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An Evaluation of Algerian Third Year Primary School Textbook

'My Book of English'

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in didactics of foreign languages

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In the Name of Allah, the Most Compassionate, the Most Merciful

Dedications

I dedicate this work to my beloved mother, the source of my pride and strength.

To my dear father, my safe home who has always unconditionally loved me.

My wonderful sisters who have always been by my side;

My dear brothers for their love and kindness;

To my beautiful niece Ritel who has always a source of joy and happinesss

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Acknowledgments

Abstract

The present study aims at examining the introduction of English language in the third-year Algerian primary school textbook *'My Book of English'.* It also aspires to investigate the attitudes of Algerian teachers of English in the third-year primary school level towards the designed textbook. The research attempts to consider the extent to which '*My Book of English'* satisfies the needs of the learners on the one hand, and meets teachers' expectations on the other. Moreover, the study comes as an attempt to probe whether the textbook is structured and designed in accordance with the Competency-Based Approach. Hence, to achieve the aims of the study, a descriptive research design using a mixed method is adopted. A quantitative data collection instrument, embodied in a questionnaire, was designed and addressed to 40 out of 99 Algerian primary school teachers of English belonging to different institutions in Jijel province. Additionally, textbook analysis, as a qualitative data collection instrument is used following Cunningsworth (1995) checklist. The findings yielded revealed that some tasks of the textbook did neither fully meet the teachers' expectations, nor learners' linguistic needs. Furthermore, the findings showed that the textbook tasks are not entirely aligned with the competency-based approach principles. Nevertheless, the majority of the teachers confirmed that regardless of the shortcomings displayed in the textbook, it can still be a reliable material that needs to be polished and revisited to be used in the teaching process ensuring better outcomes.

Keywords: Textbook, textbook evaluation, attitudes, Competency-Based Approach, '*My Nook of English'*

List of Abbreviations

CBA: Competency-Based Approach

CBI: Competency-Based instruction

CBLT: Competency-Based Language Teaching

CPH; Critical Period Hypothesis

EFL: English as a Foreign Language

ELT: English Language Teaching

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General Introduction

1. Background of the Study

Enhancing countries' educational system requires regularly assessing and revising various educational elements such as curricula, syllabi, methods, techniques, and materials. One fundamental element in the teaching/learning process is the textbook, which serves as a primary instructional tool that provides content and guidance for teachers and learners alike. However, not all textbooks are effective in facilitating learning outcomes. Therefore, evaluating textbooks' quality, appropriateness, and alignment with educational objectives is essential for ensuring quality of instruction. Experts such as Tomlinson (2013), Cunningsworth (1995), and Richards (2017) have made significant contributions to the field of textbook evaluation. Cunningsworth (1995) emphasized evaluating textbooks based on content, organization, language, and skills development. Tomlinson (2013) proposed a model considering relevance, appropriacy, and flexibility as the main criteria of a good textbook. Accordingly, all these suggested issues in textbook evaluation are likely to help in enhancing the content of the textbook.

In the Algerian context, textbook evaluation has been so far conducted, particularly on middle and high school education to investigate factors such as content relevance, vocabulary, cultural representation, grammar content…etc. The focal aim was to improve the quality of pedagogical resources and enhance the learning experience for English as a foreign language (EFL) learners.

The Algerian educational system has adopted the Competency-Based Approach (CBA) aspiring to develop specific skills and competencies in learners. Given that, it is pivotal to reflect on the way in which the principles of the aforementioned approach are embedded in the designed textbooks in the different educational cycles. Put otherwise, evaluating textbooks to

consider their alignment with the CBA is a crucial process to avoid ambiguities and confusion in classroom practices as these textbook can only but mirror the adopted approach in the current educational system.

Bearing in mind the significance of conducting textbook evaluations in perfecting language components instruction, it is, hence crucially important to consider the newly designed textbooks, especially if these are used for the first time in EFL primary education. The fact of being newly designed and introduced in EFL primary schools, 'My Book of English' needs to be deeply scrutinized. It is then worthy to highlight that no previous studies have been so far conducted to spotlight the strength and weaknesses characterising this textbook. The primary objective of this research then is to assess the suitability and effectiveness of the textbook by evaluating its content to understand its appropriateness in meeting teachers' expectations and its alignment with the principles of the CBA.

2. Statement of the Problem

As English is introduced, as a foreign language in Algerian primary schools, it is highly significant to consider its instruction for optimizing learning outcomes. Teachers, as practitioners in the field, syllabus designers, and decision-makers should put the teaching materials, namely textbooks that are used in EFL classrooms into question to consider, on the one hand, their advantages and how they can pave the way for maximizing learning outcomes. On one hand, they should reflect on the shortcomings pertaining to those textbooks in hope of polishing and rendering them as reliable sources for both teachers and learners.

Hence, the present study endeavours to shed light on the bright side and the negative one in ' My Book of English' textbook as the latter is conceived to be the basic material upon which the teaching process is based. More importantly, it is the first time that this textbook is used, therefore, it is significantly important to consider the extent to which it meets and

satisfies teachers' expectations and learners' needs as well. Given that, scrutinizing the textbook's content may reveal findings that can be pivotal for future modifications that would be approached for constructing a better version of the textbook.

3. Aims of the Study

The present study aims primarily to investigate the relevance, and appropriateness of the newly designed and adopted third-year Primary school textbook 'My Book of English' from EFL Algerian teachers' perspective. Put otherwise, this piece of research comes as an attempt to consider whether the teachers are satisfied with the content of the textbook and the instruction of the different language components in it or not. Likewise, the study aspires to unveil the extent to which this teaching material is corroborating with the basic premises of the CBA. The research in hands intends, as well, to ponder the applicability of this textbook in terms of satisfying EFL third-year learners' linguistic needs.

4. Research Questions

To achieve the objectives of the present study, the following questions need to be responded:

1. Do EFL third year teachers of primary education have positive attitudes towards the newly designed textbook '*My Book of English*'?

2. Does the textbook satisfy the needs of third-year primary school pupils?

3. Does the textbook meet the criteria of a good textbook?

4. Is the textbook aligned with the principles of the Competency-Based approach?

5. Assumption

The present study is based on the assumption that the textbook 'My Book of English' meets Algerian EFL third-year primary school teachers, satisfies the needs of learners, and corroborates with the CBA basic principles.

6. Research Methods and Tools

To achieve the set aims of the present study, a descriptive research method is employed, incorporating both qualitative and quantitative approaches. The data collection tools utilized in the study includes a textbook evaluation conducted via a checklist and a questionnaire. The checklist was adapted from the Cunningsworth(1995) checklist of textbooks evaluation and it includes five criteria such as: 'Aims and approaches,' 'Design and organization,' 'Content,' 'Skills' and 'Methodology'. The questionnaire is administered to 40 Out of 99 primary school teachers to gather data about teachers' perspectives on the effectiveness of the "*My Book of English*' textbook.

7. The Structure of the Research

This study consists of two chapters. The first chapter focuses on the literature review, while the second chapter is the practical part of the research. The theoretical part consists of two sections: The first section is entitled "Teaching English as a Foreign Language in the Algerian Context.' It provides a linguistic historical background, it portrays the teaching of English in the Algerian educational system and the adoption of the CBA. In addition to that, it points to the importance of early language learning, the objective of EFL learning in the Algerian primary school, and challenges of teaching English in EFL classrooms. The second section is provides a general overview of textbook evaluation. The section began by portraying a definition of the textbook material and its characteristic. This section also sheds light on the importance of textbooks in the EFL classroom, the definition of textbook evaluation, the types and methods used in the textbook evaluation. Finally, it presents the criteria and checklist for textbook evaluation.

Similarly, the second chapter is divided into two sections. The first section focuses on analyzing the textbook using the Cunningsworth (1995) textbook analysis framework, and the

second section provides a detailed analysis of the data gathered from the questionnaire given to teachers.

Chapter One: Teaching English Language in EFL Primary School

Section One: Teaching English as a Foreign Language in the Algerian Context

Introduction

The first chapter focuses on discussing issues in connection with teaching the English language in EFL primary schools. It contains two sections: the first sheds light on the Algerian linguistic historical background, examines the introduction of English into the Algerian educational system, and highlights the competency-based approach and its principles. The section also investigates the benefits of learning English at an early age, identifies the objectives of teaching English as a foreign language in Algerian primary schools, and addresses the specific challenges faced by teachers and learners in EFL classroom context. The second section elucidates textbook evaluation. It attempts to provide a relevant literature review about this type of material. it intends to provide definitions of textbooks, and its characteristics, textbook evaluation and all along the methods used to conduct textbook evaluation.

1.1. Algerian Linguistic Historical Background

Algeria is a country with diverse linguistic backgrounds. Attributed to historical, social, and cultural influences. The original people of this country are the Barbers or the Amazigh, and their spoken language is Tamazight. Subsequently, the Arabic language become the latest addition to Algeria's linguistic repertoire and this is due to the Islamic conquests that targeted North Africa. Moreover, the long period of French colonization in Algeria led to the emergence of the French language to be the third language of the country (Benrabah, 2014). Ait Si Salem (2005, p. 23) portrays Algeria as a "multilingual country where at least three languages are in competition: Arabic, Tamazight, and French' (as cited in Fodil, 2017).

During the period of French colonization, the introduction of the new French educational

system aimed to prioritize the teaching of French, leading to the exclusion of both Arabic and Berber languages. Consequently, the French language became the official language of Algeria. In 1938, the colonizers implemented a law categorizing Arabic as a foreign language in Algeria (Fodil, 2017).

After the independence, the Algerian government went through a policy of Arabization to foster the teaching and learning of the Arabic language in order to get rid of the French culture and its residues. By the end of the 1970s, the Algerian government declared Arabic as the official language and French as the first foreign language (Benrabah, 1994).

1.2. The Introduction of English in the Algerian Educational System.

In Algeria, education is compulsory from the age of six and it is one of the main priorities of the Algerian government. The Algerian educational system is divided into several levels: preparatory, basic (primary and middle), secondary, and higher education Lakhal-Ayat (2008) (as cited in Rezig, 2011)

The emergence of English in Algeria is related to the Second World War (WWII). As stated by Fodil (2019, p. 3) "The appearance of English in Algeria is linked to the Second World War after the landing of American parachutists in Algiers in November 1942. ' This was an opportunity for the Algerians to acquire and learn the English language.

Being aware of the importance of English worldwide, the Algerian Ministry of Education introduced English - as a second foreign language after French- to be taught for the first time after independence in 1972. It was taught from the eighth grade of middle school onward. During this period, the government relied heavily on foreign EFL teachers from all over the world. In September 1993, the Ministry of Primary and Secondary Education introduced English in primary schools as a competitor to French and parents had the option to choose between English and French language as the first foreign language. In 2002, another

national education reform appeared to reintroduce English in the sixth grade (the first year of middle school (Benrabeh, 2007)

In late 2022, Algeria witnessed another shift in the educational system, where President Abd Elmadjid Tabboune proposed that the English language should be included in the primary school curriculum from the upcoming academic year starting in September 2022 (Boukhlef, 2022)

1.3. The Competency-Based Approach

Recently, there has been a focus on the 'Competency-Based Approach' in the educational field. This approach emphasized on the development of important competencies, rather than conveying knowledge that may become no longer applicable. Many scholars and researchers have discussed this approach from different perspectives according to differing definitions of the terms 'competence' and 'competency'. The term 'competence' has been used since 1596, and in the 1960s, the United States began using it in the context of performance-based education, which aimed to train individuals who could effectively participate in the job market. In addition to that, this innovative approach to education required a new way of thinking about teaching and learning. (International Education Studies, 2015).

1.3.1. Assessment in the Competency-Based Approach.

The CBA assessment can come in different forms: diagnostic, formative, and summative. A diagnostic assessment is done before instruction to determine the proficiency of levels while the formative assessment is an ongoing process to assess learners' progress and identify strengths and weaknesses. It should be used repeatedly and emphasized more than summative assessment. Moreover, Summative assessment which is performance-based and conducted at the end of instruction, determines if learners have mastered the competency (Richards & Rodgers, 2001; in Griffith & Lim, 2014, p. 5).

1.3.2. The Competency-Based Approach in Algeria

The CBA was introduced in the Algerian education system as part of a reform movement launched in July 2002 by the Ministry of National Education in collaboration with UNESCO's pare program (Programme d'appui de l' UNESCO à la réforme du système éducatif). This reform was a response to rapid changes in the political, social, and economic aspects worldwide, with the goal of strengthening and enhancing education quality. The National Commission of Educational Reform developed new programs, syllabi, and textbooks, which have greatly influenced the educational landscape in Algeria. (Ministère de l'Education Nationale, 2005).

1.3.3.The Principles of the Competency-Based Approach (CBA)

Central to the CBA is the term "competency.' According to Richards and Rodgers (2001), Competencies refer to a list of necessary abilities, knowledge, attitudes, and conduct for the proficient execution of a practical task or undertaking.

Auerbach (1986) has identified eight features that are involved in the implementation of Content-Based Instruction (CBI) programs in language teaching:

• CBA aims to help learners become independent individuals who can effectively deal with the challenges of the world and achieve successful functioning in society.

• Competency Based Language Teaching (CBLT) focuses on teaching language in the context of real-life tasks, rather than teaching it in isolation. This approach aims to equip learners with the language forms and skills they need to communicate effectively in specific situations. The forms and skills taught are determined through a needs analysis, which assesses the language requirements of learners in their particular context. This analysis helps instructors identify the

specific needs of learners and tailor their teaching to suit the group. Overall, the focus of CBLT is on developing practical life skills that learners can use to function effectively in society

• The focus of Competency-Based Language Teaching is on task or performance-centered orientation, where the primary concern is what learners can do after receiving instruction. The emphasis is placed on observable behaviors rather than knowledge. In other words, what matters is how learners respond to the situations they encounter because the focus is not on language skills, such as grammar, but on the ability to complete the task at hand.

• Modularized instruction in Competency-Based Language Teaching involves breaking down language learning into smaller, meaningful parts. The approach uses narrowly focused sub-objectives to ensure that both teachers and students can easily track progress. This allows for a clear and systematic approach to language learning. The Center for Applied Linguistics (1983) highlights the importance of this approach, stating that breaking down objectives into smaller, manageable parts helps learners achieve their goals more effectively.

• Explicit outcomes are those that are openly stated, and both the teacher and learner are aware of them. They are described using behavioral objectives, which help students to understand what actions are expected of them. This clear understanding of the expected outcomes assists learners in responding appropriately when they encounter real-world situations.

• Continuous and ongoing assessment is a key component of Competency-Based Language Teaching, when Students are assessed both before and after instruction to determine their skill levels and progress. If a student does not meet the desired level of mastery then, they continue to work on the objective and are retested until they achieve the required level of proficiency. This ensures that learners can continuously improve and progress towards their goals.

- Assessment in CBA is based on demonstrating specific behaviors rather than paper-and-pencil tests, emphasizing the mastery of performance objectives.

- The teaching approach is being teachable for the individual needs of each student, and of course, taking into consideration their prior learning and abilities. The curriculum is also designed accordingly, allowing the students to learn at their own pace without the limitations of time-based instruction. Finally, the focus is on areas where the students lack competence. (Richards, 2006, p. 43).

1.4. Learning English Language at an Early Age

The English language has achieved the status of the global language, it is also considered the lingua franca of the world. Crystal (2003) stated that global English turns the big world into a small village. This language has a special role in every country. This recognition can be seen in many forms such as being an official language of the country or given priority in foreign-language teaching. There is not a single country in the world that does not acknowledge English as a language to be taught and learned, even in public, schools private schools, and colleges. The speed of English around the world and its application in various professional domains highlights the crucial need to learn this language. Crystal (2003, p. 5) stated that "English is now the language most widely taught as a foreign language -in over 100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazil and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process'.

Moving on to early language learning, Brown acknowledged that age plays a role in language learning, particularly in relation to the critical period hypothesis (CPH). The critical period hypothesis suggests that there is a specific period of time (Before puberty) during

which language acquisition is most effective, and after which language learning becomes more challenging. While the exact timing and duration of this critical period are debated among researchers, it is generally believed that younger learners, especially children, have a greater capacity for acquiring languages naturally and achieving proficiency. Brown (2011, p.58_ 60)

1.5. Objectives of English Learning in the Algerian Primary Schools

The main goal of introducing English as a subject in primary schools in Algeria is to facilitate the exposure of Algerian children to the world and provide them with access to scientific knowledge. English is the dominant language in many fields, including, technology, commerce intellectual, and cultural communication. By including English in primary education, Algerian children are likely to benefit in smoothly being integrated into global development from an early age. Moreover, introducing English as a foreign language in primary education in Algeria offers children the chance to increase their knowledge, and develop their linguistic and communication abilities in English over time. Therefore, at the first level, the curriculum concentrates on improving oral language skills, communication and giving attention to the written aspect, which will be emphasized in the upcoming levels. (syllabus of English for primary school year three, 2022).

1. 6. Challenges in Teaching English in EFL Classrooms

According to Shehdeh (2010), English has become a widely spoken language around the world, so there is a growing need to teach it as a foreign or second language. Many countries have created textbooks for teaching English, and there are special institutions that train teachers through courses and certifications. Some universities even offer degree programs in teaching English as a foreign language. Despite these efforts, English language programs for non-native speakers are still facing some challenges. Among these challenges that Arab countries face in teaching EFL are;

Challenge One: Improperly Trained Teachers or Inadequate Teaching Methodology.

Teachers play a crucial role in the success of this process of teaching and learning. They make critical decisions within the classroom, adapt and shape the curriculum to suit the student's needs, enhance learner motivation, create interactive environments, develop a positive relationship with students to encourage and facilitate language learning and address textbook limitations.

Challenge Two: Exposure to English

English exposure is minimal due to ineffective teaching practices, unprepared teachers, the predominant use of Arabic in classes, and limited student participation. Traditional education systems in many third-world countries focus on memorization rather than fostering creativity and critical thinking.

Challenge Three: Compartmentalization vs. whole language approach

Many EFL teachers believe that teaching language as separate skills is more effective. They teach grammar separately from reading and writing and fail to connect writing with reading. This fragmented approach blocks learners' overall communication abilities.

Challenge Four: Problems with EFL textbooks and teaching materials.

This arises in various ways. They don't match the learners' culture, making them feel disconnected and uninterested. The content is often too difficult, leading to frustration and less motivation. The topics and activities may not engage students and can be seen as irrelevant. The large size of the books causes lack of time for teachers and may cause embarrassment. Additionally, textbooks without a clear curriculum result in aimless teaching without specific goals and outcomes.

Section Two: Textbook Evaluation

1.7. Materials used in teaching English in EFL classrooms

Materials play a crucial role in language teaching. According to Tomlinson (2012), materials in language learning refer to anything that helps in the process of learning a language. This includes course books, videos, graded readers, flashcards, games, websites, and even interactions through mobile phones. Besides, materials can serve different purposes in language learning. They can be informative, providing learners with information about the target language. Moreover, They can be instructional, guiding learners in practicing the language. Materials can also be experiential, giving learners opportunities to experience the language in use. They can be elicited, encouraging learners to actively use the language. Additionally, materials can be exploratory, helping learners make discoveries about the language on their own.

1.7.1. Definition of Textbook

Byram (2000) stated that within a wider range of resources available for language instruction, textbooks are a particular kind of teaching material. Following particular methodological and didactical principles, they are collected collections of written and visual content that are intended to facilitate the teaching and learning of a particular subject. It means that textbooks are just one type of teaching resource that is used in the classroom with grammar books, newspaper articles, audio/video tapes, CD-ROMs, and maps. Additionally, Textbooks are distinguished by the combination of text and images, the topics they choose, and the commitment to specific teaching strategies and guidelines, all of which serve to speed up the process of language teaching and learning.

Tomlinson (1998) claimed that a textbook is like a complete course package and you can learn everything you need to know from this book. It covers all the essential material and aids

in the growth of language abilities including speaking, listening, reading, and writing. Additionally, it teaches you how to use the language in various contexts and teaches you new words and grammar rules. A textbook is thus like a supportive friend who leads you on your educational journey.

According to Williams (1983, p. 254), the textbook is a tool that aids the teacher in making connections between the material in the book and what is being taught in the classroom. The teacher should be knowledgeable about what can motivate students and give them feedback while using the textbook effectively. By being committed to this, the textbook transforms into a useful tool that aids students in improving their language learning skills. Simply put, the textbook serves as a link between the teacher's lessons and the student's learning, with the teacher playing a crucial role in ensuring that it is advantageous for the students.

1.7.1.1.The Characteristics of a Good Textbook

Richards (2001) suggested some qualities that each material should reflect:

• Textbook material should equip learners with applicable knowledge and skills for real-life use.

• Textbook material should creatively engage learners by presenting learning items in interesting and motivating ways.

• Textbook material should provide opportunities for self-assessment of learning**.**

• Textbook material should provide opportunities for individual practice.

•Textbook material should consider the diversity of learners' learning styles (Oxford and Anderson, 1995; Oxford, 2002; Anderson, 2005) (as cited in Tomlinson, 2013, p.29)

1.7.1.2.Textbook's Roles in EFL Classrooms

According to Cunningsworth (1995), textbooks are valuable for self-directed learning, providing presentation materials, ideas, and activities, as well as serving as a reference for students. They also help less experienced teachers in building their confidence. Textbooks contribute to increasing learners' confidence, as their progress and achievements can be measured clearly. (Cunningsworth ,1995).

Textbooks have been widely used in English language teaching since their introduction in the 1830s. They are considered an essential component of any ELT program (Sheldon, 1988, p. 237).

Hutchinson and Toress (1994) suggested that textbooks serve as a valuable resource for teachers during times of change, allowing them to demonstrate new teaching methodologies. Textbooks also facilitate a gradual introduction of changes and assist teachers in developing their own creative approaches.

1.8. Textbook Evaluation

According to Brown (1995,p.127), evaluation is a process to collect, analyze and interpret information about a language product such as a textbook, syllabus, or curriculum with the purpose of obtaining a better understanding of what is effective and what is not.

Knowing that the textbook is a material, Tomlinson (2013) claimed that" materials' evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgments about the effect of the materials on the people using them' (p.21).

Ellis (1997, p. 37), stated that the aim of evaluating the textbook is to ascertain its suitability for future use, identifying successful activities and areas that may require modification in order to enhance effectiveness.

1.8.1. Evaluation vs. Analysis

It is crucial to understand the distinction between textbook evaluation and textbook analysis as they are closely connected. Tomlinson (2003) explained that evaluation involves measuring the value and effectiveness of learning materials and determining their impact on users through questionnaires and interviews. On the other hand, the analysis concentrates on the content and objectives of the material. It relies on a predetermined set of questions regarding the material's content, achievements, and learning outcomes.

According to McGrath (2000), evaluation is considered subjective as it relies on the process of making judgments. In contrast, textbook analysis entails examining the existing content within the textbook and is viewed as objective because the description can be verified

Cunningsworth (1995) argued that a checklist of evaluation is a tool that integrates both evaluation and analysis. By utilizing this checklist, evaluators can conduct a comprehensive evaluation that considers both the overall impact and the specific details of the materials.

1.8.2.The Importance of Textbook Evaluation

Evaluating textbooks is an important task to develop learning potential. Sheldon (1988) mentioned numerous reasons for textbook evaluation. He claimed that thorough a review would therefore enable the management and teaching personnel of an institution or an organization to differentiate among all of the available textbooks on the market. Furthermore, it would create a sense of familiarity with a book's content, enabling instructors in evaluating the specific strengths and weaknesses in currently used textbooks. He also pointed out that evaluation assists instructors and curriculum creators in making critical educational decisions, and the teachers will be able to recognize the benefits and weaknesses of accessible textbooks and find a solution to the problems of selecting among several possibilities.

According to Cunningsworth (1995, p. 7), textbook evaluation helps instructors in moving beyond impressionistic evaluations and acquire meaningful, accurate, systematic, and contextual insights into the general nature of textbook material.

Richards (2017) said that evaluation is a systematic process. This process helps in the development of educational programs, as well as their evaluation and improvement. He claimed that through evaluation, educators may make accurate judgments regarding the effectiveness of the textbooks and other teaching and learning materials utilized to achieve the desired learning goals.in other words, evaluation is an important process of both learning and teaching.

1.8.3. Types of Textbook Evaluation

Sheldon (1988) cited two major reasons for the necessity to evaluate textbooks. First textbook evaluation is supposed to assist the instructor or program creator in making sound decisions regarding textbook selection. Second, the evaluation will familiarize the instructor with the textbook's weaknesses and strengths. This will inspire the instructor to make appropriate changes and alterations to the materials in future lessons. In this context, Cunningsworth (1995) suggested that there are three different types of textbook evaluation. The 'predictive' or 'pre-use' evaluation, the 'in-use' evaluation, and the 'retrospective' or 'post-use' evaluation.

1) Pre-use evaluation or predictive evaluation

This type of evaluation "involves making predictions about the potential value of materials for their users', which means predicting the future performance of a textbook and evaluating which contents are most suited to their purposes (Tomlinson, 2003: p23).

2) In-use evaluation

This type refers to the evaluation whilst the textbook is in use. This type is designed to study materials that are currently being used. It can help teachers and instructors to identify probable drawbacks and try to resolve them with appropriate supplementary tactics (Cunningsworth ,1995, p. 14).

3) Pot-use or retrospective evaluation.

This type of evaluation assesses the performance of the textbook retrospectively and can identify its strengths and weaknesses that only emerge after a long period of use. It can be administered once the materials have been used to find out whether the textbook has served its original purpose (Cunningsworth ,1995, p. 14).

Despite all the different types of evaluation, they all evaluate ELT textbooks' impacts on a particular purpose, such as the improvement of students' academic literacy, curriculum implementation, and or exam preparation (Cunningsworth ,1995).

1.8.4. Methods Used in the Textbook Evaluation

Textbook evaluation can be undertaken via three methods: impressionistic, in-depth, or checklist method (McGrath, 2002). First, Widodo (2015) claimed that the impressionistic method means trying to get a general overview of the topics offered in the textbook. Montasser (2013) stated that the impressionistic method particularly deals with evaluating a textbook based on an overall view produced by looking at the textbook's contents in terms of structure, layout, content, interest, and the themes that are covered

Second, Montasser (2013) reported that the in-depth method offers a careful examination of the representative elements, the design of a specific unit, an evaluation of a particular exercise, or the way some language elements are presented. In addition to the practical teaching-learning approach, this technique elaborates on students' needs and attitudes toward learning (Widodo, 2015)

Third, another well-known approach is the checklist method, in which the textbook is evaluated through certain criteria (Cunningworth, 1995); Montasser (2013) argued that using a checklist would make it simpler to compare various types of materials. Widodo (2015) pointed out that with a checklist, we can contrast, identify, or check. An evaluation checklist provides us with a set of factors and criteria taken into consideration for any effective learning and/or teaching material (Gholami, 2017).

Cunningsworth (1995) claimed that throughout the checklist criteria, it is easy to assess whether the textbook is appropriate for meeting the educational needs, the requirements of students, and the syllabus.

1.9. Criteria of Textbook Evaluation Checklist

Sheldon (1988) stated that textbooks should be evaluated for two main purposes. Firstly, the evaluation will aid teachers or program developers and selecting the most suitable textbook. Secondly, assessing the advantages and disadvantages of a textbook will make teachers more acquainted with its potential strength and weaknesses. This will allow them to adjust the material accordingly for future instruction.

A checklist is an instrument that helps practitioners in English language teaching (ELT) evaluate language teaching materials, like textbooks it allows a more sophisticated evaluation of the textbook about a set of generalizable evaluative criteria. these checklists may be quantitative or qualitative. quantitative scales have the Merit of allowing an objective evaluation of a given textbook through Likert- style rating scales (e.g. skiero, 1991). qualitative checklists, on the other hand, often use open-ended questions to elicit subjective information on the quality, of course, books (e.g., Richards, 2001).

When developing or selecting (ELT) materials, material developers and evaluators must consider various factors, such as the roles of learners, teachers, and instructional materials, as

well as the syllabus (Richard and Rogers ,1987).to effectively accounts for these rules, evaluators must be aware of the Learner's and teacher's needs and interests (Bell & and Gower, 1998).

1.9.1. Cunningsworth (1995) Criteria of Textbook Evaluation

The Cunningsworth checklist for textbook evaluation encompasses five primary components. The first component focuses on aims and approaches, aimed at assessing whether the textbook covers the necessary language skills and topics as required by the syllabus. The second component examines the design and organization of the content, meant for ensuring its appropriateness and relevance for the target learners, along with a clear and consistent layout. Moreover, the third component considers the language content and evaluates whether the textbook maintains a suitable balance between grammar, vocabulary, and functions. Furthermore, the fourth component addresses the skills aspect designed to scrutinizing whether the coursebook provides adequate opportunities for the development of the four language skills: listening, speaking, reading, and writing. Lastly, the methodology component assesses whether the coursebook adopts an appropriate and effective approach to teaching and learning. By evaluating these five components, Cunningsworth's checklist offers a comprehensive framework for textbook evaluation.

1.9.2. Tomlinson (2013) Criteria of Textbook Evaluation

Tomlinson (2013) argued that materials that contain these criteria are more likely to help learners engage, meet their needs, and make their language learning easy. Firstly, relevance plays a crucial role, as the textbook should directly address the learners' needs and interests. Secondly, coherence is essential, as the material should be logically organized and presented in a clear and cohesive manner. Thirdly, authenticity is important, as the materials should offer learners exposure to real-world language use, enabling them to grasp the language in genuine

contexts. Fourthly, flexibility is significant, as the textbook should allow for adaptation to provide to the diverse needs of different learners and contexts. Lastly, appropriacy is a criteria in which the materials should corroborate with the learners' age, proficiency level, and cultural background. By embodying these criteria, materials can effectively engage learners, meet their individual requirements, and facilitate an easier language learning experience.

1.9.3. Sheldon (1988) Criteria of Textbook Evaluation

Sheldon divided his textbook checklist into 17 factors: rationale, availability, user definition, layout and graphics, accessibility, linkage, selection and grading, physical characteristics, appropriacy, authenticity, cultural bias, educational validity, practice and revision, flexibility, guidance, and overall value for money. The total items of the seventeenth factor are 53.his checklist has three special features: (1) factual details (at the top of the checklist), (2) column comment for adding our comment about each factor, and (3) column for rating, which can be scored with pluses and minuses, or stars, etc.)

1.9.4. Williams (1983) Criteria of Textbook Evaluation

In his ELT textbook checklist, Williams (1983) categorized the criteria into seven sections: general, speech, grammar, vocabulary, reading, writing, and technical. The checklist includes specific features such as a left column for weighting, which allows for assigning numbers or letters to indicate the usefulness of each item in a specific second-language context or educational level. On the right side of the checklist, there is a 5-point numerical rating scale that can be utilized to adapt evaluative items according to the requirements of the teaching situation. furthermore, The numbers in the right-hand column represent the degree to which a particular textbook fulfills each criterion on the checklist.finally, To facilitate comparative evaluations, sets of criteria can be created by multiplying the weighting of each item by its corresponding rating.

1.9.5. Daoud and Celce-Murcia (1979) Criteria of Textbook Evaluation

Daoud and Celce-Murcia's (1979) checklist for textbook evaluation has five elements. The first one is the subject matter, the second is vocabulary and structures, the third is exercises, the fourth is illustrations, and the fifth is physical makeup. The total number of items of the five aspects is 25.

Conclusion

In this chapter, the first section tackled issues in connection with teaching English as a foreign language in Algeria. It also provided definitions and discussed the significance of starting to learn English at an early age. Moreover, the objectives of English learning in Algerian primary schools and the challenges faced in teaching English in this context were discussed as well. The second section, however, provided basic explanations about textbooks, their characteristics, and their importance. It also defined textbook evaluation, discussed its types and methods, and finally presented criteria and a checklist for evaluating textbooks.

Chapter Two: Research Methodology and Data Collection.

Chapter Two: Textbook Evaluation in English Language Teaching

Introduction

This chapter is about the practical aspect of the study. To ensure more trustworthy outcomes, two procedures are used. Firstly, an overall analysis of the textbook is carried out using Cunningsworth's checklist (1995). Additionally, a questionnaire is distributed to Algerian third year EFL primary school teachers to gather information pertaining to their overall standpoints on '*My Book of English English*' textbook. This chapter is then divided into two sections: the first is concerned with the analysis of the textbook and the second introduces teachers' questionnaire' analysis.

2.1. Research Methodology

To evaluate the Algerian third-year EFL primary school English textbook '*My Book of English,*' it was necessary to use both qualitative and quantitative data. In this study, two research tools were chosen. The first tool is a checklist originally developed by Cunningworth (1995) for evaluating textbooks. The reason for selecting Cunningworth's checklist is that it provides a comprehensive and detailed set of criteria essential for assessing the components of the textbook. The second tool is a teachers' questionnaire that includes a series of questions and prompts to gather information from the respondents.

2.1.1. Section One: The Evaluation of *"My Book of English'* Textbook

2.1.1.1. Description of the Third-Year Primary School Textbook.

- Name of *the* textbook: *"My Book of English'*

- Intended learners' level: 3rd-year primary school

- Author(s): M. TAMRABET Lounis

- M.chenni Abdelfateh

- Year/place of publication: 2022- Algeria

- Number of pages: 64 pages

2.1.1.2. Over All Organization of Textbook.

"My Book of English' is 'the first book of English for 3rd-grade primary pupils'. It is composed of 64 pages and is approved by the Ministry of National Education.

It allows students to learn the English language through a series of activities that provide them with the opportunity to communicate orally with the teacher.

The topics covered in the textbook are diverse and include 'the student's family, school, environment, toys, and beloved pets.' The book also aims to help students express themselves in English.

2.1.1.3. Layout and Design of Each Unit.

The textbook '*My Book of English'* consists of a preliminary section called 'My First English Class' followed by six sequences. The preliminary section is put as an introductory stage of 2 pages. it consists of some basics of the language like vocabulary and words.

The other six sequences of the book are structured in the following arrangement:' Me, My family and my friends',' My school', "My home', "My play time', "My pets', and " My fancy birthday ". These sequences offer the student a range of language skills and communication abilities.

The unit entitled '**Me, My Family**, and **My Friends**' in the book provides a comprehensive discovery of personal relationships and connections. It effectively engages students in learning about themselves, and their families, through various activities and discussions. this sequence facilitates a meaningful learning experience that helps learners to develop a sense of identity and practice some handwriting.

The '**My School**' sequence is an engaging and informative section that introduces students to the topic of school. It covers various aspects such as classroom objects and school

subjects. The sequence provides a good balance between vocabulary building and practical language usage, allowing students to communicate about their school environment and daily activities. Overall, the 'My School' sequence effectively facilitates language acquisition and promotes a deeper understanding of the school setting.

The third sequence is titled '**My Home'** which introduces learners to the concept of homes and helps develop their vocabulary related to different rooms, furniture, and household items. The sequence engages students through interactive activities, such as labeling and describing objects in a home. The colorful illustrations and clear instructions make the learning process enjoyable and accessible. so, **'My Home'** sequence provides a solid foundation for language development and helps students relate to their immediate surroundings in a meaningful way.

'My Play Time' engages learners in the joy of play. It introduces various activities, and students develop their vocabularies related to play, such as toys, games, and some activities. Overall, **'My Play Time'** sequence provides a valuable opportunity for students to have fun while learning and reinforces the importance of play in their overall development.

'My Pets' is an engaging and informative section that introduces students to the world of pets. Through this sequence, students learn vocabularies, such as the names of common pets and their characteristics. It also encourages students to share their own experiences and feelings about having pets. In addition to that, the **'My Pets'** sequence provides a valuable learning opportunity for students to develop their knowledge of animals while fostering their language skills.

'My Fancy Birthday', effectively introduces vocabulary related to birthdays, parties, and decorations, expanding the students' language skills. it is a good addition to the primary curriculum, as it not only entertains but also promotes essential learning and social skills in an

enjoyable manner.

2.1.1.4. Textbook Evaluation Checklist.

Researchers have various methods available to gather information during their study. They can use different data collection procedures to collect the necessary data for their research.

So, to gather more information about the primary school textbook of English *'My Book of English'* the checklist used in this study was developed out of the Cunningsworth (1995) checklist . This checklist comprises 5 sections. They are: aims and approaches, design and organization, language content, skills, and methodology.

The first section comprises 4 items, it is about ***aims and approaches***.   The aim of the textbook *'My Book of English',* as stated in the Curriculum of English for Primary School Education, is to provide learners with an opportunity to expand their knowledge and enhance their English language skills. The curriculum focuses on developing oral communication abilities as students progress to higher levels, this gradual approach ensures that students gradually build their linguistic and communication abilities in English, enabling them to be more developed in both spoken and written English over time.

Section One: Aims and Approaches

Item one and two

Does the textbook correspond to the teaching program and needs of learners?

The textbook comprises lessons intending to teach vocabulary items and expressions needed by primary school learners who are exposed to the English language for the first time. Yet, it introduces the basic notions that they need to know in English in naming the family members only in one task (task 5 p. 10). Tasks designed to introduce learners to expressions used when meeting friends are only two (task 15p.14 task 18p. 15). Concerning vocabulary

items and expressions used to talk and describe schools, five tasks are included (task 1 p. 19, task 6 p. 21, and task 12 p. 23). These tasks were designed to introduce the learners to the names of school items. Other tasks were set to make the learners know the names of colours (task 4 p. 20, task 5 p. 20, task 2 p. 27, task 2 p. 27). Names of the days of the week, and school subjects are introduced in tasks (13 p. 24, task 17 p. 26, and task 18 p. 26). Likewise, learners should be exposed to tasks that enable them to name the different parts of the house; therefore, eight tasks are inserted (tasks 1 p. 30, tasks 3, 5, and 6 p. 31, tasks 7 p. 32, tasks 9 p. 33, tasks 10 and 12 p. 34). Moreover, primary school learners do need to name the different names of toys in English. Hence; only four tasks are designed for such a purpose (task 1 p. 38, task 3 p. 39; Task 6 p. 40, and Task 7 p. 41). With regards to learners' linguistic needs to talk about animals and pets, five tasks are designed (task 1 p. 45, tasks 4 and 5 p. 46, task 7p.47, task 10 p.48). Learners of primary school do need to know how to talk about birthday parties. Hence, only three tasks are set (task 1p.52, task 4 p.53, and task 5 p. 54). Conclusively, one can confidently state that not all of the textbook tasks are really satisfactory in terms of satisfying learners' linguistic needs.

Item three:

Is the textbook a good resource for both teachers and learners?

As the textbook is designed in the hope of exposing learners to basic English vocabulary needed by novice learners, and it attempts to develop the learners' oral and communication skills, the textbook is then a good resource for the learners. On the one hand, the textbook comprises many tasks designed to activate their listening skills for example (tasks 1 and 2 p. 6, tasks 3, 4, 5, 6 p. 7). It also includes many tasks meant for developing conversations and dialogues (task 15p. 14, task 18p.15, task 7p47). The fact of comprising units about different topics (family and friends, pets, home, school, and parties) and introducing English sounds

and letters with some tasks designed to develop learners' handwriting, one can confidently assure that the textbook is a good source for the learners. On the other hand, the textbook might not be a satisfactory resource for the teachers as it contains few tasks meant for developing their learners' handwriting at the end of each sequence (tasks 3 and 4 p. 17, tasks 3 and 4 p. 28, tasks 3 and 4 p. 36, tasks 3 and 4 p. 43, tasks 3 and 4 p. 50, tasks 3and4p61). Yet, the textbook is considered as a rich resource for exposing the learners to basic vocabulary items (tasks names of family members colours, numbers, days of the week, and subjects). It might be also a reliable source to develop the learners' oral skills as it contains lots of tasks of listening and pronunciation (task 1p. 8, task 3p.9, 5 and 7p.10) and composing dialogues (task 15 p.14, task 18 p. 15, task 7 p. 47). The textbook, then, seems to be a good resource for learners. Yet, it might not be for the teachers.

Item four

Is the textbook flexible in allowing different learning styles?

The textbook takes into account different types of learning styles. For example, visual learners are introduced to pictures describing the family members in (tasks (5p.10) meeting friends (task 18p.15), and names of items found in schools (task 1p19). Concerning names of pets, many pictures are inserted in the textbook (task 1p.45, task 4 p .46). Moreover, the auditory learning style is considered in the design of the textbook. In five tasks (task 1p.8, task 3p.9, tasks 5, 6 and 7p.10), the auditory learners are exposed to listening scripts as the teacher is supposed to speak and set them to do some drills of repetition (task 3p.9, task 11p.12, 14p.14, task 1p.16). Nevertheless, the textbook does not seem to be flexible for the reading and writing learning styles as the textbook does not comprise enough tasks targeting these style. (14 out of 141) tasks of reading are inserted in the textbook, and 16 out of 141 tasks about the writing component demonstrate. Hence, one can assuredly confirm that the textbook

is not fully flexible in terms of considering the different learning styles.

Section Two: Design and Organization,

This section contains some items that elucidate whether the textbook is well-organized and designed for young learners.

Item five

Does the textbook come with a complete package?

A teachers' guide is provided .Meanwhile, no workbook is accompanied by the textbook, it is the only source provided to the learners. It is worth stating that learners need to practice what they learn from the textbook in other materials to sustain the learning process. Unfortunately, this is not the case in '*My Book of English*' textbook. Moreover, a CD comprising the listening scripts meant for exposing the learners to oral input is given only to the teachers. Hence, it could have been better if a workbook and a CD were also provided for the learners to have some practice at home. So, the textbook does not provide practice opportunities for students which might problematic for both the teachers and learners alike.

Item six

Is the content appropriately organized, sequenced based on complexity, learnability, and usefulness, and does it include suitable grading and progression to allow learners to meet external syllabus requirements?

The textbook is organized in a way that smoothly considers language functions in terms of the topics introduced, as it progresses from simple items as naming the members of the family to more complex ones which are the names of items used in birthday parties and playtime. For example, in the first topic learners are supposed to talk about the members of the family (task 5p.10) using expressions of greeting as a language function (task 3p. 9, task 9p. 11), counting by knowing the numbers (task 11p.12). In Topic Two, learners are introduced to

the language needed for naming things in school. This includes items in school (task 1p.19), names of colours (task 4p.20), names of subjects (task 13p.24, task 18p.26), and names of the week days (task 17p.26). In Topic Three, learners are expected to acquire the language skills necessary to discuss the various sections of a house (task 1p.30) and to use expressions related to directions (task 9p.33, task 4 and 6p.31). In the fourth topic, 'My Play Time,' learners are introduced to language related to toys and leisure activities. They are expected to acquire vocabulary and expressions to describe their leisure time and the toys they play with (task 1p38, task 4p39). By engaging in the latter topic, learners will enhance their language skills and become more proficient in discussing their playtime activities. In the fifth topic, learners are introduced to the world of pets. They are expected to learn the names of different types of pets (task 1p.45) and understand their characteristics (task 4p.46). In the final topic, learners explore the language used to celebrate parties. They are introduced to vocabulary and expressions commonly used during birthdays (task 1p.52, task 5p.54). Additionally, this topic also incorporates language related to body parts (task 7p.55). As the textbook includes different topics meant for maximizing learners' knowledge and experience with regard to the use of English in different situations (at home, at school, in birthday parties, being with animals), the textbook' content is stated to be adequately learnable and useful. Likewise, the textbook seems to sustain and allow the learners to meet any external syllabus requirements.

Hence, the textbook seems to be sequenced in a way that considers the complexity criterion as the textbook smoothly moves to expose the learners from simple topics to more complex ones.

Item seven

 Does the textbook comprise adequate recycling and revision?

On only a few occasions the textbook offered recycling tasks. For instance, only in three tasks that weeks' days are reintroduced (task 18p.26, 15p.25,17p .26). Likewise, expressions of giving directions are inserted two times in tasks (task 9p.33, tasks 4 and 6 p.31), and names of items used in birthdays (task 1p. 52, task 4p.53).

Accordingly, one can infer that the textbook does not sufficiently recycle information previously introduced although, primary school learners are considered to be a novice and they highly need to recycle and revise language forms to efficiently memorize them.

Item eight

Does the textbook comprise reference sections for grammar, vocabulary, and pronunciation?

Grammar is not the primary focus of the textbook, as it only includes a small number of tasks that specifically address grammatical concepts like article 'a ', an' and phrases reorder at the end of the last unit in the textbook (task 8p.56, and task 10p.57) since it focuses on listening and communication skills with attention to pronunciation in my phonetics pages at the end of each unit (Tasks 1 and 2 p.16, tasks 1 and 2 p.27, 1 and 2 p.35, 1 and 2 p.42, 1 and 2 p.49, 1and2 p.58). yet it comprises different vocabularies in different topics (me, my family and my friends, my school, my home, my playtime, my pets, and my fancy birthday). (Task 5p.10, task 1p.19, task 1p.30, task 1p.38, task 1p.45, task 1p.52). Hence, vocabulary and pronunciation seem to have a strong focus rather than the grammar rules.

Item nine

Is the layout of the textbook clear?

The textbook is designed to be very clear and easy to understand. It is organized in a way that makes sense, with clear headings. The units flow logically from one to another. learners can easily follow along with the lessons. The layout of the textbook helps learners

understand the material better and makes learning a lot simpler.

Section Three: Language Content.

Item ten

Does the textbook include pronunciation activities about speech sounds and word stress?

Because beginners focus on segmental features, the textbook only covers sounds and their corresponding words, without incorporating stress. Instead, it focuses on teaching the pronunciation of letters such as I, U, P, B, F, and V, and how to utilize them in words. (Tasks 1 and 2 p.16, tasks 1 and 2 p.27, 1 and 2 p.35, 1 and 2 p.42, 1 and 2 p.49, 1and2 p.58).

Item eleven

Does the textbook foster language use above sentence (writing and structuring conversation)?

As mentioned earlier in the design and organization section, the textbook primarily emphasizes listening skills. Therefore, it does not include any writing exercises above sentences, as it is tailored for young learners. However ,it includes some handwriting of letters without any combination between them as expected to structure words or short sentences. Moreover, concerning structuring conversation, only some short oral conversations are supposed to be practiced.

Item twelve

Does the language style of the textbook match social situations, enabling learners to relate to the social and cultural context presented?

The textbook introduces learners to their surrounding environment by featuring the fennec 'the national animal of Algeria', also known as the desert fox (task 9p.11, task 5p.54). Additionally, it covers common Arabic names (task 1p. 8, task 9p.11, task 17p.15, task 5p.54) and various subjects that they used to study (task 13p.24, task18p.26).

Item thirteen

Does the textbook comprise enough variety and a range of topics?

The textbook offers a wide range of topics to keep learners engaged. It covers subjects such as family and friends (from p.8 to 18), school (from p.19 to 29), home (from p.30to37), playtime (from p.38 to 44), pets (from p.45 to 51), and birthdays (from p.52to 62), ensuring there is enough variety to explore throughout their studies.

Section Four: Skills.

Item fourteen

Does the textbook sufficiently cover the four language skills, align with set aims and syllabus requirements, and include integrated skills tasks?

The textbook primarily emphasizes on enhancing oral language skills and communication as mentioned before in the objectives of this textbook (task 1p.8, task 3p.9, task 9p.11, tasks 14 and 15p.14, tasks 17and 18p.15) while allocating less attention to the writing aspect by writing and copying some letters at the end of each unit (tasks 3and4p17, tasks 3and4p28, tasks 3and4p36, tasks 3and4p43, tasks 3and4p50, tasks 3and4p61) and also some few tasks about reading some simple words, letters, sentences and a story (task 4p.9, task 5p.40, task 8p.41, task 4p.49,task1p.50, task 5p.54). While it may not comprehensively cover all four language skills, its main focus in improving spoken language abilities and facilitating effective communication.

Section Five: Methodology.

Item fifteen

Does the textbook foster communication in the classroom by actively involving and engaging the learners?

The textbook plays a crucial role in fostering communication and engaging learners

within the classroom. Designed with the main aim of progressing and developing oral and communication skills, it incorporates various tasks that encourage active participation. One such task involves listening to short conversations and practicing them with classmates (task 3p.9, task 9p.11, task 15p.14, task 18p.15, task 6p.21, task 6p.31,task4p.39, task 7p.47), which not only motivates learners to communicate effectively but also creates an engaging and interactive learning environment. By emphasizing communication skills and providing opportunities for active engagement, the textbook significantly contributes to the enhancement of students' communication abilities and overall learning experience in the classroom.

Item seventeen

Is the instruction of all language skills in the textbook balanced?

The instruction of language skills in the textbook appears to be unbalanced, with a focus on listening and speaking in each unit. Since the pupils are beginners and main objective of the book is enhancing the communication skills. Therefore, it is necessary to revise the textbook's curriculum to create a more balanced approach that addresses all language skills equally.

Item eighteen

Does the textbook foster self-assessment, group work, and pair work?

The textbook does not emphasize the importance of self-assessment, which means that students are not encouraged to reflect on their own learning and evaluate their progress. Self-assessment is a valuable skill that allows students to identify their strengths and areas for improvement. The textbook includes activities that involve pair work, where students can engage in conversations with their friends. Pair work provides an opportunity for students to practice their language skills by interacting and communicating with their peers. Through these conversations, students can improve their speaking and listening abilities, build

confidence in using the language, and learn from each other's experiences. Pair work encourages collaboration and active participation, making the learning process more engaging and enjoyable for the students.

2.1.1.5. Discussion of the Result.

The evaluation of the textbook shows that it has both positive and negative aspects. However, the assessment indicates that there are more advantages than flaws.

Based on the evaluation of aims and approaches, design and organization, language content, skills, and methodology, the results indicate that there is a deficiency in reading and writing skills while the focus on speaking and listening skills which is the main objective of the book. in addition to that the textbook does not provide a self-assessment for the learners. However, the focus on fostering strong speaking and listening skills appears to be a positive aspect of the instructional approach. This finding suggests that the textbook may be more suited for learners who aim to enhance their oral communication abilities rather than their written proficiency which is the main aim of the textbook.

2.1.2 Section Two: Discussion and Interpretation of the Teacher's Questionnaire

2.1.2.1 Population and Sampling

The questionnaire was distributed to 40 primary school teachers of English in Jijel Province. 15 teachers received the copy of the questionnaire, while 25 teachers received the online version. The questionnaire was delivered and collected over a duration of 10 days. It was administered to teachers between May 15, 2023, and May 25, 2023.

2.1.2.2 Description of the Questionnaire

The teachers' questionnaire is designed as part of a research study to evaluate the effectiveness of the third-year primary school textbook entitled *'My Book of English'* and to find out teachers' attitudes toward the effectiveness textbook. The questionnaire contains a combination of closed-ended and open-ended questions. Some questions require respondents to provide full statements as answers, while others can be answered by ticking the appropriate choice. There are a total of 45 questions in the questionnaire, organized into four sections.

Section One

This section focuses on gathering general information about the teachers. it includes three questions which were about teachers' academic degrees, their experience, and if they have taught English to young learners.

Section Two

The second section contains 9 questions about teachers' attitudes toward teaching English in Algerian Primary schools. It focuses on various aspects, including teachers' self-assessment of their teaching experience in primary school and their opinions on the effectiveness of early English learning compared to middle school. The section also explores teachers' knowledge and application of Competency-Based Approach (CBA) principles and

their use of textbook adaptations in the classroom. Finally, teachers are asked to indicate the reasons for any adaptations made to the tasks provided in the textbook.

Section Three

This section of the questionnaire contains 32 questions that focus on the evaluation of the textbook. Teachers are asked to measure their level of agreement for each criterion using a four-point scale: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The section covers various aspects of the textbook, including aims and approaches, design and organization, language content, skills development, and methodology. Teachers assess whether the textbook aligns with the teaching program and learner needs if it is comprehensive and flexible, and if it provides adequate resources for both teachers and learners. They also evaluate the appropriateness of language items, the inclusion of the four skills, and the effectiveness of teaching techniques. Other considerations include the coverage of vocabulary, grammar, pronunciation, and cultural contexts and support for self-assessment and collaborative work.

Section Four

This section contains only one question and it was about whether the teachers have any suggestions or recommendations for improving the textbook.

2.1.2.3. Analysis and Interpretation of the Teachers' Questionnaire

Section One: General information

1. Question One: What is your academic qualification/degree?

Table 1.

Teachers 'Academic Degrees.

Options	Participants	%
a. License	23	57,5 %
b. Master	17	42,5 %
c.Magister	0	0 %
Total	40	100%

The first question was addressed to inquire about teachers' academic degrees. As Table One demonstrates, 23 teachers out of 40 (i.e. 57.5%) indicated that they held a license degree, while 17 teachers (i.e. 42.5%) stated that they held a Master degree. None of the teachers held a Magister degree. From the obtained result, most of the teachers involved in this study possess a license degree, it means that studied for four years in the classical system. Hopefully, teachers are expected to face few problems in dealing with young novice learners as they are likely knowledgeable about second language learning process and its complexity.

2. Question Two: How long have you been teaching English?

Table 2.

Teachers' Teaching Experience.

Options	Participants	%
a. One year	25	62.5 %
b. From 2 to 5 years	12	30 %
c. More than 5 years	3	7.5 %
Total	40	100 %

The second question was addressed to inquire about teachers' experience in teaching English. As Table Two demonstrates The majority of the participants, who are 25 teachers out

of 40 (i.e. 62.5%), reported that they had only one year of experience in teaching English, while 12 teachers out of 40 (i.e 30%) stated that they had an experience ranging from two to five years. However, only 3 teachers out of 40 (i.e. 7.5%) stated that they had been teaching English for more than five years. From the obtained findings, it seems that the majority of the teachers are novice in the field of language teaching and this might make the teaching process complex for them.

3. Question Three: Have you ever taught English to young learners?

Table 3.

Teaching English to Young Learner

Options	Participants	%
a. Yes	18	45 %
b. No	22	55 %
Total	40	100%

The third question was asked to gather information about the teachers' experience in teaching English specifically to young learners. As Table 3 demonstrates, 22 teachers out of 40 (i.e. 55%) chose 'No' option. On the other hand, 18 teachers out of 40 (i.e. 45%) answered with 'Yes' option. These results denote that more than half of the teachers have no experience in teaching young learners. Accordingly, they may face some problems in teaching their learners at that young age.

Section Two: Teachers' Attitudes Towards Teaching English in the Algerian Primary Schools.

4. Question Four: How would you qualify your teaching experience in primary school?

Table 4.

Teachers 'Estimation of their teaching experience in primary school.

Options	Participants	%
a. Excellent	18	45 %
b. Good	19	47.5 %
c. Somehow good	2	5 %
d. Bad	1	2.5 %
e. Very bad	0	0 %
Total	40	100 %

The fourth question was set to know teachers' estimation of their teaching experience in primary school. According to the participants' responses, 19 teachers out of 40 (i.e. 47.5%) considered their teaching experience as 'Good.' while 18 others (i.e. 45%) viewed that it as 'Excellent.', 2 other participants (i.e. 5%) described their experience as 'Somehow good.' Surprisingly, only 1 teacher out of 40 (i.e. 2.5%) claimed that it was 'Bad' and no participants reported having a 'Very bad' teaching experience. Overall, these results indicate that the greatest majority of teachers (37) feel satisfied with their teaching experience.

5. Question Five: If your answers to the previous question are d / e, is it because:

Table 5.

Reasons for Considering Teaching Experience as 'Bad' or 'Very Bad'

Options	Participants	%
a. The teaching method	0	0 %
b. The young age	0	0 %
c. The lack of motivation	0	0 %
d.The teaching/ learning material (textbook)	3	7.5 %
e. Classroom management	2	5 %
Total	5	12.5 %

The fifth question is related to the previous one and aimed to understand why teachers considered their experience of teaching English in primary school as bad/very bad. Table five shows that only 5 teachers out of 40 responded to this question. Three teachers out of five (i.e. 7.5**%**) stated that it was due to the material (textbook). while two others (i.e. 5 %) opted for the classroom management option. The result obtained from this question may not reflect teachers' perceptions adequately since the majority refrained from answering. That means there is a contradiction because it was supposed that only one teacher opted for 'bad' option and he is the only one who was expected to respond to this question. However, four others did although they were not concerned about it.

6. Question Six: Is teaching English at an early age more effective than teaching it at a delayed age (middle school)?

Table 6.

Teachers' Perspective towards the Effectiveness of Teaching English at an Early or Delayed Ages.

Options	Participants	%
a. Yes	40	100 %
b. No	0	0 %
Total	40	100 %

The sixth question aspired to discover teachers' points of view toward teaching English at an early age or a delayed age. According to the responses received, all teachers (40) (i.e. 100 %) agreed that teaching English at an early age is more effective than doing at a delayed age (middle school). None of the participants (i.e. 0%) disagreed with this statement. Overall, all the teachers do hold positive attitude towards the issue as they all agreed because they were likely aware of the significance of learning English, as a target language, before the critical period since this fact may lead to better results compared to delaying it to later stages of educational levels (middle school).

7. Question Seven: How would you qualify your knowledge about the CBA principles?

Table 7.

Teachers' Qualifications of their Knowledge about CBA Principles.

Options	Participants	%
a. Very sufficient	9	22.5 %
b. Sufficient	19	47.5 %
c. Average	9	22.5 %
d. Not Sufficient	3	7.5 %
e. Poor	0	0 %
Total	40	100 %

The seventh question was designed to know teachers' qualifications regarding their knowledge about the CBA principles. Based on the findings, 19 teachers out of 40 (i.e. 47.5%) considered their knowledge to be 'sufficient.' while 9 teachers Out of 40 (i.e. 22.5%) evaluated their knowledge as 'very sufficient,'. The other 9 participants (22.5%) assessed their knowledge as 'average.' A smaller number, 3 participants out of 40 (i.e. 7.5%), felt that their knowledge was 'not sufficient.' Notably, none of the participants conceived their knowledge as 'poor.' From these results, it seems that a remarkable number of the participants are knowledgeable about the CBA principles, with a majority (70%) considering their knowledge to be either 'very sufficient' or 'sufficient.' Accordingly, the majority of teachers are expected to successfully implement CBA principles in their classes.

8. Question Eight: Among the following, which principles do you apply in your class? (you may tick many options)

Table 8.

The Application of CBA Principles in the Classroom.

Options	Participants	%
a. Making learners autonomous individuals who are able of coping with real-life situations	22	55 %
b.Making the learning outcomes explicit to the learners	21	52.5 %
c. Implementing diagnostic evaluation.	16	40 %
d. Engaging learners in pair and group work	31	77.5%
e. Evaluating continuously learners' performance	26	65%

f. Making learners active proponents, autonomous, and self-evaluators in their learning process	21	52.5%
g. Helping learners to mobilize resources and integrate different skills for authentic meaningful communication in real-life situations	13	32.5 %
Total	150	100 %

The results presented in Table 8 illustrate the teachers' application of CBA principles in the classroom. The highest percentage of the participants, accounting for 77.5%, claimed that they apply the principle of engaging learners in pair and group work, emphasizing collaborative activities as a means to enhance learning. Furthermore, 55% of the participants reported that they applied the principle of Making learners autonomous individuals who are able of coping with real-life situations. 65% stated that they implemented the principle of evaluating continuously learners' performance, Additionally, 52.5% of the participants stated that they strived to make learning outcomes explicit and encourage learners to become active proponents and self-evaluators of their learning process However, helping learners mobilize resources and integrate skills for authentic communication receives the lowest application with a percentage of 32.5%. These results indicate a learner-centered approach that fosters autonomy, collaboration, and continuous evaluation to facilitate meaningful and practical learning experiences. Overall, these results show that all the CBA principles are applied in the classes of most English language teachers.

9. Question Nine: To what extent do you think you apply the CBA principles in teaching English to your learner in the classroom?

Table 9.

The Degree in Applying CBA Principles in Teaching English to Learners in the Classroom

Options	Participants	%
a.To a great extent	11	27.5 %
b.To some extent	24	60 %
c.Very little	5	12.5 %
d.Not at all	0	0 %
Total	40	100 %

The ninth question aimed to gather information about teachers' perceptions regarding the extent to which they applied the CBA principles in their English language teaching practices. As Table 9 demonstrates, 24 teachers out of 40 (i.e. 60%) reported that they applied the CBA principles 'to some extent'. Additionally, 11 teachers out of 40 (i.e. 27.5 %) indicated applying CBA principles 'to a great extent'. On the other hand, 5 teachers out of 40 (i.e. 12.5%) admitted applying the CBA principles'very little'. And none of the participants chose 'not at all ' options. Overall, the findings denote that the majority of teachers adopted and applied the principles of the CBA in their English language classrooms.

10. Question Ten: Do you adapt (change) the tasks in the textbook?

Table 10.

The Adaptation of Textbooks' Tasks.

Options	Participants	%
a.Yes	23	57.5 %
b.No	17	42.5 %
Total	40	100 %

The tenth Question aimed to know whether the teachers adapted the tasks provided in

the textbook or not. As Table ten showed, 23 teachers out of 40 (i.e. 57.5 %) answered with a 'yes' option. While 17 teachers out of 40 (i.e. 42.5 %) chose 'No' option. From the obtained results, it seems that the majority of the teachers adapt the tasks to suit their specific teaching contexts, conditions, and situations. Yet still some of them maybe are satisfied with the textbook as they choose to utilize the tasks as they are without making modifications.

11. **Question Eleven:** If yes, how often do you adapt the textbook's tasks?

Table 11.

Frequency of Adapting Textbook Tasks.

Options	Participants	%
a. Very often	4	14.8 %
b. Often	5	18.5 %
c. Sometimes	10	37 %
d. Rarely	4	14.8 %
e. Never	4	14.8 %
Total	27	100 %

This question aimed to know how often English language teachers change the textbook's tasks. 27 teachers out of 40 (i.e.,37%) said they sometimes adapted the tasks. 5 others out of 40 (i.e.,18.5%) indicated they often adapted them, 4 teachers out of 40 (i.e.14.8%) reported that they did it very often. 4 others (i.e.,14.8 %) stated that they rarely changed the tasks. and other 4 teachers (i.e., 14.8 %) indicated that they never adapted the tasks provided in the textbook. Overall, these results indicate that the highest percentage of the respondents stated that they sometimes changed the tasks. Hence, from the provided data, one can infer that textbook adaptation is not continuously done by teachers and this indicates that the teachers are not completely dissatisfied with the textbook.

12. **Question Twelve:** Would you please indicate the tasks you adapt in the following table and the reason for such adaptation?

Table 12.

Tasks Adaptation and Reasons for Adaptation.

Options	Participants	%
a.Teachers who answered this question.	27	100 %
b.Teachers who did not answer this question.	0	0 %
Total	27	100**%**

The twelfth question was addressed to know which parts of the textbook teachers changed and the reasons behind the adaptation. 27 teachers answered this question, those who answered changed the followings:

☐ Activity 13 page 24,

The use of the mother tongue was avoided as the teacher believed it would be better to focus on using the English language only.

☐ Activity 18 page 26

This activity was found to be very challenging for beginners. To support their understanding, extra support and guidance were provided.

☐ Activity 4 page 53

It required more time to be effectively carried out. Due to the large number of words, it was causing among the pupils.

☐ Activity 7 page 55

The teacher felt that using a real face instead of a clown face would be more suitable for teaching face parts, as it would help the learners make better connections.

☐ Activity 2 of all phonics (pages 16, 27, 35, 42, 49)

It was done orally with students raising their hands or clapping if they heard the target sound instead of ticking the right box. This change was made due to the absence of a workbook.

By making these adaptations, the teachers aim to ensure better engagement and understanding among the learners. This means that not all the textbook parts and activities are useful for the learners. They might be difficult, long, or inappropriate to their age or level from teachers' standpoints.

Section Three: *Textbook Evaluation' My book of english'*

The statements presented in this section have been derived from the Cunningsworth (1995)checklist, specifically chosen to explore the perspectives of teachers regarding the newly designed textbook.

13. Question Thirteen: Using a scale of four points, would you please indicate your level of agreement for each item by selecting the appropriate column that best represents your opinion? The options are: (SA) strongly agree, (A) agree, (D) disagree, and (SD) strongly disagree.

-"Aims and Approaches'

Table 13.

Teachers' Evaluation of the Textbook's Aims and Approaches.

Statements	SA	A	D	SD	Total
1. The aims of the textbook correspond with the aims of the teaching program and with the needs of the learners	11	22	7	0	40
	27.5%	55%	17.5%	0%	100%
2. The textbook is comprehensive as it covers most or all of what is needed.	4	20	16	0	40
	10%	50%	40%	0%	100%
3. The textbook is a good resource For both the teacher and the learner	3	18	18	1	40
	7.5%	45%	45%	2.5%	100%
4. The textbook is flexible as Allows for different teaching and learning styles.	5	22	8	5	40
	12.5%	55%	20%	12.5%	100%

The first criterion covers four statements that provide insights into the suitability and consistency of the aims and approaches suggested for the textbook to the needs of the learners These statements aim to check the teacher's degree of satisfaction with the four presented items. The results showed that 55% of the teachers agreed with the first statement, ' The aims of the textbook correspond with the aims of the teaching program and with the needs of the learners'. Additionally, A percentage of 50% of the teachers also agreed with the second statement 'The textbook is comprehensive as it covers most or all of what is needed', as well as the third statement 'The textbook is a good resource for both the teacher and the learner ' where 45% of the teachers agreed and 7.5% strongly agreed with this statement. In the last statement which is about textbook flexibility in considering the different teaching and learning styles ', 55% of the teachers agreed with the statement. In general, the teachers think that the textbook fulfills the above criteria, pointing out that the aims and approaches of the textbook are appropriate to the needs of the learners and to the teaching/ learning styles.

-*"Design and Organization'*

Table 14

Teachers' Evaluation of the Textbook's Design and Organization.

Statements	SA	A	D	SD	Total
5. The textbook is accompanied by a whole package (students' books, workbooks).	8	5	21	6	40
	20%	12.5%	52.5%	15%	100%
6. The content is organized in accordance with the functions, topics, skills, etc.	7	24	9	0	40
	17.5%	60%	22.5%	0%	100%
7. The content is sequenced appropriately (based on complexity, learnability, or usefulness).	5	25	9	1	40
	12.5%	62.5%	22.5%	2.5%	100%
8. The grading and progression are suitable for the learners as it allows them to complete the work needed to meet any external syllabus requirements.	4	19	15	2	40
	10%	47.5%	37.5%	5%	100%
9. The textbook comprises adequate recycling and revision.	3	10	20	7	40
	7;5%	25%	50%	17.5%	100%
10. The textbook comprises a reference sections for grammar, vocabulary, pronunciation…..etc.	1	16	15	8	40
	2.5%	40%	37.5%	20%	100%
11. The textbook layout is clear.	6	20	10	4	40
	15%	50%	25%	10%	100%

The second criterion contains seven statements, aiming at checking teachers' attitudes toward the design and organization of the textbook. The analysis of teachers' attitudes towards the textbook's content reveals several statements with significant agreement and disagreement.

Firstly, 60% of teachers found the organization of the content satisfactory, according to functions, topics, and skills. Additionally, 62.5% of teachers expressed satisfaction with the appropriate sequencing of the content. Furthermore, 47.5% of teachers indicated a general agreement with the ability of the textbook to meet external syllabus requirements and support learners in completing necessary work. Moreover, 40% of the teachers agreed that the textbook comprised a reference section of grammar, vocabulary, pronunciation…..etc. finally, 50% of the teachers approved the clarity of the layout.

On the other hand, the results also identified statements with higher levels of disagreement. For instance, 52.5% of teachers expressed dissatisfaction with the fact that the textbook is not accompanied by a whole package (students' books and workbooks). Similarly, recycling and revision in the textbook were considered insufficient by 50% of teachers.

These findings highlight the need for further examination and improvements in providing more comprehensive and effective recycling and revision activities within the textbook. Also offering additional exercises, and review sections that allow students to practice and enhance their knowledge and skills over time**.**

 "Language Content'

Table 15.

Teachers' Evaluation of the Textbook's Language Content.

Statements	SA	A	D	SD	Total
12. The textbook covers the main grammar items appropriate to the learners' level and needs.	3 7.5%	24 60%	11 27.5%	2 5%	40 100%
13. The textbook provides vocabulary-teaching materials adequate in terms of quantity, variety, and	6 15%	18 45%	14 35%	2 5%	40 100%

individual learning strategies.

14. The textbook includes pronunciation activities about speech sounds, word stress, sentence stress, and intonation.	4	20	10	6	40
	10%	50%	35%	15%	100%
15. The textbook fosters language use the above sentence level (e.g. writing and structuring a conversation).	3	12	13	12	40
	7.5%	30%	32.5%	30%	100%
16. The textbook language style matches social situations.	5	27	6	2	40
	12.5%	67.5%	15%	5%	100%
17. The textbook comprises Enough variety and a range of topics.	4	24	12	0	40
	10%	60%	30%	0%	100%
18. The Learners will be able to relate to the Social and cultural context presented in the textbook.	9	26	5	0	40
	22.5%	65%	12.5%	0%	100%

The third criterion includes seven statements, focusing on assessing teachers' perceptions towards various aspects related to language content like grammar, vocabulary, pronunciation, language use, language style, variety of topics, and cultural context. The statistics showed some kind of variance in the agreement and the disagreement with the above statements.

In terms of the agreement, 60% of teachers found that the textbook adequately covered the main grammar items appropriate to the learners' level and needs. Additionally, 45% of teachers agreed that the textbook provides vocabulary-teaching materials in sufficient quantity, variety, and individual learning strategies. Furthermore, 50% of teachers

acknowledged the inclusion of pronunciation activities covering speech sounds, word stress, sentence stress, and intonation. Also, 60% of the teachers confirmed the variety of topics in the textbook. Moreover, 67.5% of teachers agreed that the textbook's language style matches social situations. Lastly, 65% of teachers believed that learners were be able to relate to the social and cultural context presented in the textbook.

On the other hand, only one statement was highly disagreed by most of the teachers. 62.5% of the teachers disagreed and strongly disagreed with the statement 'The textbook fosters language use the above sentence level (e.g. writing and structuring a conversation)' (statement 15 in the table above).

By comparing the statements marked as agreement with those marked as disagreement, it becomes evident that a larger number of teachers disagreed with many statements targeting on the language content of the textbook. However, the writing practices were not enough to foster language use.

"Language Skills'

Table 16.

Teachers' Evaluation of the Textbook's Skills.

Statements	SA	A	D	SD	Total
19. The four-language skills are adequately covered in the textbook and their instruction goes hand in hand with the set aims and syllabus requirements.	6	17	15	2	40
	15%	42.5%	37.5%	5%	100%
20. The textbook includes integrated skills tasks.	7	21	12	0	40
	17.5%	52.5%	30%	0%	100%

21. The textbook includes sufficient reading material.	2 5%	11 27.5%	20 50%	7 17.5%	40 100%
22. The reading passages and activities are suitable for a learner's levels and interests	3 7.5%	21 52.5%	12 30%	4 10%	40 100%
23. The textbook comprises well-recorded listening authentic material accompanied by background information questions and activities that help comprehension.	2 5%	20 50%	11 27.5%	7 17.5%	40 100%
24. The material spoken English (dialogues, role plays..) are well-designed to equip learners for real-life interaction.	5 12.5%	20 50%	11 27.5%	4 10%	40 100%
25. The writing activities are suitable in terms of the amount of guidance and control.	4 10%	13 32.5%	18 45%	5 12.5%	40 100%

This criterion contains seven statements. these statements aimed to assess teachers' perspectives on the textbook's effectiveness in developing various language skills. As the results demonstrate the majority of the teachers agreed on six statements concerning language skills. 42.5% of the respondents agreed that the four-language skills are adequately covered in the textbook and their instruction goes hand in hand with the set aims and syllabus requirements. Additionally, 52.5% of them found the integrating skills tasks in the textbook satisfactory; Moreover, 52.5% considered the reading passages and activities were suitable for learners' levels and interests. While 50% of them believed that the textbook does not provide sufficient reading material. Furthermore, 50% of teachers appreciate the inclusion of well-recorded listening authentic material accompanied by background information, questions, and

comprehension activities. Moreover, 50% of teachers considered the material for spoken English (dialogues, role plays, etc.) well-designed for preparing learners for real-life interaction. Lastly, 45% disagreed that the writing activities are suitable in terms of the amount of guidance and control.

Overall, teachers positively perceived the textbook's inclusion of integrated skills tasks and relevant materials for listening, and speaking. They had a negative attitude toward the lack of reading passages and writing activities.

'Methodology'.

Table 17.

Teachers' Evaluation of the Textbook's Methodology.

Statements	SA	A	D	SD	total
26. *The textbooks foster communication in the classroom.*	*5*	*25*	*8*	*2*	*40*
	12.5%	62.5%	20%	5%	100%
27. The textbook makes learners actively involved and engaged	5	26	7	2	40
	12.5%	65%	17.5%	5%	100%
28. The techniques used for presenting and practicing new language items are suitable for learners.	6	24	7	3	40
	15%	60%	17.5%	7.5%	100%
29. The instruction of all language skills (speaking, writing, reading, listening, vocabulary…)in the textbook is balanced.	1	9	24	6	40
	2.5%	22.5%	60%	15%	100%
30. The textbook fosters self-assessment.	14	23	3	0	40
	35%	57.5%	7.5%	0%	100%

31. The textbook fosters group work and pair work.	3	23	11	3	40
	7.5%	57.5%	27.5%	7.5%	100%

The fifth criterion contains six statements. These statements aimed to know the teachers' attitudes on some methodological aspects related to the textbook. The table indicates that the majority of teachers agreed with most of the statements concerning the methodology. **62.5**% of the teachers agreed that the textbook fosters communication in the classroom. Also, 65% of the respondents agreed that The textbook makes learners actively involved and engaged. Additionally, 60*%* of the teachers were satisfied with the techniques used for presenting and practicing new language items. Furthermore, 57.5% of them agreed with the fact that the textbook fosters group work, pair work, and self-assessment. Lastly, 60% of the teachers did not perceive that the instruction of all language skills (speaking, writing, reading, listening vocabulary…) in the textbook is balanced. Overall, the methodology of the textbook satisfies the majority of the teachers, however, the four language skills do not have equal as reported in teachers' responses in the questionnaire.

Section Four: Further Suggestions.

14. Question Fourteen: Would you please give further suggestions and recommendations to improve the textbook '*My Book of English*'?

Teachers' responses to this question shed light on their recommendations regarding the necessary improvement of the textbook *'My Book of English'*. Hence, what follow are the most common suggestions suggested by the teachers.

☐ Seven teachers proposed to add tasks for reading and writing.

☐ Eleven teachers suggested adding reading passages.

☐ Twenty teachers recommended the essential need for an exercise book.

☐ Add some evaluative tasks at the end of each sequence.

☐One of the teachers recommended omitting some vocabulary from the last unit **of** My

Fancy Birthday.

☐ Fifteen teachers pointed to the importance to provide more sessions because the time is not

sufficient to complete and revise the content.

☐ Only one of the teachers advised simplifying different exercises proposed in the

textbook, to improve classroom conditions and provide tools for teaching such as data-show

for instance

☐ Five teachers suggest giving equal importance to the four skills

Due to these factors, it can be inferred that teachers are generally dissatisfied with the

reading materials and exercises included in third year of primary school textbook.

2.1.2.4. Discussion and Interpretation of the Teachers' Questionnaire Results.

The analysis of the teachers' questionnaire revealed several findings regarding the

teachers' perspectives on textbook evaluation. Firstly, it was observed that a significant

majority of teachers are inexperienced in the teaching field, particularly when it comes to

instructing young learners. This lack of experience might have posed challenges for them in

effectively teaching young learners. However, despite their non-experience, the majority of

teachers reported feeling motivated and viewed their teaching experience positively.

Furthermore, there is a clear consensus among teachers that introducing English instruction at

an early age leads to better outcomes compared to delaying it until middle school. As for the

application of the CBA approach, the majority of the teachers seemed to apply the principles

of this approach in their classes. In terms of adapting textbook tasks, the majority of teachers

reported modifying the tasks to suit their teaching contexts and students' needs, while some

preferred using the tasks as they are. Overall, teachers believed that the textbook is aligned with the criteria of the CBA, particularly in terms of meeting learners' needs and accommodating different teaching and learning styles. However, the findings also highlight areas for improvement. Teachers expressed the need for more comprehensive recycling and revision activities within the textbook to enhance student learning skills over time. They also noted that the writing practices in the textbook were insufficient to promote language use effectively. Additionally, teachers positively perceived the inclusion of integrating skill tasks and relevant materials for listening, writing, and speaking, but expressed dissatisfaction with the lack of reading tasks. Overall, teachers are satisfied with the methodology of the textbook, except for the reading component, which is considered somewhat lacking compared to the other language skills covered. These results underscore the importance of further examination and improvement in providing more comprehensive and effective language activities and resources, particularly in the areas of recycling, revision, and reading comprehension.

To conclude, and in considering the obtained results of the teachers' questionnaire, the findings are generally positive concerning different aspects of the component of the third-year primary school textbook *'My Book of English.'* However, according to teachers' responses, only some aspects are not adequately and sufficiently covered in this textbook such as reading tasks, the writing practice tasks. Teachers did also voice their dissatisfaction with the fact of not having workbook to foster practice about the language components introduced in 'My Book of English'

2.2. Comparsion Between Texbook Evaluation and Teachers' Questionnaire Findings

Based on the findings gathered from the evaluation checklist and the questionnaire administered to teachers, several important conclusions can be drawn. Initially, there are similarities in the results obtained from both research tools on various points. Firstly, there is

disagreement regarding the claim that there are sufficient reading tasks from teachers' perspectives. Similarly, the evaluation checklist also revealed that there is a low focus on the reading components. Secondly, the results of the questionnaire demonstrated that writing practices were not enough to foster language use. Likewise, the analysis of the textbook in unveiled the fact that that there is a lack of writing practice, where letters are supposed to be written in very few occasions (at the end of each unit). Thirdly, the analysis of data of both research tools, it was revealed that there is a focus on developing speaking and listening skills only. That is, both textbook evaluation and teachers' questionnaire analysis ut into plain words that the reading and the writing skills are poorly fostered in the textbook. Few tasks of reading (14 out of 141) are inserted in the textbook. Surprisingly, only 16 out of 141 tasks about the writing component demonstrate. Finally, a consensus about the textbook inadequacy in terms of providing satisfactory recycling and revision tasks was made in the findings of both teachers 'questionnaire and textbook evaluation.

As far as points of disagreement in the findings yielded from the textbook evaluation and the questionnaire are concerned, it was discovered that the teachers considered the textbook fostering self-assessment, Put otherwise, the findings indicated that the textbook promotes self-evaluation or self-assessment among learners. The textbook encourages students to assess their own progress, performance, or understanding of the subject matter. It provides them with opportunities to reflect on their learning and identify areas for improvement. However, the analysis of the textbook did not confirm the aforementioned result. Moreover, the teachers reported that the textbook is a valuable resource for them and for their learners alike. However, the evaluation of the textbook demonstrated that no self-assessment section is introduced in the textbook. its usefulness as a beneficial resource specifically for teachers.

In addition, it is worthy to state that the participants teachers perceive the texbook as an

entirely beneficial resource for their expectations in terms of their instructional needs at some given points such as the fact that some tasks go beyond the learners' level, and that the fact of not accompanying the textbook with a supportive package. Also

Similarly, there were some common findings generated from the two tools. The analysis of the whole data unveiled that learners can relate the contents to the social and cultural learners' background. Questionnaire's results and textbook evaluation findings proved that the textbook fosters group work and pair work. Furthermore, it provides opportunities for only some learning styles. Regarding the Content-Based Approach (CBA), teachers claimed that the textbook takes into account the principles of this approach to language teaching and learning. However the textbook evaluation confirmed that the textbook does not fully apply the CBA principles.

2.3. Pedagogical Recommendations and Suggestions for Further Future Research

Based on the findings of the study, the following suggestions and recommendations to enhance and improve 'My Book of English' textbook are introduced below. These suggestions aim to enrich the content and provide solutions to the shortcomings mentioned below:

• The textbook should introduce assessment activities at the end of each unit to evaluate student performance and comprehension.

• The textbook should comprise more tasks about improve reading letters, and words to develop efficiently the writing component

• The textbook should be accompanied with a course book to practice more in the classroom

• Teachers should rely on ICTS to make the learning process more motivating and appealing to the need of today's learners

• The textbook should introduce different types of tasks, of which are English songs and play

games that are stated to be captivating for the kids more

• More sessions to instruct English at the third-year primary school level should be added as teachers insisted on the insufficiency of the allotted weekly sessions.

2.4. Limitations of the Study

The present study faced some limitations that are listed below:

• The primary school book, 'My Book of English,' is a recently adopted material in our country. However, we faced several obstacles when searching for resources pertaining to various aspects, of which are resources about the instruction of English at primary education in the Algerian context.

• Similarly, due to the novelty of the textbook, we encountered difficulties in locating a sufficient number of teachers to participate in the questionnaire. This is because one teacher was in charge of teaching in multiple primary schools.

Conclusion

The second chapter focused on evaluating the textbook entitled *'My Book of English'* and the corresponding teachers' questionnaire. Firstly, the present chapter discussed the findings generated from the textbook evaluation conducted via a checklist based on Cunningsworth's criteria (1995) for evaluating textbooks. The criteria encompassed various aspects such as aims and approaches, design and organization content, language skills, and methodology, Secondly, it analyzed the questionnaire, which was distributed to 40 English teachers in primary schools in Jijel province. Overall, the study yielded significant findings that can inform necessary modifications to enhance the suitability and effectiveness of using *'My Book of English'* textbook, Lastly, the concluding chapter provides pedagogical recommendations and suggests areas for future research.

General Conclusion

Textbooks play a crucial role in education as they serve as valuable resources for both teachers and students. They provide a structured framework for learning and presenting essential content. Textbooks help to ensure consistency in curriculum implementation and facilitate the acquisition of knowledge and skills. However, it is equally important to evaluate textbooks to assess their effectiveness and alignment with educational goals. Textbook evaluation helps at identifying strengths and weaknesses, allowing for improvements in content, pedagogy, and relevance to learners' needs. Through evaluation, one can ensure that the textbook meets the expectations of teachers and students. Therefore, textbook evaluation is a vital process.

The main objective of this study was to assess and evaluate the overall quality and effectiveness of *'My Book of English'* textbook used in the third-year Algerian primary school, including teachers' expectations and learners' needs. Moreover, the study aimed to examine if the textbook is designed and organized in accordance of CBA principles and whether the participants held positive attitudes towards the textbook Hence, The present paper was grounded on the assumption that the textbook 'My Book of English' meets Algerian EFL third-year primary school teachers, satisfies the needs of learners, and corroborates with the CBA basic principles. Therefore, to achieve the aims of the study a descriptive paradigm, in which both a qualitative and quantitative data collection instruments were implemented.

This dissertation consists of two chapters. The first one is made up of two sections and representing the literature review. Section One explored teaching English as a foreign language in the Algerian context, covering issues in connection with the Algerian linguistic historical background, the competency-based approach, objectives of EFL learning in Algerian primary schools, and challenges in EFL classrooms. Section Two focused on textbook

evaluation, including discussions on materials used in teaching languages, the definition of textbook material, the importance of textbooks in the EFL classroom, characteristics of a good textbook, and criteria used in the textbook evaluation. The second chapter illustrated the research methodology and its interpretation. it contains two sections, the first one was concerned with the evaluation of the textbook *'My Book of English'* using an adapted checklist of Cunningsworth (1995), while the second section focused on analyzing the teachers' responses of the questionnaire.

The examination of the compiled data unveiled that the textbook *'My Book of English'* places more emphasis on listening and speaking compared to writing and reading. This means that the activities and exercises related to listening and speaking receive more focus and practice, while the opportunities for developing writing and reading skills are limited. Also, the textbook lacks sufficient recycling and revision activities. Recycling refers to revisiting previously learned material to reinforce understanding and consolidate knowledge. Revision activities allow students to review and refresh their understanding of key concepts and language points. The absence of these elements in the textbook may prevent students' ability to retain information and obstruct their overall language development*.* Moreover, through the evaluation of the textbook, it became evident that self-assessment is not fostered by the textbook. Self-assessment is important because it helps students find their weaknesses, and take control of their learning. It also makes them more involved and aware of their language progress. Since the textbook does not encourage self-assessment, it misses a chance to help students become independent learners and improve their thinking skills. However, it is important to acknowledge that *'My Book of English'* textbook possesses several notable strengths in its content. Firstly, the layout of the textbook is appropriate, as it is well-structured and organized. Additionally, there is a variation of topics covered, ensuring that learners are

exposed to a diverse range of subject matters. The textbook content is also motivating, as it effectively engages learners by presenting relevant and interesting social situations. Furthermore, the inclusion of a wide range of vocabulary helps enrich learners' language skills. The textbooks' tasks also promote group and pair work and foster communication and collaborative learning. Furthermore, the textbook is deemed to satisfy different learning styles but it does not take into account self-assessment criteria, which is predominantly crucial in the CBA framework

In conclusion, the textbook needs improvement in several areas. It should address all four language skills equally, incorporate more writing and reading activities, provide adequate recycling and revision exercises, and encourage self-assessment. These enhancements would create a more balanced and effective language learning experience for the students using the textbook.

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Appendix A

Cunningsworth's Checklist (1995)

▓ Quick-reference checklist for evaluation and selection

Aims and approaches

☐ Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners?

☐ Is the coursebook suited to the learning/teaching situation?

☐ How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers?

☐ Is the coursebook flexible? Does it allow different teaching and learning styles?

Design and organization

☐ What components make up the total course package (eg students' books, teachers' books, workbooks, cassettes, etc)?

☐ How is the content organized (eg according to structures, functions, topics, skills, etc)? Is the organization right for learners and teachers?

☐ How is the content sequenced (eg on the basis of complexity, 'learnability', usefulness, etc)?

☐ Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?

☐ Is there adequate recycling and revision?

☐ Are there reference sections for grammar, etc? Is some of the material suitable for individual study?

☐ Is it easy to find your way around the coursebook? Is the layout clear?

Language content

☐ Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account?

☐ Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?

☐ Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?

☐ Does the coursebook deal with the structuring and conventions of language use above sentence level, eg how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels.)

☐ Are style and appropriacy dealt with? If so, is language style matched to social situation?

Skills

☐ Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?

☐ Is there material for integrated skills work?

☐ Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?

☐ Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?

☐ Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?

☐ Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?

Topic

☐ Is there sufficient material of genuine interest to learners?

☐ Is there enough variety and range of topic?

☐ Will the topics help expand students' awareness and enrich their experience?

☐ Are the topics sophisticated enough in content, yet within the learners' language level?

☐ Will your students be able to relate to the social and cultural contexts presented in the coursebook?

☐ Are women portrayed and represented equally with men?

☐ Are other groups represented, with reference to ethnic origin, occupation, disability, etc?

Methodology

☐ What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the learning/teaching situation?

☐ What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?

☐ What techniques are used for presenting/practising new language items? Are they suitable for your learners?

☐ How are the different skills taught?

☐ How are communicative abilities developed?

☐ Does the material include any advice/help to students on study skills and learning strategies?

☐ Are students expected to take a degree of responsibility for their own learning (eg by setting their own individual learning targets)?

Teachers' books

☐ Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?

☐ Are the teachers' books comprehensive and supportive?

☐ Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?

☐ Do the writers set out and justify the basic premises and principles underlying the material?

☐ Are keys to exercises given?

Practical considerations

☐ What does the whole package cost? Does this represent good value for money?

☐ Are the books strong and long-lasting? Are they attractive in appearance?

☐ Are they easy to obtain? Can further supplies be obtained at short notice?

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

Figure 1:cunningsworth's checklist criteria

Appendix B

Sheldon's checklist (1988)

FACTUAL DETAILS

Title: ....
Author(s): ....
Publisher: .... Price: ....
ISBN: .... No. of Pages: ....
Components: SB/TB/WB/Tests/Cassettes/Video/CALL/Other ....
Level: .... Physical size: ....
Length: .... Units .... Lessons/sections .... Hours ....
Target skills: ....
Target learners: ....
Target teachers: ....

ASSESSMENT (* Poor   ** Fair   *** Good   **** Excellent)

Factor	Rating and comments
Rationale	
Availability	
User definition	
Layout/graphics	
Accessibility	
Linkage	
Selection/grading	
Physical characteristics	
Appropriacy	
Authenticity	
Sufficiency	
Cultural bias	
Educational validity	
Stimulus/practice/revision	
Flexibility	
Guidance	
Overall value for money	

Figure 1: Textbook evaluation sheet

Leslie Sheldon

Figure 2: sheldon's checklist criteria

Appendix C

Williams' checklist (1983)

Appendix

Sample checklist for evaluation

	This textbook:	Rating				
Weight	GENERAL	4	3	2	1	0
	takes into account currently accepted methods of ESL/EFL teaching					
	gives guidance in the presentation of language items					
	caters for individual differences in home language background					
	relates content to the learners' culture and environment					
	SPEECH					
	is based on a contrastive analysis of English and L1 sound systems					
	suggests ways of demonstrating and practising speech items					
	includes speech situations relevant to the pupils' background					
	allows for variation in the accents of non-native speakers of English					
	GRAMMAR					
	stresses communicative competence in teaching structural items					
	provides adequate models featuring the structures to be taught					
	shows clearly the kinds of responses required in drills (e.g. substitution)					
	selects structures with regard to differences between L1 and L2 cultures					
	VOCABULARY					
	selects vocabulary on the basis of frequency, functional load, etc.					
	distinguishes between receptive and productive skills in vocabulary teaching					
	presents vocabulary in appropriate contexts and situations					
	focuses on problems of usage related to social background					
	READING					
	offers exercises for understanding of plain sense and implied meaning					
	relates reading passages to the learners' background					
	selects passages within the vocabulary range of the pupils					
	selects passages reflecting a variety of styles of contemporary English					
	WRITING					
	relates written work to structures and vocabulary practised orally					
	gives practice in controlled and guided composition in the early stages					
	relates written work to the pupils' age, interests, and environment					
	demonstrates techniques for handling aspects of composition teaching					
	TECHNICAL					
	is up-to-date in the technical aspects of textbook production and design					
	shows quality in editing and publishing (cover, typeface, illustrations, etc.)					
	is durable, and not too expensive					
	has authenticity in language and style of writing					

Criteria for textbook evaluation   255

Figure 3: williams' checklist criteria

Appendix D

Daoud and Celce-Murcia (1979)

No	Item	Response				
		SD	D	U	A	SA
	A. Subject matter					
	B. Vocabulary and structures					
	C. Exercises					
	D. Illustrations					
	E. Physical make-up					

Figure 4: Daoud and Celce-Murcia's criteria checklist

Appendix E

Teachers Questionnaire.

Dear Teachers,

The present questionnaire is part of a research work that is conducted to examine the effectiveness of the third-year primary school textbook 'My Book of English' . We have a set of questions that we would like you to make the study valid. Your answers will be anonymously treated. Would you please select the best answer (s) and provide full answers whenever necessary? Thank you for your cooperation and the time devoted to responding to the addressed questions.

Section One: General Information.

1. What is your academic / qualification degree?

a. License ☐

b. Master ☐

c.Magister ☐

2. How long have you been teaching English?

……………………………………………………………………………………………....

3. Have you ever taught English to young learners?

a. Yes ☐   b. No ☐

Section Two: Teachers' Attitudes Towards Teaching English in Algerian Primary Schools.

4. How would you qualify your teaching experience in the primary school?

a. Excellent ☐

b. Good ☐

c. Somehow good ☐

d. Bad ☐

e. Very bad ☐

5. If your answers to the previous question are d / e, is it because (you may tick more than one option)

a. The teaching method ☐

b. The young age of the learners ☐

c. The lack of motivation ☐

d.The teaching/learning material(textbook) ☐

e. Classroom management ☐

f. Others: ……………………………………………………………………………………….

6. Do you think that teaching English at an early age is more effective than teaching it at a delayed age (middle school)?

a. Yes ☐   b. No ☐

Would you please justify your answer?

………………………………………………………………………………………………………

………………………………………………………………………………………………

7. How would you qualify your knowledge about the CBA principles?

a. Very sufficient ☐

b. Sufficient ☐

c.Average ☐

d. Not Sufficient ☐

e. Poor ☐

8. Among the following, which principles do you apply in your class? (you may tick many options)

a. Making learners autonomous individuals who are able of coping with real-life situations ☐

b.Making the learning outcomes explicit to the learners ☐

c. Implementing diagnostic evaluation. ☐

d. Engaging learners in pair and group work. ☐

e. Evaluating continuously learners' performance ☐

f. Making learners active proponents, autonomous, and self-evaluators in their learning process ☐

g. Helping learners to mobilize resources and integrate different skills for authentic meaningful communication in real-life situations. ☐

9. To what extent do you think you apply the CBA principles in teaching English to your learner in the classroom?

a.To a great extent ☐

b.To some extent ☐

c.Very little ☐

☐

d.Not at all

10. Do you adapt (change) the tasks in the textbook?

a. Yes ▢   b. No ▢

11. If yes, how often do you do?

a.Very often ▢   b. Often ▢   c. Sometimes ▢   d.Rarely ▢

e.Never ▢

12. Would you please indicate the tasks you adapt in the following table and the reason for such adaptation?

Task /page Number.	Reasons for adaptation.

Section Three: Textbook Evaluation

13. Using a scale of four points, would you please indicate your level of agreement for each item by selecting the appropriate column that best represents your opinion? The options are: (SA) strongly agree, (A) agree, (D) disagree, and (SD) strongly disagree.

Criteria	SA	A	D	SD
Aims and Approaches. **1.** The aims of the textbook correspond with the aims of the teaching program and with the needs of the learners. *2.* The textbook is comprehensive as it covers most or all of what is needed. **3.** The textbook is a good resource for both the teacher and the learner.				

4. The textbook is flexible as it allows for different teaching and learning styles.				
Design and Organization **5.** The textbook is accompanied by a whole package (students' books, workbooks). **6.**. The content is organized in accordance with the functions, topics, skills, etc). **7.** The content is sequenced appropriately (based on complexity, learnability, or usefulness). **8.** The grading and progression are suitable for the learners as it allows them to complete the work needed to meet any external syllabus requirements. **9.** The textbook comprises adequate recycling and revision. **10.** The textbook comprises reference sections for grammar, vocabulary, pronunciation…..etc. **11.** The textbook layout is clear.				
Language Content **12.** The textbook covers the main grammar items appropriate to the learners' level and needs. **13.** The textbook provides vocabulary-teaching materials adequate in terms of quantity, variety, and individual learning strategies. **14.** The textbook includes pronunciation activities about speech sounds, word stress, sentence stress, and intonation. **15**. The textbook fosters language use above sentence level (e.g. writing and structuring a conversation). **16.** The textbook language style matches social situations. **17**. The textbook comprises enough variety and a range				

of topic.				
18. The Learners will be able to relate to the Social and cultural context presented in the textbook.				
Skills.				
19. The four language skills are adequately covered in the textbook and their instruction goes hand in hand with the set aims and syllabus requirements.				
20. The textbook includes integrated skills tasks.				
21. The textbook includes sufficient reading material.				
22. The reading passages and activities are suitable for a learner's levels and interests.				
23. The textbook comprises well-recorded listening authentic material accompanied by background information questions and activities that help comprehension.				
24. The material of spoken English (dialogues, role plays, etc) are well designed to equip learners for real-life interaction.				
25. The writing activities are suitable in terms of the amount of guidance and control.				
Methodology.				
26. The textbooks foster communication in the classroom.				
27. The textbook makes learners actively involved and engaged.				
28. The techniques used for presenting and practicing new language items are suitable for learners.				
29. The instruction of all language skills (speaking, writing, reading, listening, vocabulary…)in the				

textbook is balanced.				
30. The textbook fosters self-assessment.				
31. The textbook fosters group work and pair work.				

14. Would you please give further suggestions and recommendations to improve the textbook?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

…………………………………………………………………………………………..

Résumé

L'étude actuelle vise à examiner l'introduction des composantes de la langue anglaise dans le manuel scolaire de troisième année primaire algérienne intitulé 'My Book of English' Elle aspire également à étudier les attitudes des enseignants algériens d'anglais au niveau de la troisième année de l'école primaire à l'égard du manuel conçu. La recherche tente de prendre en compte dans quelle mesure 'My Book of English' satisfait les besoins des apprenants d'une part, et répond aux attentes des enseignants d'autre part. De plus, l'étude constitue une tentative pour vérifier si le manuel est structuré et conçu conformément à l'approche basée sur les compétences. Ainsi, pour atteindre les objectifs de l'étude, une méthodologie de recherche descriptive utilisant une méthode mixte est adoptée. Un instrument de collecte de données quantitatives, sous la forme d'un questionnaire, a été conçu et adressé à 40 enseignants algériens d'anglais sur un total de 99, appartenant à différentes institutions de la province de Jijel. De plus, l'analyse du manuel, en tant qu'instrument de collecte de données qualitatives, est utilisée selon la liste de vérification de Cunningsworth (1995). Les résultats ont révélé que certaines tâches du manuel ne répondaient pas pleinement aux attentes des enseignants ni aux besoins linguistiques des apprenants. De plus, les résultats ont montré que les tâches du manuel ne sont pas entièrement alignées sur les principes de l'approche basée sur les compétences. Néanmoins, la majorité des enseignants ont confirmé que malgré les lacunes du manuel, il peut encore être un support fiable qui nécessite d'être retravaillé et révisé pour être utilisé dans le processus d'enseignement afin d'obtenir de meilleurs résultats.

Mots-clés : Manuel scolaire, évaluation du manuel scolaire, attitudes, Approche basée sur les compétences, 'My Book of English' .

ملخص

الدراسة الحالية تهدف إلى تقييم مضمون كتاب اللغة الإنجليزية للسنة الثالثة إبتدائي'My Book of English'.كما تسعى هذه الدراسة لإستقصاء آراء معلمي اللغة الإنجليزية للسنة الثالثة إبتدائي في الجزائر تجاه الكتاب المصمم. يحاول البحث أن يدرس مدى تلبية الكتاب 'My Book of English ' إحتياجات المتعلمين من جهة، وتلبية تطلعات المعلمين من جهة أخرى. وعلاوة على ذلك، تأتي الدراسة كمحاولة لإختبار ما إذا كان الكتاب مُنظمًا ومُصممًا وفقًا للمنهج المبني على المقاربة بالكفاءات وبالتالي من أجل تحقيق أهداف الدراسة تم إعتماد تصميم بحث وصفي لجمع البيانات حيث إستعملت أداة جمع البيانات الكمية، وهي عبارة عن إستبيان، حيث وزع على 40 من أصل 99 معلمًا في المدارس الإبتدائية الذين يدرسون اللغة الإنجليزية وينتمون إلى مؤسسات تربوية مختلفة في ولاية جيجل. بالإضافة إلى ذلك، يتم إستخدام تحليل الكتاب المدرسي كأداة لجمع البيانات الكيفية وفقًا لقائمة التحقق المعتمدة من قِبَل كانينسوورث (1995) . أظهرت النتائج أن بعض الأجزاء من الكتاب المدرسي لم تلبِ توقعات المعلمين بشكل كامل، ولم تلبِ الإحتياجات اللغوية للمتعلمين. علاوة على ذلك، أظهرت النتائج أن مضمون الكتاب المدرسي لا يتوافق تمامًا مع منهجية المقاربة بالكفاءات ومع ذلك أكد غالبية المعلمين أنه بغض النظر عن النقائص الموجودة في الكتاب المدرسي، إلا أنه لا يزال يعتبر أداة موثوقة تحتاج إلى تحسين ومراجعة إستخدامها في عملية التدريس لتحقيق نتائج أفضل.

الكلمات المفتاحية: كتاب مدرسي، تقييم الكتاب المدرسي ، المنهج المبني على الكفاءات، 'My Book of English'.