضالعيوب التي لا يمكن إنكارها.

الكلمات المفتاحية: تقييم الكتاب المدرسي ، قائمة التدقيق، الاستبيان ، السنة الثالثة ابتدائي.