An Evaluation of the First Middle School English Language Textbook *My Book of English*

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English from the Teachers' and Learners' Perspective

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Abstract

The present research attempts to examine the effectiveness of the coursebook "My Book of English" used in the first year of the middle school in Algeria. This evaluation aims to achieve insights into teachers' and learners' perceptions of the coursebook and to explore whether it serves the learners' expectations in relation to the objectives of the programme as defined by the Ministry of Education and whether the teachers appreciate the material in use. For the purpose of verifying the validity of the research hypothesis which states that the textbook "My Book of English" would be effective if Algerian middle school teachers and learners have positive views on", a descriptive research design was implemented in which a checklist along with two questionnaires were administered. The evaluation phase focuses on the strengths and weaknesses of the coursebook and is examined according to a variety of frameworks and criteria adopted from the guidelines and the checklists suggested by different authors. The first questionnaire was directed to thirty (30) first year middle school teachers while the second one was delivered to ninety seven (97) of first year middle school learners. The results obtained revealed that both teachers' and learners' views concerning the use of the textbook were positive. It generally suits the teachers' and the students' expectations; however, some disadvantages are undeniable. Therefore, teachers should be aware of these disadvantages to mediate the textbook by using the processes of adaptation and supplementation for the unsatisfactory parts.

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

Dedication

I dedicate this modest work

To the two candles who always enlighten my life, the reason of what I become today. Thanks for your support through all my life's challenges and decisions, dad and mom

To my dearest sisters and brothers Ibtissam, Lilia, Naim and his Wife Hayat, Wahiba, Zina, Moussa, Hasni

To my uncles and auntes Ferhat, Hossin, Abd Anour, Saida, Hajira, Nadira

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To all those I have forget to mention but they are always in my Heart, thank you all for your unforgettable support

Aicha Boumella

*To my **PARENTS** (Messaoud and Fatima) for their never ending love, patience, and support. May Allah bless them.*

*To my beloved **SISTERS**: Hanane, Khaoula, and Nadjet.*

*To my dearest **Grandfathers** and **Grandmothers***

*To my dearest **uncles** and their **wives***

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To all those who believed in me and prayed for my success.

I dedicate this work and I say I Love you so much

Farida Bouhzem

List of abbreviations and symbols

%: Percentage

1AM : Première Année Moyenne

BEM: Brevet d'Enseignement Moyen

CA: Communicative Approach

CBA: Competency Based Approach

CBAE; Competency-Based Adult Education

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

FLT: Foreign Language Teaching

L2: second language

LMD: License-Master-Doctorate

Q: Question

SL: Second Language

TEFL: Teaching English as a Foreign Language

TL: Target Language

TL: Target Language

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I.   Background of the Study

In Algeria, English is taught as a foreign language (FL). In middle and secondary schools, teaching and learning English as a Foreign Language (EFL) rely mainly on the use of the textbook (or the coursebook). In fact, the latter is considered as a key component, which is essential for both teachers and learners, in most EFL teaching programs. Sheldon (1988) stated that "course books are perceived by many to be the route map of any ELT programmes" (p.238). Thus, evaluating the textbook is a very important task. Hutchinson and Waters (1987) noted: "Evaluation is a matter of judging the fitness of something for a particular purpose". Many scholars emphasize the importance of textbook evaluation because the latter aims at improving the quality of the textbook as well as facilitating the teaching/ learning processes.

In July 2002, Algeria launched a global reform of its educational system. This educational reform, grounded in adopting a new teaching approach namely the Competency-Based Approach (CBA), resulted in designing new syllabuses and textbooks for the different educational levels: primary, middle and secondary. The CBA has been adopted in Teaching English as a Foreign Language (TEFL) in order to prepare the learners to be competent in their real lives. In 2016, an improvement made by the Ministry of National Education, resulted in changing the English textbook used for first year middle school learners "Spotlight on English" by a new textbook "My Book of English". The rationale for adopting the new textbook is to "play a more active role in their own development and make them responsible for their own learning" (Tamrabet, Tamrabet, Hamoudi, & Smara, 2016, p.5).

II.   Statement of the Problem

Textbooks play a prominent role in the EFL classrooms all over the world. They are the foundation of school instruction and the primary source of information for both teachers and

learners. Textbooks do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to teachers when conducting lessons. For the learners, a textbook truly affects their attitudes towards and performance in the lessons throughout the course. Since textbooks are an essential component of teaching/learning, and because no textbook can fully satisfy the teaching requirement in all contexts, it is important to subject the textbooks in use to evaluation, in order to assess their suitability and relevance for a particular group of learners.

Choosing an appropriate textbook is of great importance because it will affect the learning of a generation of learners. In addition, the success or failure of a coursebook depends on whether the textbook is effective or not.

Recently, the Ministry of National Education in Algeria felt the need to make some improvement in the teaching of English. The reason behind this improvement is to equip the learners with the necessary competences to function adequately in a wide range of real life situations. "These competencies are taught in an integrated way, since in real life that is how they are used"(Tamrabet et al., 2016, p.5).This improvement resulted in designing a new textbook "My Book of English" for first year middle school learners. Accordingly, it is important to subject the textbook to a close and detailed examination.

Additionally, the teachers' as well as learners' viewpoints on the usefulness and effectiveness of the textbooks play a major role in identifying the weak and strong points of the textbook. Both teachers and learners are in direct contact with the textbooks. Hence, they have the right to be involved in the process of evaluation.

III.   Aims of the Study

The major aim of the present study is to evaluate the overall effectiveness of the newly designed textbook "My Book of English". The textbook was approved and distributed to first year middle schools in Algeria by the Ministry of National Education. Thus, the study specifically aims at evaluating the textbook according to several criteria and from various perspectives, the most important of which are the teachers' and learners' ones.

IV.   Research Questions

To fulfill the aim of the study, the overall research question which we will be explored and answered is the following:

- To what extent is the textbook "My Book of English" effective?

In order to answer this main research question, other sub-questions need to be answered through the study. They are:

- To what extent is the textbook "My Book of English" effective from syllabus evaluation?
- To what extent is the textbook "My Book of English" effective from middle school teachers' perspective?
- To what extent is the textbook "My Book of English" effective from middle school learners' perspective?

V.   Hypotheses

On the basis of the research questions mentioned above and taking into account that a textbook is effective if its content fits the learners' needs, interests and abilities and the teachers' expectations, it is hypothesized that

- If get positive views on the textbook "My Book of English", then the latter would be effective.

- If Algerian middle school teachers have positive views on the textbook "My Book of English", then the latter would be effective.

- If Algerian middle school learners have positive views on the textbook "My Book of English", then the latter would be effective.

VI.   Research Methods and Tools

In conducting the present study, concerned with textbook evaluation, a descriptive method which is based mainly on both qualitative and quantitative approaches is used. To achieve the aim of the study, the data gathering tools are an adapted textbook evaluation checklist and a questionnaire. First, the checklist is adopted from several criteria suggested by different authors (). Examples of such criteria include general appearance, layout and design, language skills etc. Second, two questionnaires are employed to collect data about the teachers' and learners' viewpoints. The first questionnaire is directed to a sample of teachers using "My Book of English" and the second is delivered to the first year pupils who are presently using the textbook as a compulsory teaching material.

VII.   Structure of the Study

This research aims at evaluating the newly designed textbook "My Book of English" for first year middle school learners from the teachers and the learners' perspective. To deal with this issue, the study is divided into three chapters. The first two constitute the theoretical part while the third chapter is the practical part. The first chapter entitled "Teaching English in Algerian Context" is devoted to an overview of the status of English in Algeria, with a focus on the Algerian educational system. In the second one, **"**Textbook Evaluation in EFL"**,** the

major theoretical issues associated with textbook evaluation including the definition and the role of the textbook, the purpose, types, and approaches and criteria of textbook evaluation will be reviewed. The third chapter, Description and Evaluation of the Textbook "My Book of English", is divided into three main sections. The first section is concerned with the evaluation of the textbook, based on an evaluation checklist. In the second section, the data collected from teachers and learners' questionnaire will be presented and analyzed. The last section is concerned with data interpretations and discussions, followed by some suggestions and recommendations, and limitations of the study.

Introduction

Over several decades, ELT profession has been subject to many changes. In Algeria, many attempts have been made to improve the quality of teaching/learning English. Accordingly, different methods and approaches have been adopted in EFL teaching. In addition, the Algerian educational system has underwent many reforms, the most important of which is the reform of 2003.

Thus, this theoretical chapter presents an overview of the structure of the Algerian educational system as well as status of English in this system. Some of the major approaches and methods adopted in Algerian middle and secondary schools within the ELT field before the reforms are discussed. The chapter also sheds light on ELT in the Algerian middle schools since 2003, with a focus on a recent revised curriculum of 2016, referred to as the second generation curriculum, which is being implemented in all first year middle school classes throughout the country.

1.1. The Structure of Education in Algeria

The structure of the Algerian school system is based on 1+5+4+3 model: 1 year of pre schooling, five years of primary education, four years of middle education, and three years of secondary education. Together, the nine years of primary and middle school education constitute the compulsory basic education phase. Preschool is an educational establishment or learning space offering early childhood education to children, usually at the age of five, prior to the commencement of compulsory education at primary school. The Primary school, which is compulsory for all children, has an official entry age of six and a duration of five grades. At this level, English is not taught at all whereas French is the only foreign language to be taught starting from the third grade. At the age 11to 14, pupils start their four years middle

schooling. At this stage, English is taught in all four years. Once the pupils finish the middle school, they move to the secondary school. At the age of fifteen, two main streams are included in the first year of secondary education: literature and foreign languages and sciences (common core). These two main streams give access to other streams in the second year: literature and Philosophy, Literature and foreign languages, Sciences, Mathematics, Management and Economy, Chemistry, Mechanical engineering, Electrical technology, civil technology.

Each of the three education cycles ends with an examination which allows the learners to gain entry to the next level. At the end of the primary level, an examination should be passed in order, for children, to move to the middle school. In order for students to gain access to the Secondary Education, students have to pass the national certificate examination: Brevet d' Enseignement Moyen (BEM). At the end of the third year of secondary education, Students sit for the baccalaureate examination. Access to higher education is open to holders of the baccalaureate.

1.2 The Status of English in the Algerian Educational System

One of the most notable phenomena of the last decades has been the expansion of the English language. English is increasingly used across the globe in different fields such as science, technology, trade, business, transport, tourism, and communication . In this regard, Cook (2003) stated that: "In recent years the growth of English has been further accelerated by startling expansion in the quantity and speed of international communication" (p.25). English is regarded as a global language, an international language and as a lingua franca between people for whom it is not a first language. Therefore, needless to say, the emphasis on teaching English is becoming a vital part of education all over the world. Hence,

many governments have adopted various policies that promote ELT, and Algeria is no exception.

After independence, Algeria started redesigning the educational system to improve the teaching and learning process. Moreover Algeria has adopted a policy towards teaching and learning foreign languages, particularly French and English. Because of historical reasons, French is used as a second language (L2) or as a first language (FL). On the other hand, English, which is not socially-used by Algerian people, is considered as a FL or as a second FL. English in Algeria is taught in schools and universities.

In the current educational system, English is taught from first-year in the middle school level until the last year of the secondary level. This means that the Algerian pupils study English for seven years: four years at the middle school level, and three years at the secondary school level. This new policy has been adopted to make progress in ELT by giving the learners the opportunity to learn English at an earlier age.

At the university level or higher education, English is taught as a branch of study in the departments of English or as a supplementary module in other fields of study such as Physics, Biology, Economics, Sociology, etc. This tendency towards teaching English in these fields of study is due to the fact that English is the language of science and technology in this globalization era.

1.3.Approaches to ELT in Algeria before the Reform of 2003

Since independence in1962, the Algerian educational system, has witnessed many changes according to the most 'said to be efficient' teaching methods in the world (Benadla, 2012). As far as ELT is concerned, different methods and approaches have been adopted and implemented, moving from the most ancient classical method, the

Grammar Translation Method, to the most recent one, the Competency-Based approach passing by the direct method, Structural Approach, and Communicative Language Teaching.

First, the Grammar Translation Method dominated ELT in Algeria in the 1960's at all educational levels. P.M. Richard and Hall's series of ELT textbooks, the French mandated textbooks, were used in Algeria's schools during the very post-independence period. These series consist of "Anglais Seconde Langue", Classe de Quatrième, (1960), "Anglais Seconde Langue", Classe de Troisième (1961), "L'Anglais par la Littérature", Classe de Seconde (1962), "L'Anglais par la Littérature", Classe de Première (1963) and "La Vie en Amérique ": Première ou Classes Terminales (1963). These series were French-designed ELT textbooks. They highlighted the learning of the vocabulary items and the grammar rules via memorization, and they stressed the importance of reading and writing. Actually, this method, which views language as the process of memorizing sets of grammar rules and a list of words, relies heavily on translation which generally led to interference and no appreciation of communicative skills and. Cook (2003) pointed out: "success was measured in terms of the accurate use of grammar and vocabulary rather than effective communication" (p.p.32).

Second, the Direct Method, which came as direct reaction against the inherent shortcomings of the Grammar Translation Method, was used in Algeria, first, in the Middle School classrooms in the early 1970's with Broughton's ELT textbook 'Success with English',and then through the textbooks Andy in Algeria, Learn English With Us for 3ème-AM (1977) and 'Madjid in England','Learn English With Us' for 4ème-AM (1977). The main assumptions underlying this method is that priority is given to speech and oral skills; reading and writing are postponed for months until listening and speaking skills are established. This method did not escape criticism in that all the language tasks were based on the classroom context, and had no relation to real life situations. As a result, the learners were

not able to use the FL effectively for communication. Subsequently, the Algerian educational authorities found themselves impelled to adopt another approach to pave the way for effective EFL leaning/teaching.

Third, the structural approach was first implemented in the Algerian EFL classrooms in the early 1970s with the introduction of L.G. Alexander's popular ELT textbooks Practice and Progress (1967) and Developing Skills (1967) for the three secondary schools. This approach adapted many of the principles and procedures of the Direct Method. It focuses on practicing the target language (TL) in which the emphasis is put on learner's autonomy which is decentralized from the teacher (Richards & Rodgers, 1986). However, this approach could not succeed because it did not adapt with Algerian context that lacks much of its needed materials.

Finally, as a reaction to the shortcomings of the structural approach, the Communicative Approach was introduced in Algerian education system through illustrative coursebooks as 'My New Book of English', 'New Midlines'and 'Comet' for first, second and third year secondary school, respectively. These series were designed to help the learners make use of the TL. In fact, the Communicative Approach was derived from Hymes' communicative competence (1971) and basically aims at helping learners acquire communicative competence for the sake of improving the performance and the appropriate use of the speaker's knowledge of the rules of grammar in particular contexts. This approach recognizes that language communication requires more than knowledge of a set of grammar rules and an amount of vocabulary. Yet, this approach has been criticized since its application requires the availability of a classroom that allows for group work or for pupils' interaction; such a classroom could not be afforded in the Algerian context.

1.4.Teaching English after the Reform of 2003: Focus on the Competency-Based Approach

    1.4.1.   Background and Definition of the Competency-Based Approach

CBA to teaching English as a second language (SL) has been greatly influenced by Competency-Based Adult Education (CBAE). Parker and Taylor (1980) (as cited in Auerbach, 1986, p. 431) defined CBAE as "a performance based process leading to demonstrate mastery of basic skills necessary for individuals to function proficiently in society". CBAE programmes, including ESL, have started in the 1980s in the United States of America, California. The latter took the lead in developing a state-wide competency based curriculum and testing system in adult education. English language training programmes were meant for refugees. Their aim was to build the individuals' competencies that enable them to fully participate in society (Auerbach, 1986, p. 412).

Richard and Schmidt (2002) defined CBA as, "an approach to teaching that focuses on teaching the skills and behaviors needed to perform COMPETENCES. Competences refer to the student's ability to apply the different kinds of basic skills in situations that are commonly encountered in everyday life." (p. 104). In the CBA, the English language is taught and practiced within different situations that could occur in the learner's real life. Consequently, it aims at developing learner's language competencies both in and outside the school. These competences are highly related to the learner's needs namely:

- The ability to act in English using a range of skills and knowledge;
- The ability to utilize English in various situations putting into practice the learned skills and knowledge.

In the Algerian context, there are three kinds of competencies that are emphasized in the English curricula based on the CBA: interpretation, interaction, and production. The productive and the interactive competencies involve speaking and writing skills; however, the interpretive competence includes reading and listening skills. Within the classroom, pupils learn how to listen, to speak, to read and to write and these skills are taught in an integrative way (Tamrabet, Hamouda, & Smara, 2016).

1.4.2.   Characteristics of the Competency Based Approach

CBA is characterized by its focus on the outcomes of learning as the driving force of teaching and the curriculum. Auerbach (1986) (as cited in Richards and Rodgers, 2002, p. 146) identified the essential features that included in implementing the CBA syllabus:

- A focus on successful functioning in society. It aims to give students a chance of learning by themselves to encounter problems in the society.

- A focus on life skills. The CBA not only focuses on teaching knowledge but also teaching a language as a function of communication in real life.

- Task or performance-oriented instruction. The focus is on clear behaviors rather than on the ability to talk about language and skills.

- Outcomes that are made explicit a prior. Outcomes are recognized and decided by both learner and teacher.

- Continuous and ongoing assessment. Assessment is the important integrated part in implementing the CBA which is considered not only in exams but also in an ongoing instruction.

- Individualized, student-centered instruction. According to the content, level, and space, objectives of the lessons are stated via individual requirements.

In addition to these characteristics, there are additional ones that are relevant to this approach according to Ameziane et al (2015) in Chelli (2010).

- It is action oriented in that it gears learning to the acquisition of know how embedded in functions and skills. This will allow the learner to become an effective competent user in real- life situations outside the classroom.

- It is a problem-solving approach in that it places learners in situations that test/ check their capacity to overcome obstacles and problems, make learners think and they learn by doing.

- It is social constructivist in that it regards learning as occurring through social interaction with other people. In other words, learning is not concerned with the transmission of pre-determined knowledge and know-how to be reproduced in vitro, but as creative use of a newly constructive knowledge through the process of social interaction with other people.

- Finally and most importantly, the CBA is a cognitive approach. It is indebted to Bloom's taxonomy. Bloom has claimed that all the educational objectives can be classified as cognitive (to do with information) and affective (to do with attitudes, values and emotions) or psychomotor (to do with bodily movements). He said that cognitive objectives form a hierarchy by which the learner must achieve lower order objectives before he/she can achieve higher ones.

1.4.3.   Teacher and Learner Roles

Being dominated by a broadly learner-centered orientation, this approach requires new roles for the teacher and the learner to play. Teachers are encouraged to become autonomous and to get rid of their limited   function of monitoring and evaluating. Their role is   no longer restricted to communicating contents but to help and encourage learners to take part in their

own training. Learners are seen as active participants in the learning process. This requires greater commitment on their part, and opportunity to take greater responsibility for their own learning. In addition to improving the value of co-operation and group work between the learners, the teachers should also help them process information and teach them learning strategies how to build knowledge by means of discovery activities (Tamrabet et al., 2016, p.5).

1.4.4.   The Competency-Based Approach in Practice

The Competency-based approach has been introduced in the EFL teaching/learning since 2003 as part of the reform of the Algerian educational system. As its name implies, it is based mainly on building up competencies and abilities of language learning. In fact, many scholars advocate that competency itself is a function of these core components: knowledge, skills, and attitude.

Like the Communicative Approach, the Competency-Based Approach bases its activities on interaction. Pair work and group work are used to generate communication in activities such as problem solving and filling information gaps. Translation is used only if necessary for communication. Context is based on authentic materials and is used to help the learner deduce meaning.

The implementation of the CBA in ELT had an impact on the teaching/learning through the elaboration of new textbooks such as 'Spotlight On English' for 1ère-AM, the English Courses Series for the 2ème-AM and 3ème-AM and 'On The Move' for 4ème-AM. As for the secondary level, 'At The Crossroads' for 1ère-AS, 'Getting Through' for 2ème-AS and 'New Prospects' for 3ème-AS are used.

1.5.   From the Reform of 2003 to the Second Generation Curriculum

As mentioned earlier, the beginning of the academic year 2002/2003 witnessed the implementation of a new educational reform and the adoption of newly designed textbooks for all levels.

At the middle school level and during the four years of instruction, the Ministry of National Education in its revised version of the syllabus states that learners must receive the basic knowledge required to acquire a reasonable command of the basic structure of English. Evidently, the curriculum is based on CBA. It is meant to develop language awareness and skills. In addition, it is defined so as to develop learners' team work and collaboration through projects, where learners are supposed to work together, discussing and solving language problems. This might lead them to use and enhance their speaking capacities and strategies. The curriculum is also rich in terms of amusing activities and units. The ministry of education put forward three broad objectives to the newly adopted teaching methodology, namely linguistic, methodological and cultural.

In April 2016, a new educational reform, which is considered as a revision and an improvement of 2003 reform, has been launched. In fact, the Algerian authorities have felt the need to reform the system of education. The latter has initiated a large scale educational reform program involving the two levels of education namely primary and middle school. This recent reform resulted in changing the curriculum and designing new syllabuses and textbooks in all the disciplines including foreign languages. Regarding English, a new curriculum has been adopted for first year middle school learners in order to form a "second generation".

The new English curriculum fully integrates the three school missions set by the Orientation Law on National Education No.08-04 23(January 2008), namely education, socialization, and

qualification and subscribes to the official educational guidelines as mentioned in the curriculum of English for middle school education (2015). Accordingly, the new curriculum focuses on the following three major principles:

- The development of communication competence in English: the goal is to prepare the learner for oral and written communication.

- The learner is in the center of the learning process: the pedagogical act is no longer based on the transmission of knowledge but it involves the construction of knowledge, taking into account the learner's interest, likes and dislikes, etc (me, my world, and the world).

- There is a constant interaction between teacher, learner, and resources, at school and outside school: the role of the teacher is to involve the child in his own learning and to help him to learn how to learn. He gives him opportunities to become autonomous at all stages of learning, and to evaluate his own performance. A good student-teacher relationship will create a favorable climate were shared values are essential to shape a good and responsible citizen.

These three principles underlie the three missions assigned to the school. This implies that the following questions should be considered:

- What English to teach? The role of English.

- What teacher: how to teach?

- What learner: how to learn? Learners and learning.

- How to interact within this triangle?

The guiding principles of this curriculum are translated faithfully in a new coursebook "My Book of English" through meaningful situations and tasks.

Conclusion

This chapter was set up to clarify some issues related to the teaching of EFL in Algeria. Firstly, the structure of the Algerian education was revised. Then, a description of the status of English and the approaches and methods adopted to teach were discussed. Finally, the chapter shed light on the Algerian educational reform of 2003 and the second generation curriculum.

Introduction

Since textbooks are an essential component of teaching/learning, and no textbook can fully satisfy the teaching requirement in all contexts, it is important to subject the textbooks in use to evaluation in order to assess their suitability and relevance for a particular group of learners. This chapter highlights the notion of evaluation and its importance in improving the quality of education. It begins with the definition of textbook and its role in the teaching/learning process. In addition, it sheds light on both positive and negative aspects of using a textbook in ELT context. A presentation of evaluation and its types, approaches, models, and criteria of textbook evaluation are also portrayed in the framework of this chapter.

2.1. Textbook Definition

The term 'textbook' is defined in many dictionaries. In Cambridge Advanced Learner's Dictionary and Thesaurus, a textbook is defined as a book that contains detailed information about a subject for people who are studying that subject. In The Oxford Advanced Learner's Dictionary (2010), a textbook means "a book that teaches a particular subject and that is used especially in schools and colleges" (2010, p.1544).

Different definitions of the term have been also provided by many specialists. Richards and Schmidt (2002, p.550) defined the textbook as "a book on a specific subject used as teaching/learning guide". For Sheldon (1987), a textbook can be referred to as a published book specially designed to help language learners to improve their linguistic and communicative abilities. Textbooks do not only "represent the visible heart of any [English language teaching] ELT program" (Sheldon, 1988, p. 237). According to Tomlinson (1998), "a textbook which provides the core materials for a course" (p. ix) and which covers many

issues in a single volume by taking into consideration all the points that students are required to learn during a course period. Generally such kind of book includes four-skill activities, grammatical information, vocabulary studies, and different language functions.

2.2. The Role of a Textbook in the EFL Classroom

It has been widely accepted that textbooks play an essential role in many language classroom (Richards, 2001). However, there has been a significant amount of debate on the actual role of materials in EFL classrooms in terms of the advantages and the drawbacks of using textbooks.

2.2.1.   The Advantages of the Textbook

"Course books are perceived by many to be the route map of any ELT Programme…." (Sheldon, 1988, p.38). In addition, textbooks serve as syllabuses which provide teachers with material to teach in the classroom. Cunnignsworth (1995) mentioned that textbooks serve as syllabuses that reflect pre-determined learning objectives. According to him, textbooks provide structure and a syllabus for a program. In other words, without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. Arguably, textbooks help standardize instruction, maintain quality, provide a variety of learning resources, and can provide effective language models and input. They can also provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own, and textbooks are sources for less experienced teachers in their starting career of ELT.

In the same view, Ur (1988) pointed out that textbook can act as guidance and support for inexperienced teachers who are insecure about their language knowledge and have not yet gained confidence in the job. Furthermore, Richards (2001) stated that textbooks and teachers

manuals have a teacher-training role. They can initially train less-experienced and inexperienced teachers to be more confident in planning lessons and teaching in classrooms. He also emphasizes that using textbooks saves the teacher a great deal of time. Teachers can use this time for teaching instead of producing material themselves.

O'Neill (1982), Sheldon (1988) and Ur (1988) mentioned that textbooks are efficient tools in terms of time and money. Textbooks reduce time in material preparation so teachers can devote more hours to teaching. Hutchinson and Torres (1994) stated that:

> "The textbook is an almost universal element of [English
>
> language] teaching. Millions of copies are sold every year, and
>
> numerous aid projects have been set up to produce them in
>
> [various]countries…No teaching-learning situation, it seems, is
>
> complete until it has its relevant textbook" (pp.315-328)

That is to say that the textbook has a very important and a positive part to play in teaching and learning English.

2.2.2. Drawbacks of the Textbook

Despite the many advantages of textbooks, several researchers, however, have shown drawbacks such as biases and inauthenticity. The massive use of textbook can be seen as an educational failure (Swales, 1980). Many textbooks contain cultural and social biases, and many of them are not authentic. Unnatural language models and dialogues in many textbooks can make them inappropriate for students (Skierso, 1991; Ur, 1991). Textbooks may provide learners with inauthentic language, include distorted content, and ignore students' needs or deskilled teachers (Richards, 2001). Richards (2001) further claimed that if teachers used the textbook and teacher's manual as the basis of their major instructional decisions, they reduce

themselves to the status of a technician merely presenting materials to students. Finally, he stated that commercial textbooks may become a financial problem for students in many parts of the world since they are expensive.

Furthermore, Ur (1998) asserted that textbooks are inadequate in terms of supplying every learner's learning needs. Moreover, topics in the textbook are often irrelevant or uninteresting in the actual classes. A textbook may hinder a teacher's initiative and creativity because of its set structure and sequence. This tends to cause learners' boredom and paucity of motivation. Ur (1998) also claimed that textbooks do not usually provide a wide range of levels of ability and knowledge of learning styles and strategies since they tend to be based on their own singular teaching /learning approach. She finally suggested that those who use textbooks may end up serving only as mediators who follow them uncritically without using their initiative.

For Allwright (1981), textbooks, in some situations, may affect learner involvement in the language acquisition process. He suggested that pre-packaged textbooks are inadequate to sufficiently cater for the complex dynamics of the process of language acquisition.

2.3.Definition of Evaluation

Textbook evaluation is a very important issue as it can influence the teaching /learning from the early stage of material design to the more concrete classroom activities. It has been defined by many scholars. For example, Hutchinson (1987) stated that "evaluation is a matter of judging the fitness of something for particular purpose"(p.41) and Nunan (1992), claimed that evaluation "involves not only assembling information but interpreting that information-making value judgments" (p.185).

Another definition is given by Banks (1977), who considered evaluation as a technical aspect of instruction and a part of the teaching/learning process that gives continuous feedback of data to keep the system in adjustment. Evaluation is the process of conceiving, obtaining and communicating information for the guidance of educational decision making, with regard to a "specified program". For Tomlinson (2003), evaluation is considered a procedure that involves examining learning materials to establish their value. In the same line of thought, Nevo (1977) stated that:

> Evaluation refers to the process of delineating, obtaining and
> providing information on the merit of goals, designs,
> implementation and outcomes of educational activities, and
> should help to improve educational activities, and should help
> to improve an educational product during the process of its
> development, and/or demonstrate the merit of the final product
> when its development is completed(p.127).

Lynch (1996) provided the following definition of evaluation

> Evaluation is defined here as the systematic attempt to gather
> information in order to make judgments or decisions. As such,
> evaluative information can be both qualitative and quantitative in
> form, and can be gathered through different methods such as
> observation or the administration of pencil-and-paper tests"(p.2).

Another definition is given by Rea-Dickins and Germaine (1992) who stated that evaluation is the principled and systematic collection of information for purposes of decision making.

From those definitions, it is clear that evaluation is a process that is designed to collect information for the guidance of judging or making decisions on a specific plan. It is systematic, and an important part of curriculum planning and implementation.

2.4.The Importance of Textbook Evaluation

Textbooks have been assigned a prominent role in ELT context as asserted by McGrath (2002): "… [Textbook] influences what teachers teach and what and to some extent how students learn" (p.12).

Systematic evaluation helps to realize the weaknesses and strengths of a textbook and to arrive to a more informed judgment. Thus, a comprehensive textbook evaluation is of paramount importance to select the most effective textbook. Sawin (1990) maintained that

> Evaluation studies can shed light on the points of strengths and weaknesses of the syllabus in order to enhance what is good and deal with the areas that may need to be improved". "Evaluation is to eliminate gaps and unnecessary repetition, to provide a smoother development of content through the various grade levels, to remove inconsistencies among several textbooks in different subjects and in different levels, and in general to provide a programme of instruction in English more in line with the needs of the students (pp. 258- 259).

Rea-Dickins and Germaine (1994) stated that "evaluation is an intrinsic part of teaching and learning" (p.4). Evaluation plays a key role in education and it is important for the teacher since it can provide valuable information for the future going of classroom practice, the planning of courses and management of learning tasks by students. Finally,

evaluation is essential for the use of instructional materials such as textbooks. Cunningsworth (1995) suggested that we should ensure that "careful selection is made, and that the materials selected closely reflect [the needs of the learners and] the aims, methods and values of the teaching program"(p.7). One other reason for textbook evaluation is that it can be very useful in teachers' development and professional growth. Ellis (1997) suggested that textbook evaluation helps teachers go beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material.

2.5.Types of Evaluation

There are two main types of evaluation: formative and summative. Formative evaluation is an on-going, in-course evaluation and contributes to the modification of the course, if necessary (Richard, 2001) .Summative evaluation, on the other hand, is the end of-course evaluation and it helps the teacher to find out if the objectives are really achieved and if the methods and internals have been useful for this purpose to achieve the objectives. The purpose of summative evaluation is not to provide feedback for on-going modification (Richard, 2001).

Cunningsworth (1995) suggested that there are three different types of material evaluation: pre-use, in-use, post-use. "Pre-use" evaluation is designed to examine the future or potential performance of a textbook. The other types of textbook evaluation are the "in-use" evaluation, which is designed to examine the material that is currently being used, and the "post-use", in which material's evaluation is carried out after the textbook has been adapted. Post-use evaluation, "provides retrospective assessment of a coursebook's performance and can be useful for identifying strengths and weaknesses which emerge over a period of continuous use" (Cunningsworth, 1995, p. 14).

Ellis (1997) distinguished between two types of materials evaluation, namely, predictive evaluation and retrospective evaluation. A predictive evaluation is designed to make a decision regarding what materials to use. Teachers who are required to carry out a predictive evaluation determine which materials are best suited to their purposes. Once the materials have been used, further evaluation may be conducted to find out whether the materials have worked out for them, and this type of evaluation is called retrospective evaluation.

2.6. Participants in the Evaluation

According to Richard (2001), insiders and outsiders are the two types of participants involved in evaluation. The former consist of teachers, students, and anyone interested in improving and applying a program. In other words, the insiders comprise those who are part of the teaching /learning context. On the one hand, formative evaluation is often conducted by teachers, so that they examine the development of courses, the difficulties that may be encountered during the teaching process, in addition to examining the extent to which the materials are effective. On the other hand, summative evaluation is more related to students who will give feedback on the course, and what they need to attain language proficiency.

For the latter, Richard (2001) stated that the outsiders are those who are not part of the course. In other words, those who are not concerned directly with the teaching /learning context such as consulters, inspectors and administers. According to Richard (2001), supplementing the teachers' perception of what happened in a course with dependent observation and opinion.

2.7. Approaches to Textbook Evaluation

2.7.1.   Impressionistic Approach

Cunningsworth (1995) pointed out that "the impressionistic approach is characterized by its receptive nature in that all what is worthy and interesting is the most important" (, p.2). He added that the impressionistic approach gives us a general overview or a general introduction to the coursebook in the sense that it helps us to form a general impression of a coursebook fairly quickly, as its name implies and that "it tends to get an overview of the coursebook's possibilities, strengths and weaknesses without omissions in the coursebooks" (p.3).

2.7.2.   In-depth Approach

As implied by the title, this technique involves examining the textbook thoroughly. Preferably, the evaluator should analyze only one or two units/chapters of the textbook in detail. Cunningsworth (1995) maintained that the in-depth approach is an active approach in its nature. It evaluates the textbook profoundly, and it focuses specifically on the items that have to do with the students' needs. All this is carried to find out how suitable the textbook is and whether to keep using it or not. However, there are some drawbacks in using this method; the chosen units may not be representative of the whole book, and so may only offer a partial assessment , it is time consuming and requires expert knowledge (McGrath, 2002).

2.7.3.   Checklist Approach

In order to help teachers to be more critical in selecting textbooks, many scholars have proposed different models of checklists based on supposedly generalizable criteria (Sheldon, 1988). Generally speaking, the checklist is used as a tool for material evaluation or selection

on internal criteria of textbooks itself. Byrd (2001) maintained that "checklist method is systematic in the way that the criteria on the list are checked off in a certain order" (p. 416).

Williams (1983), Sheldon (1988), and Cunningsworth (1995) all agreed, for instance, that evaluation checklists should have some criteria related to the physical characteristics of textbooks such as layout, organization, methodology, aims, and approaches and the degree to which a set of materials is not only teachable, but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum.

Since each evaluator looks at textbooks from an angle to demonstrate his opinion and bases his/her evaluation on a particular framework, the models of checklists set up by researchers to evaluate textbooks differ from one researcher to another. Examples of such models include the models of Cunningsworth (1995), Sheldon (1988), McDonough and Shaw (2003), Rea-dickens and Germaine (1992), Tomlinson (2003), and Candling and Breen (1979).

2.7.3.1.   Cunningsworth's Checklist

Cunningsworth (1984), proposed four general guidelines of textbook evaluation. Based on the guidelines, an evaluative checklist is developed.

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

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

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

4.   Textbook should have a clear role as support for learning. Like teachers, they mediate between the target language and the learner (pp.15-17).

Although the four guidelines seem to be considerably complicated, they all point to the single aspect of "learners' needs". Students' learning needs are the important features for teacher to consider when selecting textbooks. After all, students are the main readers of the textbooks.

Cunningsworth's checklist is quite comprehensive, and is made up of eight categories: aims and approaches, design and organization, language content, skills, topic, methodology, teachers' books, and practical considerations. Every category consists of four to seven specific checking items.

2.7.3.2.   Sheldon's Checklist (1988)

Sheldon (1988) listed seventeen categories in his checklist: rationale, availability, user definition, layout/graphic, accessibility, linkage, selection /grading, physical characteristics, appropriacy, authenticity, cultural bias, educational validity, practice and revision, flexibility, guidance and overall value for money. Every category consisted of two to six questions to help teachers contemplate on the issues concerned. For example, one of the questions included in the category of appropriacy asks teachers if the material is substantially enough or interesting enough to hold the attention of learners. Another question included in accessibility feature asks teachers if the material is clearly organized. In the category of flexibility asks teachers if the material can be exploited or modified as required under local circumstances, or it is too rigid in format, structure, and approach

2.7.3.3.   McDonough and Shaw's Model

McDonough and Shaw (2003) examined the criteria of evaluation in three stages. First, an external evaluation that offers a brief "overview" of the materials from the outside, consists of an examination of the cover of the book, the introduction and the table of

contents. The evaluation, at this stage, aims to find out whether the material is potentially suitable for more detailed analysis (cover, introduction, table of contents), which is often followed by a closer and more detailed internal evaluation. Then, the external evaluation) should be followed by an internal evaluation which requires "an in-depth investigation into the materials" (McDonough & Shaw, 1993, p. 75). What is important for the evaluator at this stage is finding out to what extent the factors mentioned at the external evaluation stage match up with the internal consistency and organization of the materials. Finally, they stated, "there is a need to make an overall assessment of the material as to the suitability of the materials by considering the parameters, namely the usability factor, generalisability factor, adaptability factor and flexibility factor" (p.75).

The criteria at the external evaluation is based on the intended audience, the proficiency level, the context in which the materials are to be based, the presentation and organization of the teaching units/lessons, the author's views on language and methodology. These factors are to be taken into account while assessing the materials to be used. There are also some other factors that are to be questioned at the external stage:

• Are the materials to be used as the main "core" of course or to be supplementary to it?

• Is a teacher's book in print and locally available?

• Is a vocabulary list/index included?

• What visual material does the book contain (photographs, charts, diagrams)?

• Is the layout and presentation clear and cluttered?

• Is the material too culturally biased or specific?

• Do the materials represent minority groups and women in a negative way? Do they present a balanced picture of a particular country or society?

• The inclusion of audio or video material and resultant cost. Is it essential to possess this extra material in order to use the textbook successfully?

• The inclusion of tests in the teaching materials (diagnostic, progress, achievement) would they be useful for your particular learners? (McDonough & Shaw, 1993, pp.68-74)

McDonough and Shaw (1993) suggested the criteria for internal inspection as the treatment and presentation of the skills, the sequencing and grading of the materials, the suitability of reading, listening, speaking and writing materials involved in the materials, the relationships of texts and exercises to learner needs and what's taught by the course material, the suitability of the material for different learning styles, provision for self-study to develop learner autonomy, and teacher-learner balances in use of the materials.

On the other hand, they pointed out that the overall evaluation concerns the suitability of the materials by considering the evaluative parameters such as *the usability factor* to evaluate how far the materials could be integrated into a particular syllabus as "core" or supplementary, *the generalizability factor* so as to learn whether there is a restricted use of "core" features which make the materials more generally useful. *The adaptability factor* to determine whether parts can be added, extracted or used in another context or modified for local circumstances and finally, *the flexibility factor* in order to find out how rigid the sequencing and grading is whether the materials can be entered at different points and used in different ways (McDonough & Shaw, 1993).

2.7.3.4. Rea-dickens and Germaine Model

Rea-Dickens and Germaine (1992) believed that teaching materials should be defined in the following manner before they are evaluated:

1. What can materials mean to teachers?

a) Does the teacher confine herself/himself solely to the textbook or does the teacher refer to other sources like a teacher's guide, video, listening tapes, etc.?

b) Does the teacher distinguish between traditional materials meant for teaching/learning purposes and authentic materials?

c) Does the teacher use materials created by teachers and learners?

2. The relation between materials and the social context:

a) What roles are the materials likely to play?

b) What goals and objectives are the materials likely to accomplish?

3. How are the materials to be used?

a) Are the materials the only resource for teaching?

b) Are they one of several other resources?

2.7.3.5.   Candlin and Breen's Model

Candlin and Breen (1979) divided materials evaluation into two stages or phases. The first phase focuses on the usefulness of materials and the second phase focuses on selection and use of materials in ways that are sensitive to the language classroom.

In phase one, the three major concerns to evaluate the usefulness of materials are listed below:

1. What learners need to know should be matched with what learners will be able to do with the materials.

2. How language is best learnt should be matched with the kinds of learning actually offered by the materials.

The above questions open up the weak points of the materials with regard to teachers' freedom to adapt the materials. Moreover, this analysis can reveal whether the materials force the teacher to take inappropriate roles and isolate classroom activities in the materials.

3. The conditions to determine the usefulness of materials before evaluation are based on:

a) The contribution of the teacher to classroom work

b) The resources provided by the learners

c) The contributions of the classroom.

In phase two, Breen and Candlin (1987) proposed the following questions to evaluate the usefulness of materials that are sensitive to language learning:

1. How the materials synchronize with the learners' perception of language needs?

2. Can learners perceive for themselves whether the materials can meet their language needs?

3. Do the materials relate to learners' values, attitudes and feelings?

4. Do the materials capture learners' attention?

5. Are the materials divided in a principled manner?

6. Are they continuous?

7. Can the learners impose their own sequencing and division on the materials according to their needs?

8. Are the materials flexible enough to accommodate teachers' and learners' preferences?

2.7.3.6. Hutchinson and Waters' Model

In their model for the evaluation of materials, Hutchinson and Waters (1987) claimed that materials evaluation is a matching process of which the steps are namely definition of criteria, subjective analysis, objective analysis and matching. They propose a checklist of criteria for subjective analysis, which is the analysis of particular teaching/learning situation in terms of materials requirements and objective analysis, which is the analysis of materials to be evaluated. The checklist includes items related to the audience, aims, content, methodology, and other criteria. The first part of checklist consists of some questions related to information about the learners such as their age, sex, nationality/ies, study or work specialism, language background and interests. The second part includes questions about the

aims of the material. The third part involves questions related to the language points to be covered, skills, text types, subject matter, organization of content, and the sequence of content. The fourth part investigates methodology including questions about the theory of learning, attitudes of learners, expectations about the theories of learning English, learning exercises and tasks, teaching learning techniques, aids, guidance and support for teaching and flexibility. The last part includes questions about price and availability of materials.

2.8. Criteria for Materials Evaluation

There are many variables that may affect the success or failure of coursebooks when they are in use. Thus, Materials evaluation is a difficult task. In order to reflect the variables which are of vital importance in the selection and evaluation of the material, different evaluation criteria have been proposed by many scholars. Thus, developing criteria to assess materials is one of the major steps to be taken in all the proposed models for materials evaluation. It is also crucial in assessing the suitability of materials to the needs of learners in particular teaching/learning situations. Since there is no particular criterion that may be suitable and applicable in all teaching/learning situations when the concern is the evaluation of materials, the selection of the criteria may be quite subjective. As Sheldon (1988) pointed out "no one is really certain what criteria and constraints are actually operatives in ELT context, worldwide, and textbook criteria are emphatically local" (p.241).

In terms of the criteria suggested by different scholars , the focus can be considered mainly on the effectiveness of materials togeneral appearance, layout and design, teachability, flexibility, teaching methods, aims and objectives, topic contents, language contents, language skills, activities, social and cultural aspect, and illustrations.

2.8.1.   General Appearance

General appearance is one of the most important criteria for textbook evaluation. Several researchers have highlighted its importance. McDonough and Shaw (1993) emphasized the importance of external evaluation because it offers a brief "overview" of the outside of the book. They asserted the need for evaluating the "blurb", or the claims made on the cover of the students'/teacher's books, and of the introduction and the table of contents Materials should achieve impact, which is realized when materials have a noticeable effect on learners. To do this, questions whether the cover is informative and attractive, if there is an informative orientation page and whether every lesson is given an appropriate title are stressed in different checklists.

2.8.2.   Layout and Design

Another important criterion referred to in materials evaluation is the layout and design of the textbook. Tomlinson et al (2001) emphasized the importance of having "enough white space to provide relief and clarity" (p.89). Questions such as whether the material is clearly sequenced and structured and whether there is white space to achieve clarity are mostly asked by the evaluators. If the textbook's design is not clear, this means that teachers cannot use it effectively to teach their students and that students will confront difficulties as they try to use it for their own studies and homework. Clarity and appropriate layout and design are integral to comprehensibility and hence, to effective learning and teaching.

2.8.3.   Teachability

A textbook is comprised of a set of lessons which teachers should teach and students should learn. Masuhara (1998) stated that "Teachers can … be said to be the central figures in the process of material development and yet their needs and wants are rarely given much

consideration in coursebook development" (as cited in Tomlinson, B. et al, 2001). They added that:

> Although most of them (courses) consider the obvious
>
> need to help teachers to minimize their preparation time,
>
> very few provide help adapting the global course to
>
> specific situations, or cater for different teaching styles or
>
> personalities or make efforts to make the course
>
> interesting for the teachers (p.89).

2.8.4. Level

The level of the instructional materials is another criterion for the evaluation of language teaching materials. The extent to which the students can make use of a textbook depends on the appropriateness of the textbook to the level of the students concerned. The level of difficulty of the grammatical features, the vocabulary to be taught in the reading texts, task/activities and exercises and the level of instructions should neither be below the student's level nor far beyond their proficiency level and development.

2.8.5. Flexibility

Sheldon (1988), Tomlinson B. et al (2000) and many scholars in the field of textbook evaluation stress the importance of evaluating the flexibility of a textbook. Sheldon (1988), for example, asserted the importance of evaluating whether a textbook can be "exploited or modified as required by local circumstances or it is too rigid in format, structure and approach" (p. 245). Accordingly, a category of items were included in the checklists of different researchers to evaluate the flexibility of the textbook.

2.8.6.   Teaching Methods

One of the most important criteria referred to in materials evaluation is the teaching methods**.** In fact, there is a movement from teacher-centered approaches to student-centered ones. Evaluators in this sense mostly ask questions like the extent to which the teaching methods upon which the textbook is founded are student centered. Whether the method used gave teachers the option of utilizing a student-centered model by allowing students to talk more than teachers and allowing various class activities.

2.8.7. Aims and Objectives

Each textbook has an explicit set of objectives. McDonough and Shaw (1993) stated that "…we may need to select materials that suit a particular syllabus or set of objectives that we have to work to" (p.70). Added to that, the textbook's objectives must be explicit and the degree to which it satisfies them must be measurable.

2.8.8.   Topic Contents

Topic content, in other words "subject matter", is also of crucial importance in textbook evaluation, considering whether the textbook is likely to be of interest or use to the students. In this sense, many specialists in the field (Sheldon, 1988, Skierso 1991, Cunningsworth 1995) stressed some questions such as whether or not the topics are interesting to the learners and encourage them to express their own views.

2.8.9.   Language Component

Each subject is taught and learnt through its components. English is not taught as a whole but as a subject which is comprised of various components, all of which complement one another. As far as language classes are concerned, these components are grammar,

vocabulary and phonetics. Evaluating these components is essential for most scholars as observed in the literature of this study (Sheldon 1988, Skierso 1991, Cunningsworth 1995, Tomlinson 2003).

One of the targets of textbooks should be to equip learners with strategies for handling the unfamiliar vocabulary they inevitably will meet. Evaluating the presentation and practice of vocabulary should be taken into consideration since "it is often asserted with some truth that , particularly at lower levels , student can communicate more effectively with a knowledge of vocabulary than with a knowledge of grammar" (Cunninsworth,1995,p.38).

Since grammar plays an important role in the teaching of foreign languages, knowledge of English grammar has always been considered as an essential part of the course aiming at developing the learners' accuracy in speech and writing. Cunningsworth (1995) argued:

> It is the effective teaching of grammar that distinguishes a
> true language course from a phrasebook and an
> understanding of an ability to use grammar that equips
> learners with the ability to create their own utterances and
> use language for their own purposes (p.30).

2.8.10. Skills Development

Teaching language ultimately revolves around teaching students a specific set of skills, all of which are rooted in comprehension and communication. Teaching English means teaching the students to comprehend what they read and understand what they listen to. It also means teaching them to express themselves and communicate their thoughts in spoken words and in writing.

The material should balance between the four language skills, which should be integrated. Therefore, the material should cover the receptive, listening and reading, and the productive skills, speaking and writing. Evaluating the skills in textbook is based on three main aspects. First, it is important to find out whether practical guides can develop the language skills presented in the material. Second, it is essential to decide whether the course period is suitable for teaching each skill. Third, it is important to determine whether the activities contribute in the development of the skill and whether the aim of practicing the skills is clear (Breen & Candlin, 1987).

2.8.11. Activities and tasks

All textbooks contain tasks; thus, it is important to determine the usefulness and practicality of textbook's tasks as a teaching tool. The activities and exercises should aim at encouraging the learners to use the language purposefully rather than practicing it only. Skierso (1991) indicated criteria for the evaluation of exercises and activities in the materials. To ensure that the activities cover the four main skills in the textbook, and provides a section for integrated skills, it is essential for a textbook to include various activities such as pair work activities, group work activities and individual activities.

2.8.12. Cultural Context

Appropriateness in term of the cultural context is another important criterion to be considered in textbook evaluation. Sheldon (1988) asserted the importance of checking whether or not a textbook "enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality" (p.244). A coursebook should select some salient points to broaden the learners' cultural horizons and provide them with cultural experience via the TL. This will enable the learners to adopt a mature view of the world around them.

2.8.13. Accompanying Material

As for the accompanying material, it is another criterion for materials evaluation. Some researchers expand the evaluation of textbook to include the supporting aids. Tomlinson et al (2001) considered   the use of CD-ROM and cassettes as one of the interesting and effective ways in the current generation of language teaching materials. It is highly important for the textbook to be supported by appropriate supplementary materials, such as CDs, Videos, and Pictures.

2.8.14. Illustrations

Hewings (1991) defined the term "illustration" as

> Everything that would not be considered "text" in teaching
> material. This includes, for example, drawings, cartoons,
> photographs, flow charts, pie charts, graphs and table.
> Illustrations such as these, are very commonly found in
> published materials to support the meanings conveyed in the
> accompanying text, stimulate language practice in their own
> right, or simply to decorate (p.235).

Illustrations are one of the major components of a textbook in the sense that they complement the text and contribute effectively to the learning outcomes. Moreover, they provide contextualizing language and stimulate language practice.

Conclusion

In this chapter, the major issues related to textbook evaluation were discussed. First of all, some definitions of the textbook and its role in the classrooms followed by the

importance of textbook evaluation in language teaching were reviewed. Moreover, the different types and approaches of evaluation were discussed. The chapter also stressed some evaluation checklists carried out by different researchers. Finally, criteria of textbook evaluation suggested by different scholars were reviewed.

Introduction

This chapter presents the results of the current study which aims at assessing the effectiveness of "My Book of English", designed for teaching and learning English in the first year middle school from different perspectives. Firstly, based on an adapted textbook evaluation checklist, the textbook is evaluated according to several criteria. Secondly because the textbook is the fundamental element in any teaching and learning situation, textbook evaluation should be supported by information collected from people who are in direct contact with the textbook. Accordingly, data are also collected by means of two questionnaires directed to 1AM teachers and 1AMlearners. The chapter ends with a general discussion of the results and some recommendations and limitations.

3.1.Description and Evaluation of the Textbook "My Book of English"

Before evaluating the textbook according to the suggested criteria, it is necessary to provide some information about the textbook.

3.1.1. A General Overview of the Textbook "My Book of English"

"My Book of English" is the latest English textbook designed by the Ministry of National Education for the Algerian learners, agedbetween11 to 12 years old, in their first year of English study in the middle school. It complies with the recommendations in the new syllabus as laid out by the national curriculum of the ministry of the national education in 2016. The textbook is designed along with the principles of the CBA. The overall aim of the CBA, as maintained by the authors in the teachers' guide, is linking learning carried out at school to varied and relevant contexts-of-use in order to make the learning useful and durable. (Tamrabet et al., 2016, pp.5- 6). "My Book of English" comprises five sequences and the

number of the pages is 160.The head of the project is TAMRABET LOUNIS, and the authors

are: TAMRABET NABILA, HAMMOUDI ABDELHAK, and SMARA ABDELHAKIM.

3.1.2. Description Scheme

The description scheme used is an evaluation checklist (appendix A) .Hence; the

textbook will be evaluated according to some criteria drawn substantially from the guidelines

and the checklists suggested by different authors. That is, the textbook will be examined from

different areas: layout and design of the textbook, teachability, flexibility, teaching methods,

aims and objectives, topic contents, language contents, language skills, activities, social and

cultural aspect, illustrations, and accompanying material.

3.1.2.1.General Appearance

Q 1- Q 8 are concerned with one of the most important criteriain materials evaluation,

which is the general appearance. The textbook's cover, "My Book of English", is colourful. It

contains a drawing which indicates cooperation and solidarity between friends all over the

world. The latter is clearly informative and probably looks attractive to the learners. In

addition, the font size and type used is suitable for the intended learners.

Moreover, the textbook appears to be organized; it is started with a detailed table of

content followed by an introduction written in Arabic. The latter serves as an informative

orientation page, which intends to address the learners and make them know the general aim

of the textbook or simply what they are expected to achieve. After the introduction, the book

map is presented in which the communicative and the linguistic objectives are identified.

Then, "My Character of Good Conduct" follows, the objective of which is setting the ground

rules with the learners. Furthermore, every lesson in "My Book of English" has been given a

particular title depending on its objective. The textbook ends with a recap of both pronunciation and grammar, in addition to a trilingual glossary (English, Arabic, and French).

3.1.2.2. Layout and Design

The second criterion, layout and design, covers Q 9- Q 16. The results reveal that the layout and design of "My Book of English" reflects a structured method. There is an enough white space to achieve clarity. In addition, there is a clear design and consistency in appearance throughout the learners' textbook, with each sequence having an appropriate title depending on the objectives and following the same basic pattern of presenting the language (skills, grammatical structure, and vocabulary).

After having a first glance on the structure of the book, it can be noticed that the book is orderly structured. It is divided into five main sequences preceded by an introductory sequence or pre-sequence titled "now, we have English" which aims to make the learners familiar with some general terms and vocabulary presented with pictures such us school things, school commands (i.e. familiar verbs used in the classroom: listen, stand up, sit down, read, write, speak, raise your hand and so on), the English alphabet, colors, the day of the week, the months of the year, and finally numbers. This pre-sequence is followed by five (5) sequences structured as follow:

- Sequence one: Me and my Friends.
- Sequence two: Me and my Family.
- Sequence three: Me and my Daily Activities.
- Sequence four: Me and my School.
- Sequence five: Me, my Country and the world.

At the end of the textbook, three other elements are presented:

- My pronunciation recap.
- My grammar recap.
- My trilingual glossary (English, Arabic, French).

Each sequence from the list above is formed by eleven sections. Here is the description and the objectives of each section with reference to the teacher's guide:

I listen and do: This section encompasses a set of activities in which the learners are required to listen to an input from the teacher and do various tasks.

I pronounce: In this section, the focus is on pronunciation and spelling. It comprises activities aiming to get the learners to develop their pronunciation skills, which are essential for the interpretive and oral productive competencies.

My grammar tools: this section helps the learners to consolidate the grammatical rules used so far.

I practice: This section encompasses a set of tasks designed to consolidate the previously learned materials in meaningful contexts. The learners work individually, in pairs or in groups to do some contextualized tasks and activities.

I read and do: it includes reading activities which aim at developing the learners reading skills, and provide them with opportunities to test their understanding through reading comprehension tasks.

I learn to integrate: This section include a set of activities which integrates knowledge, languages skills, and attitudes. In this section cooperation and collaboration among learners are developed.

I think and write: the writing tasks, in this section, enable the learners to learn how to write and communicate with friends about topics related to their environment and interest.

Now i can: this section aims at making the learner assess their own learning since instructions are completed.

I play: this section encourages creativity.

I enjoy: this section aims to create a relaxing atmosphere through reading or singing.

My pictionary: At the end of each sequence, a "Pictionary" is provided to clarify meaning.

The design of "My Book of English" is relatively tidy and it seems to be easy for learners to see what they have to do. Thus, it may serve as a source for independent study.

3.1.2.3.Teachability

Teachability, the role of the textbook in facilitating the process of teaching, covers Q17-Q19. The results reveal that the textbook requires a preparation time from teachers on preparing their lessons since the objectives and the problem solving situation are not stated clearly. Moreover, the teacher's guide does not offer enough teaching support; however, it appears that "My Book of English" is well-suited to teach mixed ability classes. The fact is that Algerian classrooms can be defined as heterogeneous ones.

3.1.2.4.Level

The extent to which the learners can make use of a textbook depends on the appropriateness of the textbook to the level of the intended learners. Q20-Q25 is dealt with the level. After having a first glance on the textbook, it seems that the textbook's level issuitable to 1AM in terms of the listening and the writing tasks; however, some demerits are undeniable on the part of some reading passages which are beyond the learners' linguistic repertoire. For example, the text "My ideal school" in I read and do section (sequence four). Moreover, the speaking tasks presented in the textbook are not enough.

3.1.2.5.Flexibility

Flexibility is the next criterion thought to be important for this study. It includes Q26-27. The textbook is appealing and useful to the learners. It is full of drawings and colours that make it attractive to them. However, the textbook does not provide opportunities for teachers and learners to localize activities. It is not accompanied with any other materials that make it relevant to the learners' real life.

3.1.2.6.Teaching Methods

Q28-Q32 are concerned with the teaching methods in the textbook. CBA is the teaching method used in the textbook. This method is the latest adopted method in the field of teaching in Algeria. It was adopted in 2003 as part of the reform of the Algerian educational system. CBA is based on "linking learning carried out at school to varied and relevant contexts-of-use in order to make the learning useful and durable" (Tamrabet et al., 2016, pp.5-6). It is a learner-centered approach in which the learners play an active role.

CBA is so beneficial to the learners because they can develop their competencies and discover by themselves the main points of the lessons, also it makes them active all the time in the classroom. However, it is not easy to be implemented to the Algerian teaching and learning environment because of many problems. This approach requires the existence of many types of equipment and materials for example: audio-visual materials, CDs, copies, etc. The latter are not accompanied within the textbook.

3.1.2.7.Aims and Objectives

The next criterion thought to be important for this study is the Aims and Objectives. It includes Q33-39. Needless to say, each textbook has a set of objectives. The main aim of the textbook "My Book of English" is to develop the learners' communicative competence in English language. It also aims to make the learners participate more in their learning. This idea has been referred to in the teacher's guide "We should focus on helping learners to play a more active role in their own development and make them responsible for their own learning" (Tamrabet et al., 2016, p.5). Therefore, the learners will leave school with not just a good command of reading, writing and numeracy but also the attitudes, the values and the skills needed in 21st century citizens.

Moreover, the textbook is also aimed at making the learners learn English by exposing them to learn the basic ABC's on how the English language actually works i.e., it meets the first year learners' needs and interests. The aim for learners is to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle cognitively and pragmatically challenging situations both in and out of school. However, the aims and objectives of the textbook are not specified explicitly in the textbook. In addition, the objectives do not make a balance between the four main skills listening, speaking, reading, and writing. Moreover, the problem solving situations are not stated clearly at the beginning of all the sequence as they are supposed to be. Learner's absolute beginning level should be taken into consideration.

3.1.2.8. Topic Contents

In all setting it is important to consider whether the textbook is likely to be of interest or use to the students. Q40-Q43 cover topic contents. The topics in "My Book of English" are generally realistic and likely to appeal to young learners. In addition, they seem to encourage learners to express their own views since the topics are mainly centered on the learners and their interests. The authors of the book seem to have attempted to separate the sequences of the book thematically because each sequence focuses on a specific topic which is presented in all the lessons of the sequence.

Moreover, the topics seem to be interrelated. They can be divided into three domains, according to a document provided by an inspector to 1AM teachers: Me, My world, and the world. In each domain, there are certain learning objectives that the learner should achieve. First, the domain of "Me" reflects the four sequences: me and my friends, me and my family, and me and my daily activities, and me and my school. The aim of these sequences is to make the learners familiar with the basic terms of their daily life like School (school things,

language command, school activities), Name, age, hometown, phone number, eating habits, clothes, body, Parents and siblings (jobs ,age, hobbies). Second, the learners will be identified with personal information about their country: currency, monuments, national dish and flag. This is the objective of the second domain "My World". Finally, the learners will learn about people, countries, and nationalities in the last domain "The World". They will know more about countries all over the world: currencies, flags and national dishes and languages. The textbook mostly avoids presenting negative, embarrassing or disturbing topics.

3.1.2.9.Language Contents

Language Contents, in other words "Vocabulary, Grammar, and pronunciation" that cover Q44-Q51 are considered significant in the textbook evaluation. The language presented does not provide authentic English since the coursebook's authors did not rely on any additional authentic sources throughout the coursebook but the language is appropriate for the age and abilities of the intended learners. The language functions exemplify English that learners will be interested in and likely to use (greeting: hello/ hi /family members). The language is referred to grammar, vocabulary, and pronunciation that are being taught.

- **Grammar**

Learning grammar means being able to use the target language accurately in order to communicate successfully in meaningful situations related to the learner's environment. Therefore, grammar is given a great importance in this textbook. In the latter, grammar is taught implicitly in a meaningful context so that the learners can use it efficiently (The meaning is more important than the form).Meaningful situations related to the learner's interest will help him see language at work and increase motivation. Learners are presented with basic grammar forms/ verb noun, adjective, preposition and structures /noun phrase, verb

phrase, simple sentencei.e. the textbook cover the main grammar items appropriate to first year level.

Task 2 page 81
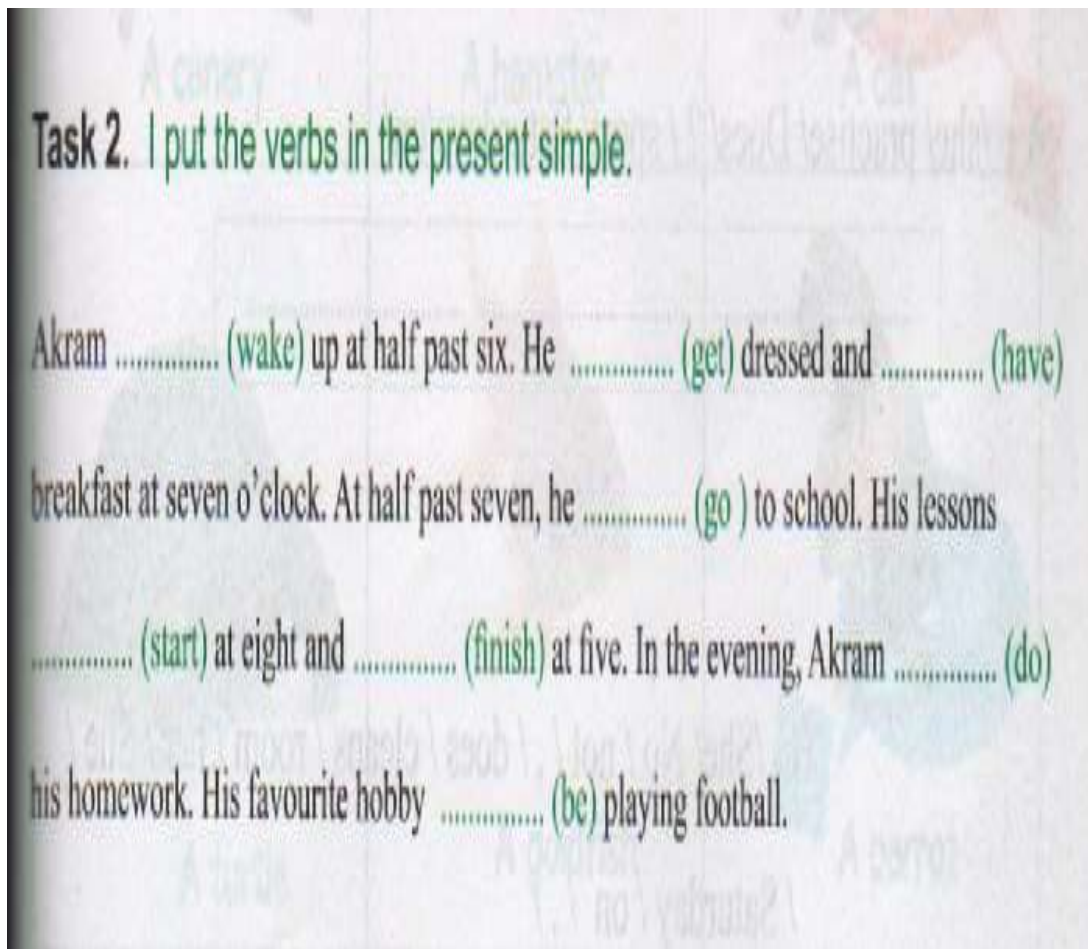
However, in the section "Grammar tools", some explanations are provided before the practice phase in order to teach learners logic and reasoning as stated in the teacher' guide (Tamrabet et al., 2016, p.5).

My grammar tool page79
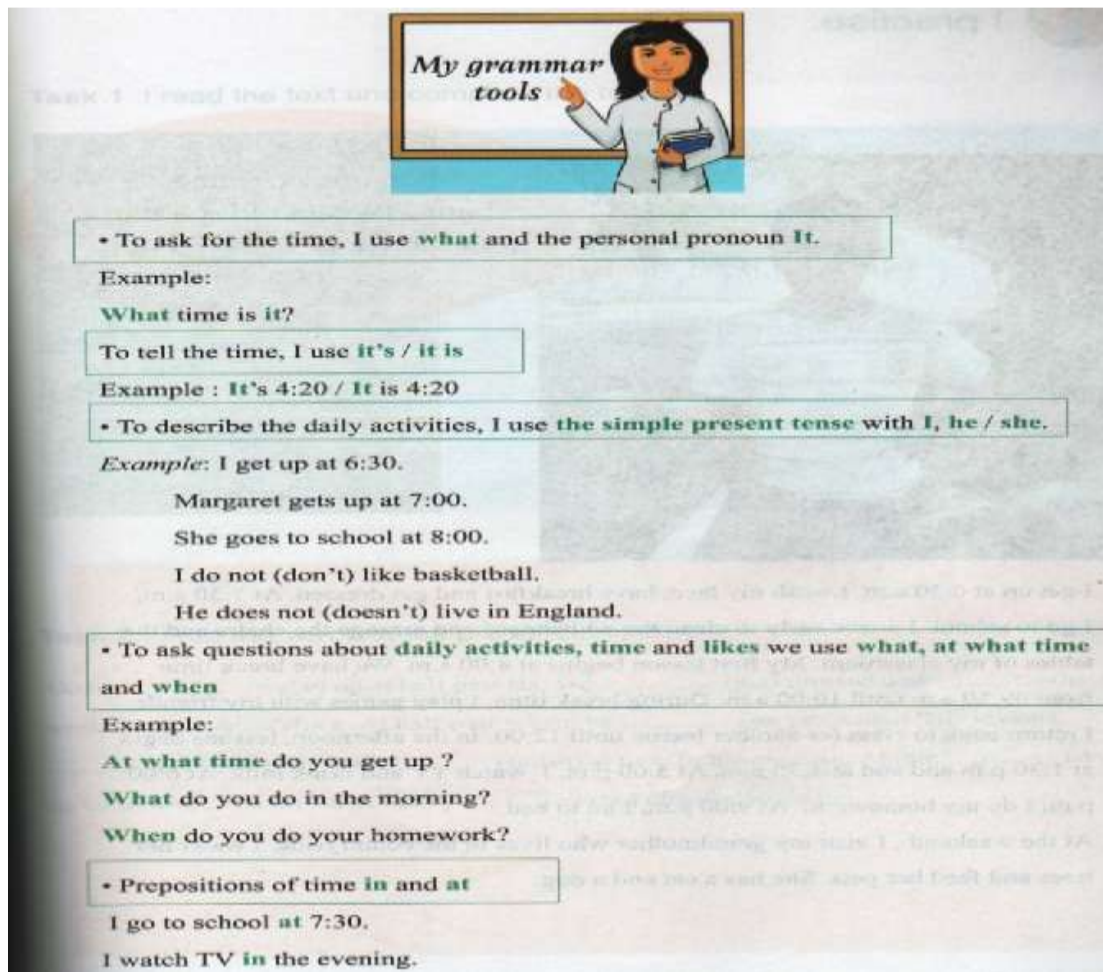
- **Vocabulary**

"My book of English" focuses on teaching vocabulary through different topics closely related to the learner's daily life.Through learning such a vocabulary, the learners will acquire comprehensible input (lexical repertoire) that will enable them to do the various tasks and activities assigned to them. In addition, the learners will be able to spell and pronounce the words correctly when they use them in speaking and writing, and understand their meaningsthroughlistening to them and reading them.
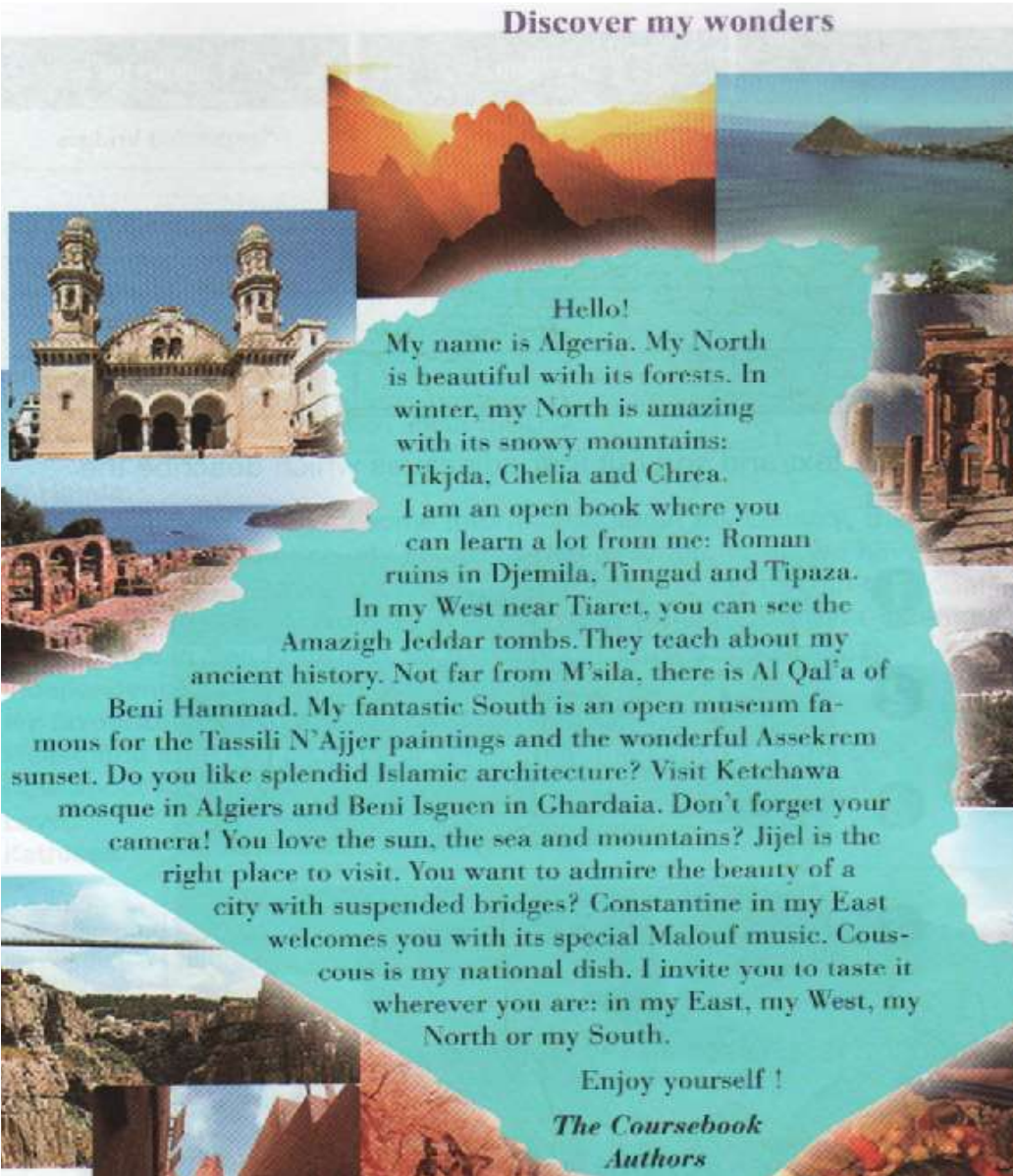
The vocabulary in "My Book of English" is graded from simple to complex across the whole textbook. Illustrations are used in order to clarify the meaning of the different vocabulary

presented in the textbook. Thus, the learners will understand the meaning easily by visualizing it.

Throughout all the sequences, there is a specific focus on vocabulary linked to the main theme discussed. For example, there is a specific focus on vocabulary linked to the learner's daily activities in the third sequence such as (get up, wash my face, do my homework etc) which are significant to the learners that is to say,new lexical items appear in each sequence. However, some of the vocabulary presented in the textbook are difficult and above the learner's level. For example, the vocabulary presented in "daily activities" in sequence three, "rights and duties" in sequence four, and the text, in sequence five, "discover my wonders" are somehow abstract and beyond the learners' linguistic proficiency.

I read and do page 13

Discover my wonders

Hello!
My name is Algeria. My North is beautiful with its forests. In winter, my North is amazing with its snowy mountains: Tikjda, Chelia and Chrea. I am an open book where you can learn a lot from me: Roman ruins in Djemila, Timgad and Tipaza. In my West near Tiaret, you can see the Amazigh Jeddar tombs. They teach about my ancient history. Not far from M'sila, there is Al Qal'a of Beni Hammad. My fantastic South is an open museum famous for the Tassili N'Ajjer paintings and the wonderful Assekrem sunset. Do you like splendid Islamic architecture? Visit Ketchawa mosque in Algiers and Beni Isguen in Ghardaia. Don't forget your camera! You love the sun, the sea and mountains? Jijel is the right place to visit. You want to admire the beauty of a city with suspended bridges? Constantine in my East welcomes you with its special Malouf music. Couscous is my national dish. I invite you to taste it wherever you are: in my East, my West, my North or my South.

Enjoy yourself !

The Coursebook Authors

Due to the importance of teaching vocabulary, a Pictionary which is meant to revise the previously learned lexical items is provided at the end of each sequence to clarify meaning. The following is one example of the pictionaries provided in the textbook.

"My Pictionary" page 47
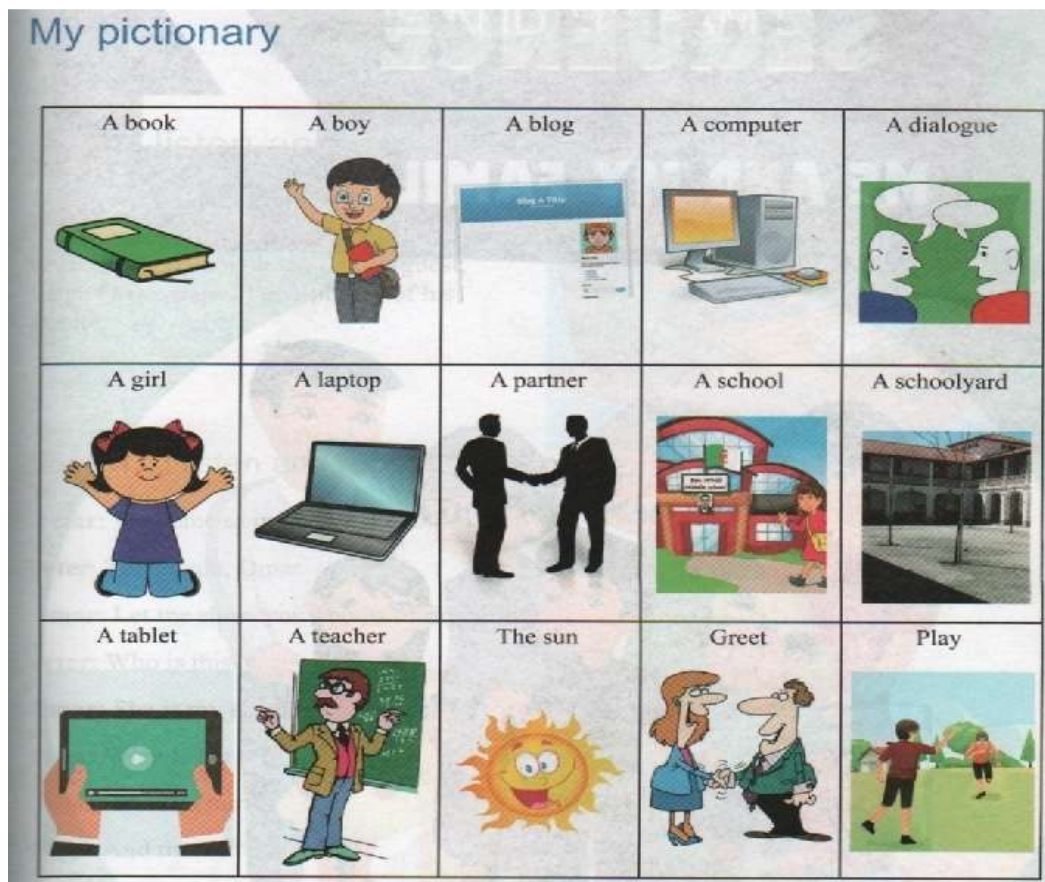
- **Pronunciation**

In "My Book of English" there is a section called "I pronounce" which aims at training the learner to pronounce correctly and to differentiate between the different sounds and spellings. Pronunciation is built throughout different types of activities, such as listening. Listening is of paramount importance in the process of acquiring a more accurate pronunciation. So, extensive exposure to examples of spoken English will help learners to identify and discriminate English sounds, Further they will be provided with a model for imitation. Moreover, pictures associated with pronunciation activity are used to motivate the learners and foster their imagination.

Task 1page 135

In teaching pronunciation, a regular focus on different aspects helps to make the learners aware of its importance; elements like sounds, stress, and intonation are worth to be highlighted. However, the problem with teaching pronunciation in the textbook is that the the pictures and the drawings are not always associated with pronunciation tasks. i.e., they are not always functional. For example, the use of flowers and balloons to represent the sounds in some tasks is not useful since they do not reflect the situation.

Task 2 page 38

B/I put the words in the right balloon
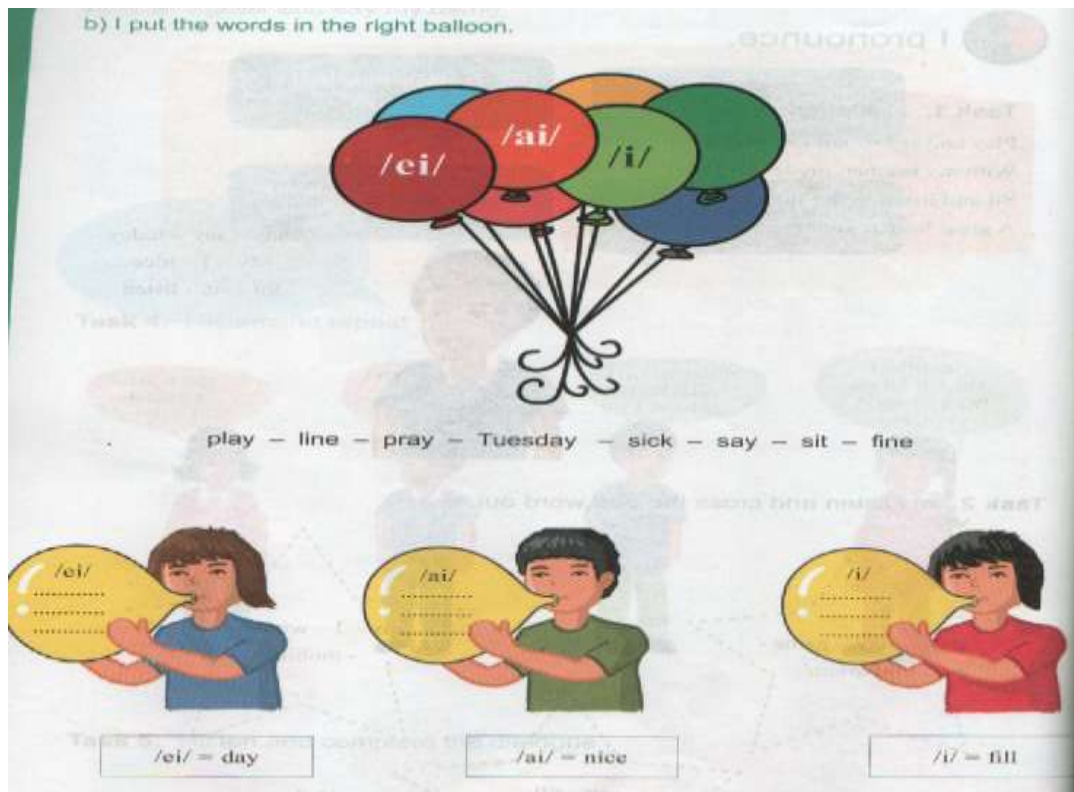
3.1.2.10.   Language Skills

Whether a textbook provide opportunity for students to develop the language skills or not is considered to be an important criteria in textbook evaluation by the researchers. This criterion is covered Q52-57. "My Book of English" follows the principle of multi-skills syllabus and therefore attempts to cover both the productive skills (speaking and writing) and the receptive skills (listening and reading). For the aim of covering all the skills, every skill has been given a particular section: "I listen and do", "I read and do", and "I think and write" except for the speaking skill.

- **Listening Skills**

Listening skills are given a crucial importance in "My Book of English". Therefore, all the sequences in the textbook start with the section "I listen and do" that encompasses a set of tasks in which the learners are required to listen to an input from the teacher and do various tasks (I listen and repeat, I listen and complete the dialogues/table, I listen and show etc). These various tasks expose the learners to the target language. They also improve the learners' listening comprehension and their ability to recognize the different sounds of the English language. The problem with this section is that it does not provide the learners with authentic texts.

Task 1page 49
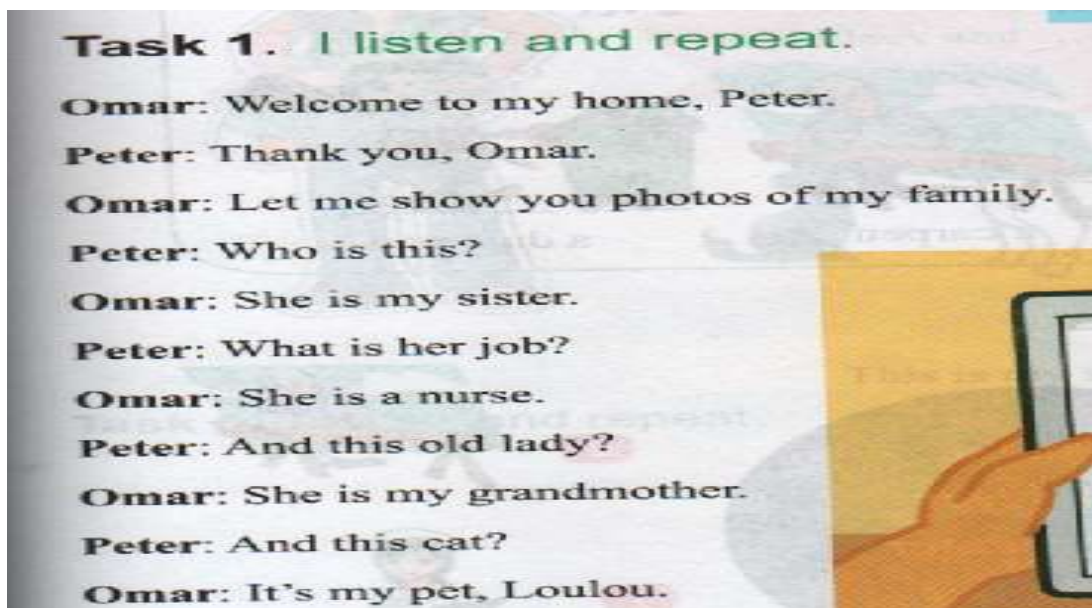
- **Writing Skills**

This textbook focuses also on the writing skills in order for learners, as it is mentioned in the teacher's guide, "to learn how to write and communicate with friends about topics related to their environment and interest" (Tamrabet et al. , 2016, p.12). Writing skills are

presented in "My Book of English" through the section "I think and write". Learners first

acquire the conventions of written English (such as capitals, punctuation, indentation, etc).

Then, they become familiar with all the stages which prepare them for the production of a text

(email, ID card, table completion, dialogues, blogs …). In process writing, there are certain

stages that the learners should follow: brainstorming, outlining, drafting, redrafting, editing,

and publishing. The learner should be able to assess his work, and then with the help of his

teacher to improve his written production.

I think and write page 90
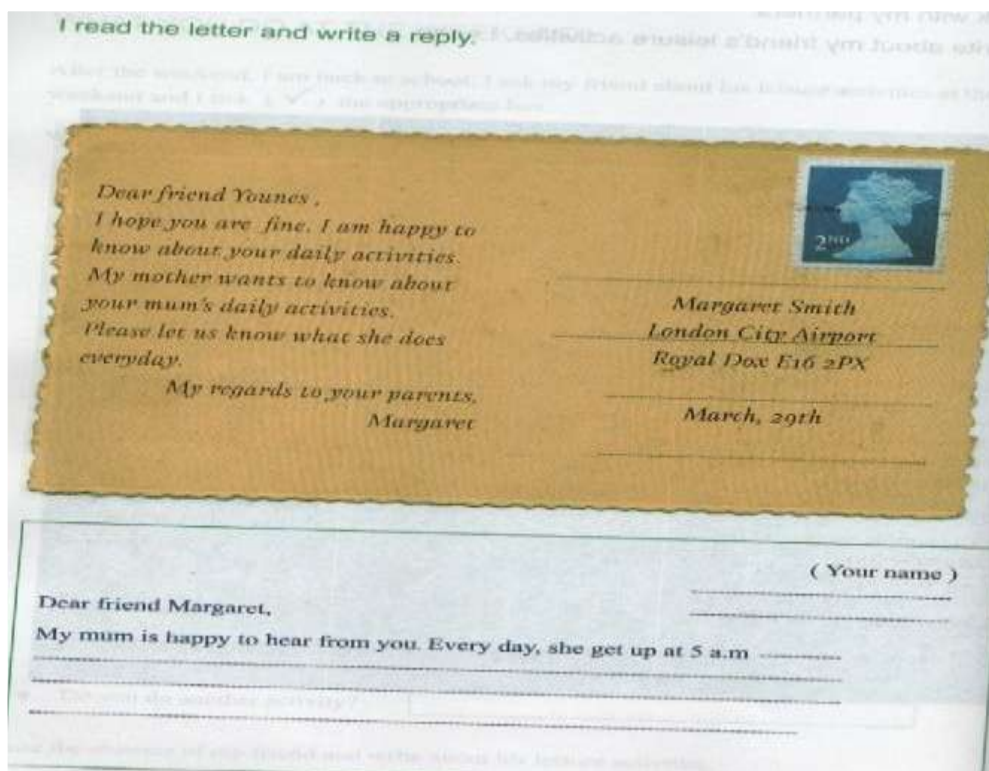
- **Reading Skills**

The reading skills, in this textbook, are clearly emphasized .They appear in "I read and

do" section through the same organization in each sequence. The learners are asked to read

silently and exploit the text through meaningful tasks and activities.The latter aim at

developing the learners' reading skills, and provide them with opportunities to test their

understanding.

Task 2 page 60

I read and answer the questions

This message has not been sent.

To... razane05@hotmail.com

Send   Cc...

Account ▾ Subject: Hi

Hi ! Razane,
My name is Adaku. I am 12 years old. I am from Nigeria. I speak English.
I like swimming. I like wearing blue jeans and sport shoes. My favourite
food is rice and beans. I have got a pet dog called Max.
How about you?
Love,
Adaku

I read and tick (✓) the right box.   True   False

1- Adaku is the receiver of this e-mail.

2- Adaku is eleven.

3- Adaku speaks English.

5- Adaku likes wearing jeans.

6- Adaku has a pet cat.

However, some reading texts presented in the textbook are abstract and above the

learners level. For example, the text "discover my wonders", in sequence five,starts with the

statement "My name is Algeria". This statement is said implicitly and a beginner cannot

deduce its meaning.Also the text "My Ideal School", in sequence four, contains different

vocabulary that the learners cannot grasp.

I read and do page 116
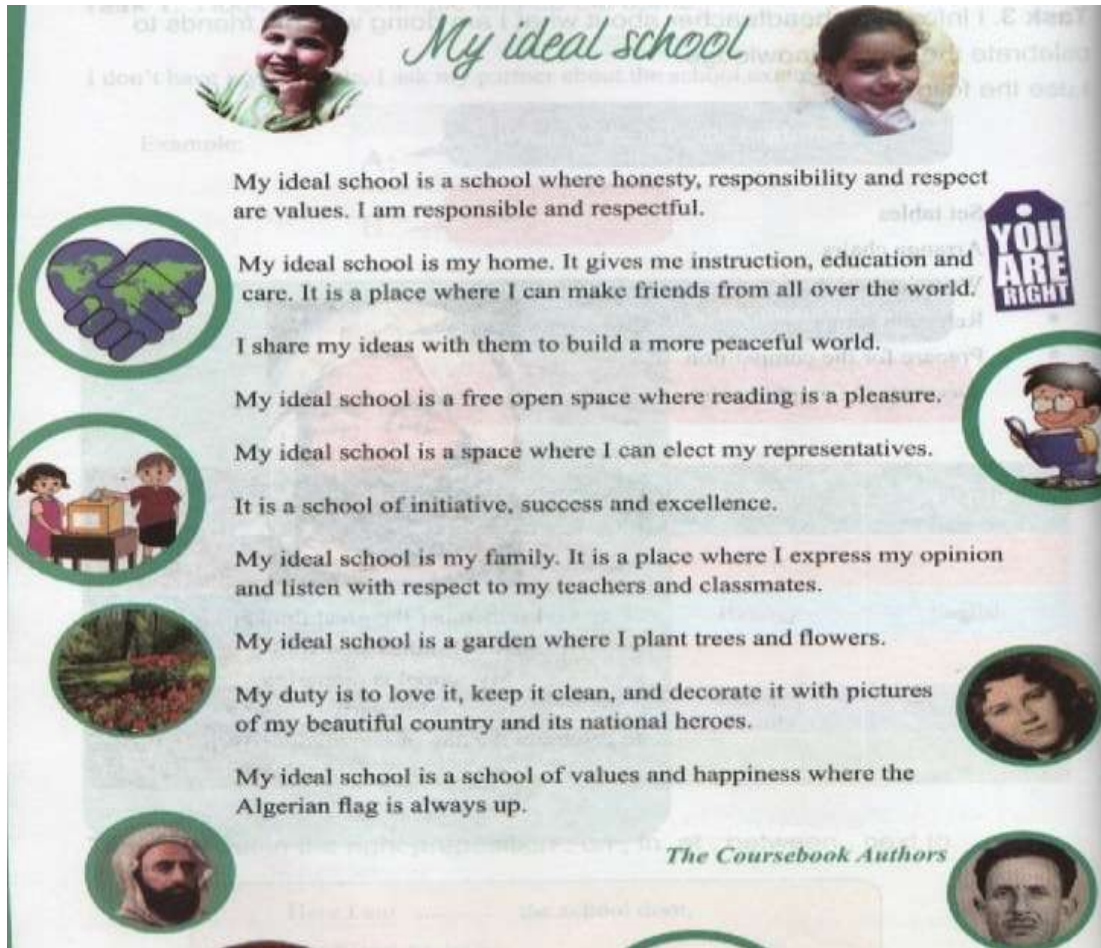
- **Speaking Skills**

There is not a specific section in "My Book of English" for teaching speaking skills. The learners learn to speak by means of a set of tasks: practice of language items, dialogues, role-plays, communication activities (information gap). Such tasks do help the learners to be able to speak and communicate with the language. However, the tasks provided in the textbook for teaching this skill are not enough.

Task 3 page 82

Task 3.   I order the words of the following dialogue.

A : /time / what / ? / does / Houda / wake up / At /

B: /wakes up/ She/ . /six o'clock/at/

A : /she/ practise/ Does/ ? / sport/ Saturdays/on/

B: /She/ No / not / , / does / cleans / room / her / She / / Saturday / on / . /

3.1.2.11.   Activities

Activities/tasks are the next criterion to be considered in this study which comprises Q58-Q63. It is highly important for the learners to do the exercises in the classroom. The content of the textbook "My Book of English" is a task based content. Everything is presented in a form of tasks. The latter, as mentioned in the teacher's guide, "always centered on the learners and the focus is on the development of their capacities in order for them to acquire, in the most effective way, competencies in English corresponding to their in-school and out of school needs" (Tamrabet et al. , 2016, p.5).. Every exercise, in the textbook, has a clear direction (I read the text and color the correct answer, I reorder the following to make coherent sentences, I match the pairs, ect). The book's activities also incorporate individual, pair and group work.

Task one and two page 138

I practise

Task 1. I read the dialogue and answer the questions.

Margaret asks you about famous places in Algeria. Can you help her ?

Margaret : Is the Assekrem in the North of Algeria ?

You : No, the North is famous for the Casbah and Roman ruins of Tipaza.

Margaret : Where is the Assekrem then?

You : It is in ………………………………………………

Margaret : I like the suspended bridges. Where are they ?

You : They are in………………………………………………

Margaret : What about the Jeddar tombs? Where are they, please ?

You : They are in………………………………………………

Margaret : Thank you very much, my dear friend.

You : You are welcome. Remember Margaret, North, South, East, West, Algeria is the best !

Margaret : Yes, you are right !

Task 2. I read the text and fill in the gaps with the corresponding nationalities.

Dear classmates,

I am happy. I speak English now. I have friends from all over the world. Margaret is from Great Britain. She is British, Bonnie is from America. She is …………… Chen is from China. He is ………………… Michel is from France. He is ……………… Santos is from Brazil. He is …………………Annitah is from Kenya. She is ……………, Harry is from Australia. He is …………………

They are all middle school pupils.

However, most of these activities require the learners to have background knowledge. For example, task one in the section "I think and write", sequence four, is somehow above the learner's level. It is difficult for beginners to form such long sentences without practicing them several times.

Task 1, Page 120
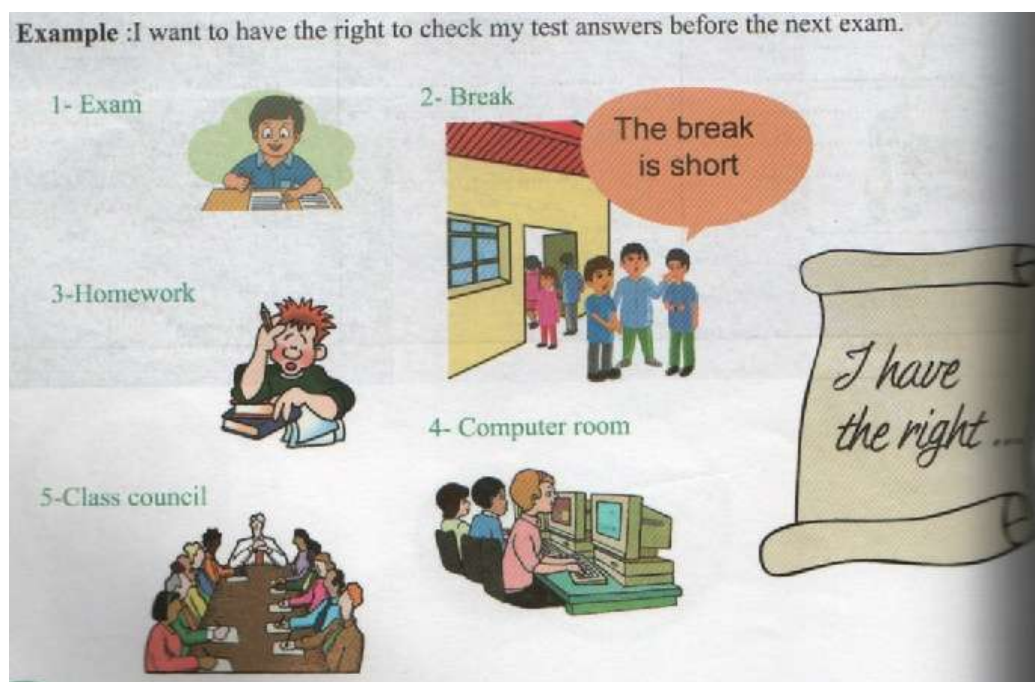
3.1.2.12.   Social and Cultural Context

Social and Cultural Context, which concerned with, is recent criterion emphasized by many authors, it is considered important for this study as well .As far as culture is concerned, the textbook provides facts, pictures, and allusions to both foreign and home culture. It emphasizes the importance of seeing language as a means of expressing social and cultural values. The culture of the Algerian people is presented in a comprehensible way. The learner values his identity and he can use the markers of it when introducing himself to others: name, nationality, language, religion, flag, national currency, national dish, national celebration etc. He can also learn about others' markers of identity and learn about celebration days (national, religious, and international holidays). In addition to this, the textbook provides them opportunities to discover famous places in both Algeria and Great Britain. The textbook also provides good opportunities for them to talk about the different characters: historical such as Bouhayrad, sportsman such as Mehraz etc.

Task 3 page 130 (Algeria USA)

3.1.2.13.   Illustration

Another criterion to be used in this study is illustration; it includes Q70-Q74. In "My Book of English", there is enough white space to achieve clarity. This white space facilitates the learners' visualizations without imposing complete visual images. Moreover, some illustrations,   in a form of drawings or photographs, appear clear and distinct, and are at the same time representational, organizational, and explanative. These drawings do help in clarifying the context and helping the learners to grasp the intended purpose easily.

I listen and repeat page 17

However, some drawings do not clarify the context and therefore they are purposeless. For example, in one of the tasks in "I Pronounce" section, learners are asked to put the words in the right balloon. The latter is not functional and has nothing to do with teaching the sounds. Moreover, drawings of flowers are also used in order to match the words into the appropriate sounds; however, these flowers are not functional and they do not reflect the situation.

Task 2 page 54
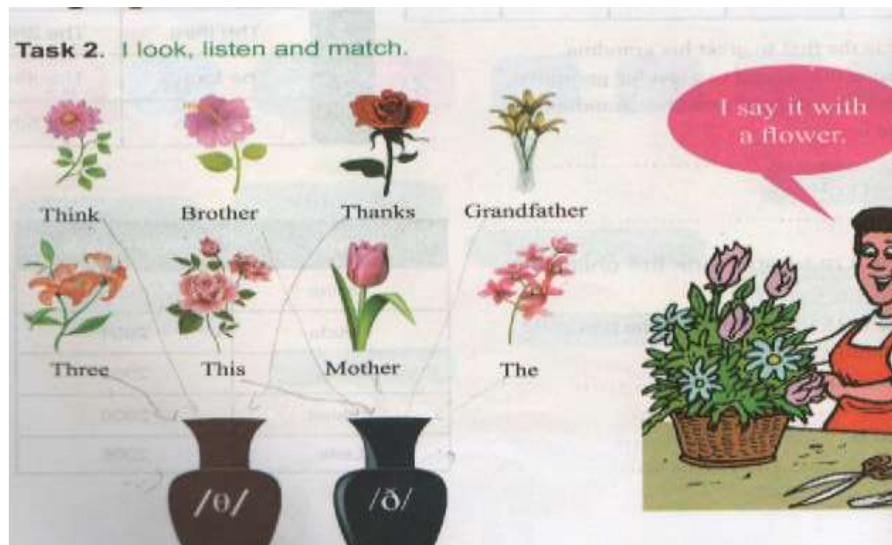
3.1.2.1.4. Accompanying Material

As for the Accompanying Material, it is another criterion for this study. For greater clarity and for the purposes of facilitating teachers' abilities to use the textbook, it is highly important for the textbook to be supported by appropriate supplementary/ supporting materials, such as workbooks, CDs, etc.

The new book is not accompanied with any other authentic materials that make the learners think that the book is relevant to real life. However, the teaching method used in the textbook requires the existence of many types of equipment and materials for example: audio-visual materials, CDs, handout, etc. On the other hand, the English textbook "My Book of English" is accompanied with a "Teacher's Guide" oriented for teacher of first year middle school. The aim of which is to help teachers, as mentioned in the Teacher's Guide, "prepare lessons, and integrate, when necessary, listening, speaking, reading, and writing" ((Tamrabet et al.,2016, p.5).). This teacher's guide is helpful to the teachers in understanding the components of the language curriculum objectives. However, its content is not very helpful and useful in presenting and dealing with "My Book of English" lessons.

3.1.3 Interpretation of the Results

The different sequences of the textbook provide a wide range of opportunities to engage learners in terms of the topics, language, and skills. They attempt to provide a great deal of support for learning and to offer a good balance of work on the four skills: listening, speaking, reading and writing. However, the emphasis is put more on reading and writing skills. Due to the importance of teaching the language skills, every skill has been given a particular section except for the speaking skill.In addition, the coursebook presents a set of facts, pictures, and drawings to both foreign and home culture since culture, in the textbook, is seen as means of expressing social and cultural values. Furthermore, the textbook is full of illustrative drawings and pictures that make it attractive to the learners.

On the other hand, the textbook has weaknesses because some of the tasks included are beyond the linguistic proficiency of the learners. Moreover, some of the reading passages are abstract and they include difficult vocabulary that the learners cannot grasp. One further weakness is that the illustrations are not always functional. In addition to this, it is questionable whether there are enough speaking tasks to promote interaction in the classroom. Furthermore, "My Book of English" is not accompanied with any other equipment and materials except a "Teacher's Guide". The contents are not enough because they do not provide teachers with enough guidance along with the activities.

To sum up, despite the many advantages that the textbook has, it has some disadvantages which make adaptation and supplementation undeniable.

3.2. Teachers' Perspectives on the Evaluation of the Textbook My Book of English (Teachers' Questionnaire)

3.2.1. The Sample

A questionnaire is designed for middle school teachers to know their views about the newly designed textbook "My Book of English". The questionnaire is administered in the period between May 7th and 11th, to forty (40) teachers of English who teach 1AM classes from different middle schools in the districts of Jijel and Taher. Out of the 40 teachers, only 30 of them filled in and returned the questionnaire. The other 10 teachers did not answer the questionnaire because they were preparing for the final exam.

3.2.2. Description of the Questionnaire:

Teachers' questionnaire is a mixture of close-ended and open-ended questions. Teachers were kindly asked to answer the questionnaire by ticking on the corresponding choice and making full statements when necessary. The total number of the questions included in the questionnaire was fifteen (15) divided in four main sections. First, section one, "General Information", contains five (5) questions. Those questions aim to collect general information about teachers' highest degree, their experience in teaching English at middle school, the levels they have taught, the time they have spent in teaching 1AM level, and the number of students in each class. Second, section two covers eight (08) questions which are concerned with the teachers' general evaluation of the textbook. Third**,** section three ,which represents the core of the questionnaire and entitled "Detailed evaluation of the textbook", covers seventy four (74) questions, divided into thirteen (13) parts referring to the criteria of evaluation : general appearance, layout and design, teachability, level, flexibility, teaching methods, aims and objectives, topic contents, language contents, language skills, activities, social and cultural aspect, and illustrations. Finally**,** section four is devoted for teachers'

suggestions and recommendations. It covers only one question. The teachers are invited to

state their opinions and their suggestions about the new textbook.

3.2.3.   The Analysis and the Interpretations of the Questionnaire

Section One: General Information

Q1: What is your highest degree?

Table 1

Teachers' Highest Degree

Response	Participants	Percentage
ITE Certificate	0	0%
ITE Certificate + Bachelor Degree (Licence from UFC)	3	10%
Bachelor Degree (four-year licence)	19	63.33%
Bachelor Degree (LMD Licence)	2	6.67%
Bachelor Degree (ENS Certificate)	6	20%
Master Degree	0	0%
Total	30	100

This question was addressed to know the teacher's highest degree of education. The

results show that the majority of targeted population 63.33% has a Bachelor Degree (four-

year licence).

Q2**:** How long have you been teaching English at the middle school?

Table 2

Teachers' Teaching Experience

Response	Participants	%
Less than 5 years	8	26.66%
Between 5 and 10 years	11	36.67%
More than 10 years	11	36.67%
Total	30	100%

The aim of this question is to know the period which teachers have spent teaching the English language in the middle school. That is to say, it is meant to know the teachers' experience. The above results revealed that about ¾ of teachers are experienced ones. This suggests that the majority of middle school teachers are experienced enough to practice the evaluation process of the textbook.

Q3: What levels have you taught?

Table 3

The Levels Taught By Teachers

Response	Participants	%
1AM+2AM	15	50%
1AM+3AM	20	66.66%
1AM+4AM	21	70%
1AM+2AM+3AM	25	83.33%
1AM+3AM+4AM	30	100%
All levels	26	86.66%
Total		

From the table above, it is clearly stated that all teachers taught 1AM level. 100% of the answers were given to a+ c + d, 86.66% were given to all the levels (a+ b + c + d), followed by 83.33% were given to a+ c + d, 70% for a + d, and 66.66% were given to a+ c. The teachers with a percentage of 50% opted for a + b. That is to say, all the levels have been taught mostly by all the teachers.

Q4**:** How long have you taught 1AM pupils?

Table 4

Teachers' Experience with1AM

Response	Participants	%
less than 5 years	15	50%
Between 5 and 10 years	11	36.67%
More than 10 years	4	13.33%
Total	30	100%

This question is about how long teachers have been teaching 1 AM classes. The aim of this question is to discover the extent to which teachers are familiar with thefirst year learners' syllabus. The results showed that half of the teachers (50%)were familiar with 1AM program. Therefore, they are able to talk about the strengths and the weaknesses of "My Book of English" and compare it to the old textbook "spotlight on English".

Q5**:** How many pupils do you have in 1AM classes in average?

Table 5

The Total Number of the Pupils in Each Class

Response	Participants	Percentage
20- 24	4	13.33%
25-30	6	20%
31- 35	14	46.67%
36-40	6	20%
Total	30	100%

Table 5 reveals that the number of the pupils within most of the classes is big and the highest percentage of pupils is the category between 31 and 35which represent 46.67%. Generally, it seems that the classes are somehow crowded which make them one of the classroom management problems for several teachers. The CBA supports group work and considers the learner as an active participant and the teacher as a facilitator; however, in such crowded classes, it is impossible for both the student and the teacher to enhance their tasks.

SECTION TWO: General Evaluation of "MY BOOK OF ENGLISH"

Q6**:** To what extent are you satisfied with **"MY BOOK OF ENGLISH"**

Table 6

Teachers' Overall Impression of "My Book of English"

Response	Participants	%
Extremely	2	6.67%
Significantly	18	60%
Moderately	10	33.33%
Not at all	0	0%
Total	30	100%

This question was addressed to know teacher's level of satisfaction with the textbook. Table 6 indicates that over half of the percentage of teachers (60%) is significantly satisfied with "My Book of English". However, 33.33% of the respondents are moderately satisfied with it. This implies that the majority of 1AM teachers are satisfied with the textbook.

Q7: To what extent do you think your pupils find the textbook interesting?

Table 7

Learners' Evaluation of the Textbook

Response	Participants	%
Extremely	5	16.67%
Significantly	12	40%
Moderately	13	43.33%
Not at all	0	0%
Total	30	100%

The results revealed that the majority of teachers stated that their pupils found the textbook interesting. More than half of the percentage choose whether "Extremely or significantly" (56.67%). In addition, 43.33% of the teachers thought that the textbook was moderately interesting. That is to say that most of the pupils are satisfied with their new textbook from the teachers' perspectives.

Q8: Do you think that "My Book of English" is better than "Spotlight on English"?

Table 8

Teachers' Preferred Textbook

Response	Participants	%
Yes	15	50%
No	7	23.33%
I do not know	8	26.66%
Total	30	100%

This question was addressed to investigate the teachers preferred textbook. 50% of teachers thought that **"MY BOOK OF ENGLISH"** was better than **"SPOTLIGHT ON ENGLISH"**. However, 23.33% stated the opposite. Interestingly, 26.66% of them could not decide.

Q9: If "Yes" or "No", please explain

Those teachers who taught that "My Book of English" was better than "Spotlight on English" stated that the former is better than the latter in its general appearance, its layout and design, and its attractive illustrations. Moreover, the textbook's lessons are less complex than those of "Spotlight on English". Furthermore, they stated that "My Book of English" is well-organized and well-sequenced. This suggests that this newly designed textbook is easier to use by teachers.

Q10**:** Do you think the textbook needs improvement?

Table 9

Teachers' Responses to Whether the Textbook Needs Improvement

Response	Participants	%
Yes	20	66.67%
No	7	23.33%
I do not know	3	10%
Total	30	100%

From the table above, it is noticed that the majority of teachers (66.67%) claimed that the

textbook needed improvement. However, other teachers (23.33%) stated the opposite, and

only 10% of them could not decide.

Q11: If "Yes", which improvements would you recommend?

Teacher's responses to question 11 highlight their suggestions regarding the needed

improvements in "My Book of English":

- The aims and objectives of the textbook should be stated clearly at the beginning of
  each lesson. Also the problem solving situations should be stated clearly at the
  beginning of each sequence.
- Vocabulary should be easier and the reading passages should be authentic and less
  abstract.
- Illustrations should be functional.

Q12: Do you have a teacher's guide?

Table 10

Teachers Possession of Teacher's Guide

response	Participants	%
yes	30	100
no	0	0
Total	30	100%

This question was addressed to investigate whether or not teachers havethe teacher's

guide. Table 10 shows thatall the teachers have a teachers' guide.This implies that the

textbook is accompanied with a supporting material.

Q13**:** If "Yes", to what extent do you think it is helpful (it gives useful and complete

guidance, along with alternative activities?

Table 11

Teachers' Evaluation of the Teachers' Guide

Response	Participants	%
Extremely	2	6.67%
Significantly	7	23.33%
Moderately	18	60%
Not at all	3	10%
Total	30	100%

This question was addressed to know whether or not the teacher's guide that accompanies "My Book of English" is helpful.According to the above results, the participants are not in favour of the teacher's book. Only a small fraction of the sampled population (6.67%)found the teachers' guide extremely helpful and 23.33% foundit significantly helpful. On the other hand, 60% of the participantschosemoderately, and 10% chose not at all.This means the majority of 1AM teachers are not satisfied with the teacher'sbook .This implies that the teacher's book does not provide enough guidance along with alternative activities.

SECTION THREE: Detailed Evaluation of the Textbook

Q14: Please, respond to the following statements and decide whether you strongly agree (**SA**), agree (**A**), undecided (**U**), disagree (**D**) or strongly disagree (**SD**).

14.1.General appearance (Q1-Q8)

Table 12

Teachers' Evaluation of the General Appearance of 1AM Textbook

N	Statements	SA	A	U	D	SD	Total
1.	Is the textbook's cover informative and attractive?	6	20	2	2	0	30
		20%	66.66%	6.67%	6.67%	0%	100%
2.	Is the font size used in the textbook appropriate for first year level?	5	20	3	2	0	30
		16.67%	66.66%	10%	6.67%	0%	100%
3.	Is the font type used in the	4	19	2	2	3	30

	textbook appropriate for first year level?	13.33%	63.33%	6.67%	6.67%	10%	100%
4.	Is there an informative orientation page?	6	17	6	1	0	30
		20%	56.67%	20%	3.33%	0%	100%
5.	Does the textbook have a complete and detailed table of content?	8	15	0	7	0	30
		26.67%	50%	0%	23.33%	0%	100%
6.	Is every lesson given an appropriate title?	2	15	5	5	3	30
		6.66%	50%	16.67%	16.67%	10%	100%
7.	Does the textbook have an appropriate glossary?	6	15	4	3	2	30
		20%	50%	13.33%	10%	6.67%	100%
8.	Is the textbook durable in terms of use?	6	9	11	4	0	30
		20%	30%	36.67%	13.33%	0%	100%

The questions included in this section aimed at investigating whether or not the textbook's general appearance was appropriate from the teacher's perspectives. It was measured through four (08) statements and the responses are presented in the above table.

Table 12 is clearly indicated that the majority of middle school teachers were satisfied with the general appearance of "My Book of English". The percentage 66.66% represented both teachers who agreed on the attractiveness of the textbook's cover and on the appropriateness of the font size used in the textbook for first year level, and 63.33% of them agreed that the font type used in the textbook was appropriate. Moreover, the percentage 50% of 1AM teachers appeared to represent the following:

- The textbook has informative orientation page.
- It has a complete and a detailed table of content.
- Every lesson has given an appropriate title.
- The textbook has an appropriate glossary.

Furthermore, half of 1AM teachers (20% strongly agreeing and 30% agreeing) reported that the textbook is durable in terms of use.

In summary, the quantitative data reveals that the greater majority of participants have positive views on the general appearance of the textbook with regard to the cover, the font type, font size, orientation page, table of content, the textbook's glossary. In other words the textbook is deemed appropriate.

14.2. Layout and Design (Q9-Q16)

Table 13

Teachers' Overall Impression of the Layout and Design ofthe Coursebook

N	Statements	SA	A	U	D	SD	Total
9.	Is the layout and design appropriate and clear?	1 3.33%	21 70%	5 16.67%	2 6.67%	1 3.33%	30 100%
10.	Is there enough white space to achieve clarity?	2 6.67%	17 56.66%	4 13.33%	5 16.67%	2 6.67%	30 100%
11.	Are the colours attractive?	18 60%	8 26.67%	3 10%	1 3.33%	0 0%	30 100%
12.	Is there consistency in the use of headings, icons, labels, italics, etc?	5 16.67%	18 60%	4 13.33%	3 10%	0 0%	30 100%
13.	Is the textbook clearly structured and sequenced?	6 20%	16 53.33%	2 6.67%	5 16.67%	1 3.33%	30 100%
14.	Is every sequence and lesson given an appropriate title?	5 16.67%	15 50%	4 13.33%	2 6.67%	4 13.33%	30 100%
15.	Is the textbook organized logically and effectively?	3 10%	13 43.33%	9 30%	0 0%	5 16.67%	30 100%
16.	Do the materials provide sufficient opportunities for independent study?	0 0%	12 40%	9 30%	6 20%	3 10%	30 100%

The questions were addressed to know teachers' overall impression of the layout and design of "My Book of English". It was measured through eight (08) and the responses are presented in the table 14. The latter revealed that the majority of 1AM teachers (3.33%

strongly agreeing and 70% agreeing) perceived the layout and design as appropriate and clear.
In addition, nearly two third of the respondents (6.67% strongly agreeing and
56.66% agreeing) supported the claimed that there was enough white space to achieve clarity.
Moreover, a large percentage of the participants (60% strongly agreeing and 26.67% agreeing)
stated that the colours of the textbook are attractive. Furthermore, most of the population
(16.67% strongly agreeing and 60 % agreeing) stated that there was consistency in the use of
headings, icons, labels, italics, etc. Further, with regard to the statement "the textbook is
clearly structured and sequenced", the majority of teachers (20 % strongly agreeing and 53.33
% agreeing) supported it. In addition, over half of the population (strongly agreeing 16.67 %
and agreeing 50 %) claimed that every sequence and lesson was given an appropriate title.
More than half of teachers (10% strongly agreeing and 43.33 % agreeing) highlighted that the
textbook was organized logically and effectively. Finally, 40% of them agreed that the
materials provided sufficient opportunities for independent study.

In general, it is possible to affirm that the textbook fulfills all the above criteria. That is
the participants tend towards the opinion that the layout and design is appropriate for the
textbook in question.

14.3. Teachability (Q17-Q19)

Table 14

Teachers' Evaluation of the Textbook's Teachability

N	Statements	SA	A	U	D	SD	Total
	17. Does the textbook help teachers to minimize their preparation time?	0 / 0%	10 / 33.33%	9 / 30%	11 / 36.67%	0 / 0%	30 / 100%
	18. Does the textbook help teachers exploit the activities to meet the learners' expectations?	2 / 6.67%	9 / 30%	11 / 36.67%	4 / 13.33%	4 / 13.33%	30 / 100%
	19. Does the textbook help teachers	0	12	11	7	0	30

cater for mixed ability learners and classes of different sizes?	0%	40%	36.67%	23.33%	0%	100%

The questions aimed at investigating the textbook's teachability and the responses are presented in the above table.

The table revealed that only 36.67% of teachers disagreed on the item "the textbook helps teachers to minimize their preparation time" whereas 30% of them could not decide and 36.67% of them disagreed. Moreover, 6.67% of teachers strongly agreed and 30% of them agreed that the textbook helps teachers exploit the activities to meet the learners' expectations; however, 36. 67% of them could not decide, 13.33% of them disagreed, and the same percentage strongly disagreed. Furthermore, 40% of them agreed that the textbook helps teachers cater for mixed ability learners and classes of different sizes; however, 36. 67% of them could not decide, and 23. 33% of them disagreed.

In summary, the results reveal that the majority of 1AM teachers think that the teachability of the textbook has not been totally achieved.

14.4.Level (Q20-Q25)

Table 15

The Suitability of the Textbook to 1AM Level

N	Statements	SA	A	U	D	SD	Total
20.	Is the textbook suitable to the level of 1AM pupils?	1 3.33%	21 70%	5 16.67%	2 6.67%	1 3.33%	30 100%
21.	Is the language used in the textbook suitable to 1AM pupils??	2 6.67%	17 56.66%	4 13.3%3	5 16.67%	2 6.67%	30 100%
22.	Are the reading passages suitable to the level of	1 3.33%	8 26.67%	3 10%	18 60%	0 0%	30 100%

1AM pupils?						
23. Are the listening passages suitable to the level of 1AM pupils?	5 16.67%	18 60%	4 13.33%	3 10%	0 0%	30 100%
24. Are the speaking activities suitable to the level of 1AM pupils?	6 20%	16 53.33%	2 6.67%	5 16.67%	1 3.33%	30 100%
25. Are the writing activities suitable the level of 1AM pupils?	5 16.67%	15 50%	4 13.33%	2 6.67%	4 13.3%	30 100%

The questions were addressed to know whether the textbook is suitable for 1 AM level. The responses are presented in the above table.

The table indicated that the majority of 1AM teachers (3.33% strongly agreeing and 70% agreeing) highlighted that the textbook was suitable to the level of 1AM pupils. Regarding the language used in the textbook about tow third of the percentage (6.67% strongly agreeing and56.66% agreeing) reported that It was suitable to 1AM pupils. In addition, exactly 60% of teachers disagreed on statement that the reading passages were suitable to the level of 1AM pupils. Moreover, the majority of 1AM teachers (16.67% strongly agreeing and 60% agreeing) stated that the listening tasks are suitable to 1AM pupils. Furthermore, the majority of the population (20% strongly agreeing and 53.33% agreeing) perceived the speaking activities as suitable to the level of 1AM pupils. Further, one third of the sampled population (16.67% strongly agreeing and 50% agreeing) reported that the writing activities were suitable to the level of 1AM pupils.

Generally, the results, as evidence in the above table are positive That is to say, the majority of 1AM teachers have positive perceptions towards the suitability of the textbook for

1AM level except for the reading passages that are somehow abstract and beyond the

learners' level; hence a slight improvement is needed.

14.5. Felixibility (Q26-Q27)

Table 16

Teachers' Evaluation of the Flexibility of the 1AM Textbook

N	Statements	SA	A	U	D	SD	Total
26. Is the textbook appealing and useful to the learners?		7	15	3	5	0	30
		23.33%	50%	10%	16.67%	0%	100%
27. Does the textbook provide opportunities for teachers and learners to localize activities?		3	15	8	4	0	30
		10%	50%	26.67%	13.33%	0%	100%

The two questions aimed to know whether the textbook is flexible or not from the

teachers perspectives. The responses are presented in the table above.

Table 16 indicated that the majority of the participants supported the statements about

whether or not the textbook was appealing and useful to the learners (23.33% strongly agree

and 50% of them agree). Only 16.67% do not agreed .Moreover, concerning the issue of

whether the book provides opportunity for teachers and students to localize activities, the

results show that exactly 60% of the participants supported the statement(10% strongly

agreeing and50% agreeing). Only13.33% of the participants did not agree with the statement.

As illustrated in the above table, the results are positive and definitely indicate that the

textbook contribute significantly to the satisfaction of these two functions.

14.6.Teaching Methods (Q28-Q32)

Table 17

Teachers' Evaluation of the Teaching Methods

N	Statements	SA	A	U	D	SD	Total
28.	Are the teaching methods used in the textbook the latest in the field?	2	13	9	5	1	30
		6.67%	43.33%	30%	16.67%	3.33%	100%
29.	Are the methods used learner-centered?	0	21	5	4	0	30
		0%	70%	16.67%	13.33%	0%	100%
30.	Do the methods used allow learners to talk more than teachers?	3	11	4	10	2	30
		10%	36.67%	13.33%	33.33%	6.67%	100%
31.	Do the methods used allow various class activities?	2	14	7	6	1	30
		6.67%	46.67%	23.33%	20%	3.33%	100%
32.	Is the suggested methodology appropriate for young learners in teaching context?	0	9	14	6	1	30
		0%	30%	46.67%	20%	3.33%	100%

The questions included in this section were addressed to know the teachers' perspective on the teaching methods used. The responses are presented in the above table.

The table above indicated that half of the percentage of teachers (6.67% strongly agreeing and43.33% agreeing) stated that the teaching method used in the textbook was the latest in the field. Moreover, the percentage 70% represented those teachers who believed that the method used was learner-centered. Regarding whether or not the method used allowed learners to talk more than teachers, the results indicated that around half of the participants do support the statement (10 %strongly agreeing and 36.67% agreeing).However, 33.33% of the population disagreed and 6.67% of it strongly disagreed that the method used allowed learners to talk more than teachers. Furthermore, over half of the percentage (6.67% strongly agreeing and 46.66% agreeing) highlighted that the methods used allowed various class activities.

Further, 30% of 1AM teachers agreed on the last statement "the suggested methodology was appropriate for young learners in teaching context"; however, 46.67% of them had a neutral response.

In summary, the table reveals that the majority of 1AM teachers show satisfaction towards the above statements; however, it is questionable whether the method used allows learners to talk more than their teachers and whether it is appropriate for young learners in teaching context.

14.7. Aims / Objectives (Q33-Q39)

Table 18

Teachers' Evaluation of the Objectives in the Textbook

N	Statements	SA	A	U	D	SD	Total
33.	Does the textbook fulfill the general objectives of Teaching English language in Algeria?	0	10	11	8	1	30
		0%	33.33%	36.6%7	26.67%	3.33%	100%
34.	Does the textbook fulfill the general objectives of teaching English language for first year level?	4	14	8	10	1	30
		13.33%	46.67%	26.67%	3	3.33%	100%
35.	Are the objectives specified explicitly in the textbook?	0	10	9	9	2	30
		0%	3.33%	30%	30%	6.67%	100%
36.	Do objectives meet the first year learners' needs and interests?	2	14	6	5	3	30
		6.67%	46.66%	20%	16.67%	10%	100%
37.	Do the objectives make a balance between the four main skills, listening, speaking, reading and writing?	0	4	2	17	7	30
		0%	13.33%	6.67%	56.67%	23.33%	100%
38.	Do the objectives meet the individual differences	2	11	7	6	4	30
		6.67%	36.33%	23.33%	20%	13.33%	100%

among learners?						
39. Are the objectives clear and precise?	3	4	2	18	3	30
	10%	13.33%	6.67%	60%	10%	100%

The questions were about the teachers' perspectives toward the objectives. The responses are presented in the above table.

The table indicated that one third of the participants (33.33%) agreed that the textbook fulfilled the general objectives of teaching English language in Algeria; however 36.67 % of them had a neutral response, 26.67% disagreed with the statement, and 3.33% of them strongly disagreed. In addition, over half of the respondents (13.33% strongly agreeing and46.67% agreeing) perceived that the textbook fulfilled the general objectives of teaching English language for first year level. Moreover, on whether or not the objectives were specified explicitly in the textbook, the results showed that there was a conflict between the participants about that. Over one third of the participant (33.33%) agreed and 30% of them had undecided answers. On the other hand 30% of the participants disagreed, and 6.67% of them strongly disagreed with the statement.

Furthermore, more than half of the respondents 53.33% (6.67% strongly agreeing and 46.66% agreeing) indicated that the objectives meet the first year learners' needs and interests. Further, over half of the respondents (6.67% strongly agreeing and 56.67%agreeing) highlighted that the objectives met the individual differences among learners. On the other hand,56.67% disagreed and23.33%strongly disagreed that the objectives do make a balance between the four main skills, listening, speaking, reading and writing. Finally, most of the participants (disagreeing 60% and strongly disagreeing 10%) highlighted that the objectives were not clear and precise.

In summary, the results for this criterion are mixed. The results quite evidently establish that the majority of teachers are not completely satisfied with the aims and objectives of the textbook. That is to say, the objectives are not as clear as they should be. It is important to note that there was an agreement on three points "the textbook fulfill the general objectives of teaching English language for first year level", "objectives meet the first year learners' needs and interests", and "the objectives meet the individual differences among learners".

14.8. Topic Contents (Q40-Q43)

Tables 19

Teacher's Evaluation of the Topic Contents in the Textbook

N	Statements	SA	A	U	D	SD	Total
40.	Are the topics of the textbook varied and engaging to appeal to first year level with different interests and personalities?	5	9	8	7	1	30
		16.67%	30%	26.67%	23.33%	3.33%	100%
41.	Do the topics encourage learners to express their own views?	3	12	4	8	3	30
		10%	40%	13.33%	26.67%	10%	100%
42.	Does the textbook avoid potentially embarrassing or disturbing topics?	7	13	3	5	2	30
		23.33%	43.33%	10%	16.67%	6.67%	100%
43.	Are the reading passages and examples related to the pupils' daily life?	4	21	3	2	0	30
		13.33%	70%	10%	6.67%	0	100%

The questions aimed at investigating to what extent is the textbook effective in term of the topic contents from the teacher's perspectives. The responses are presented in the above table.

The table 19 showed that over one third of the participants (16.67% strongly agreeing and30% agreeing) claimed that the topics of the textbook were varied and engaging to appeal to first year level with different interests and personalities.In addition, half of the population (10%strongly agreeing and 40%agreeing) perceived that the topics encouraged learners to express their own views. Moreover, two third of the respondents (23.33% strongly agreeing and 43.33%agreeing) highlighted that the textbook avoided potentially embarrassing or disturbing topics. Furthermore, a large percentage of the participants (13.33% strongly agreeing and 70%agreeing) stated that the reading passages and examples were related to the pupils' daily life.

As noted above, on the four evaluative statements, the textbook deems to be appropriate in terms of its topic contents.

14.9.Language Contents (Q44-Q51)

Table 20

Teachers' Evaluation of the Language Content in the Textbook

N	Statements	SA	A	U	D	SD	Total l
44.	Is the language used in the textbook sufficiently authentic?	3 10%	12 40%	3 10%	11 36.67%	1 3.33%	30 100%
45.	Do the language functions exemplify English that learners will be interested in and likely to use?	2 6.67%	9 30%	9 30%	9 30%	1 3.33%	30 100%
46.	Does the textbook cover the main grammar statements appropriate to first year level?	6 20%	10 3.33%	5 16.67%	9 30%	0 0%	30 100%
47.	Is grammar introduced implicitly?	2 6.67%	18 60%	9 30%	1 3.33%	0 0	30 100%
48.	Is there a good distribution (simple, complex) of vocabulary load across	0 0%	12 40%	8 26.67%	6 20%	4 13.33%	30 100%

the whole textbook?							
49. Are there new lexical statements that appear in each sequence?	4	20	5	1	0	30	
	13.33%	66.67%	16.67%	3.33%	0%	100%	
50. Does the textbook include adequate material for pronunciation work?	0	9	12	9	0	30	
	0%	30%	40%	30%	0%	100%	
51. Is pronunciation built through other types of activities, such as listening, dialogues, etc?	4	16	5	2	3	30	
	13.33%	53.33%	16.67%	6.67%	10%	100%	

The questions aimed at investigating to what extent is the textbook effective in term of the language content from the teachers' perspectives. It was measured through eight (08) statements in the teacher's questionnaire and the responses are presented in the above table.

The table indicated that half of the respondents (strongly agreeing 10% and agreeing 40%) reported that the language used in the textbook was sufficiently authentic; however, 36.67% of them disagreed and 3.33% of them strongly disagreed. Teachers' view on the second statement "language functions exemplify English that learners will be interested in and likely to use" seems to be scattered almost equally; 36.66% strongly agreed and agreed with the statement, 33.33% disagreed and strongly disagreed, 30% undecided .Over half of the population (strongly agreeing 20% and agreeing 33.33%) believed that the textbook covered the main grammar items appropriate to first year level. The majority of 1AM teachers (strongly agreeing 6.67% and agreeing 60%) stated that grammar introduced implicitly in the textbook whereas 30% of them had undecided answers. In addition, 40% of the participants agreed that there was a good distribution (simple, complex) of vocabulary loads across the whole textbook whereas 20% of them disagreed and 13.33% of them strongly disagreed. In addition, the majority of 1AM teachers (13.33% strongly agree and 66.67% agreeing) stated that there were new lexical items that appear in each sequence. Furthermore, 30% of the

participants agreed that the textbook includes adequate material for pronunciation work, 40% of them could not decide, and 30% of them disagreed. Finally, the majority of 1AM teachers (13.33% strongly agreeing and 53.33% agreeing) stated that pronunciation built through other types of activities, such as listening, dialogues, etc.

In summary, the table above represents the teachers' positive attitudes towards the language content presented in the textbook; however, the results show that there is a contradiction among the teachers' answers on the second and the seventh statements.

14.10.   Language Skills (Q52-Q57)

Table 21

Teachers' Evaluation of the Language Skills

N	Statements	SA	A	U	D	SD	Total
52.	Are the four skills adequately covered?	5	10	6	9	0	30
		16.67%	3.33%	20%	30%	0%	100%
53.	Is there a section for integrated skills work?	4	15	4	5	2	30
		13.33%	50%	13.33%	16.67%	6.67%	100%
54.	Does the textbook have appropriate listening tasks and the listening passages help learners developing their listen comprehension skills?	9	9	4	8	0	30
		30%	30%	13.33%	26.67%	0%	100%
55.	Is there sufficient reading material. (There is a range of varied and interesting reading text that can engage learners cognitively and effectively)?	2	6	6	12	4	30
		6.67%	20%	20%	40%	13.33%	100%
56.	Is there sufficient material for spoken English (e.g. dialogues, role-plays, etc.)?	0	12	3	11	4	30
		0%	40%	10%	36.67%	13.33%	100%
57.	Are writing activities suitable in terms of length, accuracy, and amount of guidance?	4	18	2	2	2	30
		13.33%	60%	6.67%	13.33%	6.67%	100%

The questions aimed at investigating to what extent is the textbook effective in term of the language skills from the teacher's perspectives. The responses are presented in the above table.

The result showed that half of the percentage of teachers (16.67% strongly agreeing and 33.33% agreeing) stated that the four skills were adequately covered in the textbook; however, 20% of the percentage had undecided answers, and 30% of it disagreed. In addition, the majority of 1AM teachers (13.33% strongly agreeing and 50% agreeing) highlighted that there was a section for integrated skills work. Moreover, 60% of the respondents (30% strongly agreeing and 30% agreeing) perceived that the textbook has appropriate listening tasks and the listening passages helped learners developing their listen comprehension skills. In terms of the reading material, over half of the population of teachers (40% disagreeing and 13.33% strongly disagreeing) reported that there was no sufficient reading material (There was no range of varied and interesting reading text that can engage learners cognitively and effectively). With regard to the speaking material, the result showed that half of the percentage of teachers (36.67% disagreeing and 13.33% strongly disagreeing) stated that there was no sufficient material for spoken English (e.g. dialogues, role-plays, etc.). On the other hand, 40% agreed with the statement. In terms of the writing skill, the majority of 1AM teachers (13.33% strongly agreeing and 60% agreeing) believed that writing activities are suitable in terms of length, accuracy, and amount of guidance.

The table above shows that the majority of the participants have positive views towards the skills in the textbook. However, there are some aspects that 1AM teachers feel negative about. Around half of the participant states that both the reading and the speaking materials provided in the textbook are not enough. This means that there should be a room for improvements concerning these two teaching points.

14.11.   Activities (Q58-Q63)

Table 22

Teachers' Evaluation of the Activities

N	Statements	SA	A	U	D	SD	Total
58.	Does the textbook provide a variety of meaningful and mechanical exercises and activities to practice language statements and skills?	2	12	5	8	3	30
		6.67%	40%	15.67%	26.66%	10%	100%
59.	Does the textbook provide communicative exercises and activities that help learners carry out their communicative tasks in real life?	4	12	6	5	3	30
		13.33%	40%	20%	16.67%	10%	100%
60.	Does every exercise have a clear direction?	2	19	4	3	2	30
		6.67%	63.33%	13.33%	10%	6.67%	100%
61.	Are there a reasonable and appropriate number of exercises?	1	13	5	9	2	30
		3.33%	43.33%	16.67%	30%	6.67%	100%
62.	Do the activities incorporate individual, pair and group work?	2	22	3	3	0	30
		6.67%	73.33%	10%	10%	0%	100%
63.	Do the activities promote creative, original and independent responses?	2	12	12	3	1	30
		6.67%	40%	40%	10%	3.33%	100%

The questions aimed at investigating to what extent is the textbook effective according to the tasks from the teacher's perspectives. The responses are presented in the above table.

The table indicated that nearly half of the respondents (6.67% strongly agreeing and 40% agreeing) stated that the textbook provided a variety of meaningful and mechanical exercises and activities to practice language items and skills; however, 16.67% had undecided answers,26.66% disagreed and 10% strongly disagreed with the statement. In addition, more than half of 1AM teachers (13.33%strongly agreeing and 40% agreeing) stated that the textbook provided communicative exercises and activities that helped learners carry out their communicative tasks in real life. Moreover, the majority of the respondents (6.67% strongly

agreeing and63.33% agreeing) highlighted that every exercise had a clear direction. With regard to the tasks, the result showed that around three quarter of the population (3.33% strongly agreeing and 43.33% agreeing) thought that there is a reasonable and appropriate number of exercises whereas 16.67% of the population could not decide, 30% disagreed, and 6.67% strongly disagreed with the statement. Furthermore, a large percentage of the sampled population (6.67% strongly agreeing and 73.33%agreeing) reported that the activities incorporated individual, pair and group work. Finally, around half of the population (6.67% strongly agreeing and 40% agreeing) pointed out that the activities promoted creative, original and independent responses whereas 40% of the population had undecided answers.

In summary the results reveal that the majority of 1AM teachers' attitudes towards the activities are somehow positive. However, there are some aspects that most teachers have not decided about them.

14.12.   Social and Cultural Aspect (Q64-Q69)

Table 23

English Cultural Aspect

N	Statements	SA	A	U	D	SD	Total
64.	Are the social and cultural contexts in the textbook comprehensible	4	18	3	3	2	30
		13.33%	60%	10%	10%	6.67%	100%
65.	Can learners learn about the inner lives of the characters used in the textbook?	2	12	10	4	2	30
		6.67%	40%	33.33%	13.33%	6.67%	100%
66.	Does the textbook help to foster an awareness of international as well as domestic issues?	1	16	11	2	0	30
		3.33%	53.33%	36.67%	6.67%	0	100%
67.	Do the content present different cultures?	5	19	5	1	0	30
		16.67%	63.33%	16.67%	3.33%	0%	100%
68.	Does the content help learners be	5	11	11	2	1	30

aware of how to interact using the language within a new culture that is often very different from their own?	16.66%	36.67%	36.67%	6.67%	3.33%	100%
69. Do the content displays different traditions and customs?	4	13	8	5	0	30
	13.33%	43.33%	26.67%	16.67%	0%	100%

The questions were addressed to know whether the cultural aspects are presented in the textbook or not. The responses are presented in the above table.

The teachers seemed to be satisfied with the textbook presenting the cultural aspect. The majority of the respondents (13.33% strongly agreeing and 60% agreeing) stated that the social and cultural contexts in the textbook were comprehensible. In addition, around half of the respondents (6.67% strongly agreeing and 40% agreeing) perceived that learners can learn about the inner lives of the characters used in the textbook; however, 33.33% of them had undecided answers. Moreover, over half of the population (3.33% strongly agreeing and53.33% agreeing) stated that the textbook helped to foster an awareness of international as well as domestic issues while 36.66% could not decide. Furthermore, the majority of 1AM teachers (16.67% strongly agreeing and 63.33% agreeing) highlighted that the content presented different cultures. Further, on whether or not the content helped learners to be aware of how to interact using the language within a new culture that is often very different from their own, the results showed that16.67% of 1AM teachers strongly agreed and 36.67% of them agreed that; however 36.67% of the respondents had undecided answers. Finally, over half of the population (13.33% strongly agreeing and 43.33% agreeing) stated that the textbook displayed different traditions and customs whereas 26.67% of the population could not decide.

In summary, the results obtained indicate the teachers' positive attitudes regarding the social and the cultural aspect presented in the textbook. The implication here is that "My Book of English" embraces all the above statements.

14.13.   Illustrations (Q70-Q74)

Table 24

Teachers' Responses on the Illustrations

N	Statements	SA	A	U	D	SD	Total
70.	Are the illustrations varied and attractive?	6	16	5	3	0	30
		20%	53.33%	16.67%	10%	0%	100%
71.	Do the illustrations contribute to meaningfulness of the content?	3	12	9	6	0	30
		10%	40%	30%	20%	0%	100%
72.	Do the illustrations stimulate learners to be creative?	0	15	8	6	1	30
		0%	50%	26.67%	20%	3.33%	100%
73.	Are the illustrations functional?	1	9	9	10	0	30
		3.33%	30%	30%	36.67%	0%	100%
74.	Do the illustrations facilitate learners' visualizations without imposing complete visual images?	4	12	9	3	2	30
		13.33%	40%	30%	10%	6.67%	100%

These addressed questions aimed to investigate teachers' attitudes towards the illustrations in the textbook. The responses are presented in the above table.

The above findings showed that around three quarter of the respondents (strongly agreeing 20% and agreeing 53.33%) reported that the illustrations are attractive. Moreover, half of the percentage of 1AM teachers (strongly agreeing 10% and agreeing 40%) stated that the illustrations contribute to the meaningfulness of the content. Similarly, half of this percentage (50%) agreed that the illustrations stimulated learners to be creative. In addition, 3.33% of 1AM teachers strongly agreed and 30% of them agreed that the illustrations were functional; however, 30% of them had undecided answers, and 36.67% of them disagreed.

This means that not all the illustrations are meaningful. Furthermore, over half of the population (strongly agreeing 13.33% and agreeing 40%) stated that the illustrations facilitated learners' visualizations without imposing complete visual images whether strongly agreeing or agreeing.

As indicated above, opinions tend towards the positive. According to the majority of the participants, the textbook covers all of the components in question. This does not mean to imply that the participants do not identify any area where there is room for improvement, as they do. Above one third of the participants states that not all the illustrations are functional and hence, do not effectively illustrate the targeted teaching points. However, it is important to note that this is the only area over which critical opinions are voiced and, in general, illustrations are positively evaluated.

Section Three:

1/ Please suggest some pieces of advice concerning using the coursebook .

Teachers provided us with some recommendations which are set as follows:

- The book should be divided into two parts, one for lessons and the second one for the activities.
- Reading passages should be authentic and less abstract.
- The book should suit the pupils' level and should be easy to use.
- The teacher's guide should be more detailed.
- The aims and objectives of each lesson should be stated clearly at the beginning.
- The problem situation should be stated clearly before each sequence.
- Language skills classroom activities should be more interesting.
- The four skills should be taught in laboratories.
- The coursebook's songs should be accompanied with appropriate materials such as CDs.
- Activities should be more precise and equivalent to pupils' levels and organized in a way that make pupils understand what they are required to do without any confusion. Consequently, pupils would be very creative in expressing their thoughts, feedbacks, opinions.
- Time allocation for English subject should be increased.

- The illustrations should be functional.

Teachers' recommendations are really meaningful and significant since they are primarily concerned with the book, so their perspectives must be taken into consideration in order to facilitate the task of learning and increase pupils' levels.

3.2.4. Discussion of the Results

After analysing and interpreting the outcomes of teachers' questionnaire, the findings were generally positive concerning the use of the coursebook "My Book of English".

To start with, the teachers' questionnaire findings show that most teachers are convinced with the newly designed textbook. First, most teachers' highest degree, in our study, is the Bachelor Degree (four-year licence). Second, our study is a mixture between experienced and less experienced teachers but the majority of them are experienced ones who taught for more than five years and have witnessed the old educational and the new reforms introduced under the implementation of competency based approach. Third, the results show that mostly all the teachers have taught all the levels. Moreover, half of the percentage of teachers is familiar with 1AM program. Therefore, they are able to talk about the textbook' strengths and weaknesses. Concerning the availability of the teachers' guide, all teachers agree that it is available but it does not give useful and complete guidance, along with alternative activities. The results indicate that teachers preferred "My Book of English" more than "Spotlight on English" because, according to them, is more well-organized and more well-sequenced; however, they state that it needs more improvements.

The effectiveness of the elements that are presented in the coursebook such as: the general appearance, the layout and design, the level, the flexibility, the grammar, the illustrations, and the cultural aspect have been emphasized by the majority of first year middle school teachers. Furthermore, the results show that teachers have positive views towards the

textbook's topic contents and language contents. Concerning the language skills, the results show that the four primary skills are included in integrated way; however, the focus is put more on reading and writing. However, teachers have some problems in dealing with the textbook in the classroom in terms of the recommended approach used, competency based approach. Although they have positive attitudes towards the method used, they stated that it is not suitable to the Algerian teaching and learning environment. This is due to the large number of pupils in one class (from 25 to 40 pupils), besides to the low level of culture and knowledge about the language, also the lack of the required materials when it comes to utilize this approach: computers, copies, and so on. For these reasons, teachers work hard to facilitate the learning task through the adaptation of the schoolbook contents to the pupils' level and the selection of external appropriate tasks. Besides some suggestions are provided by teachers since it is impossible for textbook to be perfect. The outcomes of the teachers' questionnaire unveiled the truth that most teachers have positive attitudes towards the textbook.

3.3. Learner' Perspectives on the Evaluation of the Textbook "My Book of English" (Learners' Questionnaire)

3.3.1. The Sample

The designed questionnaire was submitted to one hundred (100) first year middle school learners from seventeen (17) middle schools in Jijel and Taher districts. The learners are chosen randomly. Fortunately, only three (03) of them did not complete the questionnaire; and hence, the sample comprises ninety (97) learners.

3.3.2. Description of the Questionnaire

The questionnaire starts with a small introduction that presents the aim of the study. It contains twenty five questions (25) divided between close- ended and open-ended questions.

The questions are divided into three sections. The first and the second section are concerned with general information about the learners and the textbook respectively; however, the third one is concerned with a detailed evaluation of the textbook. The learners were asked to answer the questions by ticking on the corresponding choice (close- ended)or by making full statements when necessary (open-ended).

3.3.3. Analysis of the Questionnaire:

Like in the teachers' questionnaire, the obtained results from the addressed questions are presented in tables. As stated before, the total number of the sample is ninety-seven (97) learners. Consequently, this number will be matched with the percentage 100%. Hence, every question with its answer and analysis is treated subsequently.

Section 1: General Information

Q1: Age

Table 25

The Learners' Age

Response	participants	%
11	31	31.96%
12	39	40.20%
13	14	14.43%
14	6	6.19%
15	6	6.19%
16	1	1.03%
Total	97	100%

This first question is meant to indicate the age of the learners .From this result, it is noticed that learners' age is varied from 11 to 16. The majority of the targeted learners' age was between 11 and12 with the percentage (31.96%) and (40.20%). Learners of 13years old

represented 14.43% of the target population. Further, 6.19% represented learners aged 14

and15. Finally, a small fraction 1.03% of the sample was of 16 years old. That is to say, the

majority of first year middle school learners' age is 12.

Q2: Sex

Table 26

Learners' Sex

Response	Participants	%
Male	38	39.18%
Female	59	60.82%
total	97	100%

The second question is about the sex of the learners. The table showed that the number

of girls is higher in these schools compared to that of boys (60.82% vs. 39.18%).

Q3: Do you like English subject?

Table 27

Learners' Attitudes toward English Subject

Response	Participants	%
Yes	83	85.57%
Partly	10	10.31%
No	4	4.12%
total	97	100%

The third addressed question is about whether the learners like English as a subject or

not. As it is observed, the majority of the learners (85.57%) displayed a positive attitude

towards English subject. Only few of them reported that they liked it only partly (10.31%) or did not like it at all (4.12%). Those learners justified their choice by providing several reasons. Some learners consider English as a complicated subject, others did not understand the language either spoken or written, and did not know even how to read it, still other learners did not like English subject because they did not have background knowledge on the subject matter.

Q4: Do you want to use English outside the classroom?

Table 28

Learners' Attitudes toward Using English outside the Classroom

Response	Participants	%
Yes	76	78.35%
No	21	21.65%
Total	97	100%

The fourth question was about learner's attitude towards using English outside the classroom. The results revealed that light on an overwhelmingly positive viewpoint towards the use of English. A vast majority of the learners (78.35%) favoured using the language outside the classroom because they believed that English would be necessary in their future life. On the other hand, roughly a quarter of the sample admitted that they did not like to use English outside the class (21.65%).

Q5: When do you use the English textbook?

Table 29

Learners' Answers about the Time of Using the Textbook

Response	Participants	%
Only in the classroom, when the teacher asks us to do	41	42.27%
Outside the classroom to do home work	59	60.82%
Outside the classroom to try to improve my English	49	50.52%
Outside the classroom to revise for tests and exams	66	68.04%

The fifth question was addressed to know the time of using the textbook by the learners. It aimed to determine whether the textbook is used as a teaching material frequently or not. The data highlighted that the respondents did not take any extreme positions with regard to the time of using the textbook. More than one third (42.27%) of learners said that they use the textbook only in the classroom when the teacher asks them to do so. (60.82%) representing 59 of learners reported that they use it outside the classroom to do home work. While (50.51%) representing 49 learners used the textbook outside the classroom to try to improve their English .however, (68.04%) indicate that they use it outside the classroom to revise for tests and exams. This indicates that the learners do have a great contact with their textbook.

It is worth mentioning that there is a contradiction among the learners' answers on the first and the last statements.

Section Two: General Evaluation of My Book of English

Q6: Is your English textbook interesting?

Table 30

Learners' Evaluation of the Textbook

Response	Participants	%
Yes	77	79.38%
Partly	15	15.46%
No	5	5.16%
Total	97	100%

The sixth question was about whether the textbook is interesting or not. It aimed at knowing learners' views on the material. Statistically, around three quarter of the respondents (79.38%) said that the textbook was interesting. However, an inconsequential percentage deemed it as uninteresting whether somehow (15.46%) or totally (5.15%).

Q7: Does it help you to learn English?

Table 31

The Extent to Which the Textbook is Helpful

Response	Participants	%
Yes	84	86.60%
Partly	10	10.30%
No	3	3.31%
Total	97	100%

This question was about the helpfulness of the textbook to the learners. The table clearly indicated that most learners (86.60%) believed that the textbook was helpful for language learning. However, the rest considered the textbook as only partly helpful (10.30%) or not helpful at all (3.09%).This difference in views is related to the learners' views about whether the content of the textbook is interesting or not.

Q8: Which part/ activities are the most interesting?

Table 32

Learner's Favorable Parts/ Tasks

Response	Participants	%
group work	70	72.16%
Games	64	65.97%
Role play	62	63.91%
Pair work	62	63.91%
dialogues	54	55.67%

The eighth question was about the most attractive parts /tasks to the learners. It aimed to determine the learner's favorable parts in the textbook. Each of the following parts that were selected by the learners have the supremacy that is, 72.16% representing 70 of the learners reported that they liked group work, 65.97%) representing 64 of the learners answered that they liked games, while 63.91% representing 62 of the learners liked role play and pair work. Finally, 55.67 % of learners chose dialogues. This reveals that other topics in contrast, are not preferable: writing, listening, individual work and so on. The reasons behind such choices can be explained by the following:

- The learners want to improve their speaking skills.

- They realize that to learn better requires working with friends (group work) by expressing and exchanging their own ideas with their friends. Thus,establish a shared identity with other group member.Develop stronger communication skills.

- They are in favour of activities that prepare them to communicate in real-life situations.

- Reading tasks allow them to examine their proficiency level.

Question 9: What do you like about your English textbook?

This question was addressed to discover what the learners find interesting in the textbook. The majority of the learnerssaid that they liked the illustrations (pictures and drawings) and the different colours included in the textbook. That is to say, the textbook right colours capture their attention, the pictures and drawings help them grasp the concept and push them to getthe meaning related with the course, pictures, maps, drawing. Others said that they liked listening tasks, grammar tasks, games dialogues, and role play. This difference in views is related to learners themselves who prefer some parts of the textbook more than others because some of them attractive and others unattractive.

Q10: What do you dislike about your English textbook?

This question was addressed to investigate whether the learners find boring or useless in the textbook. The results indicate that although most learners do like the whole textbook but some of them do not like long reading passages. They expressed that they found difficulty in dealing with these tasks. They prefer short and simple ones.

Section three: Detailed Evaluation of the Textbook

Q11: Do you think that the content of the book is compatible with your level?

Table 33

The Suitability of the Content of the Textbook to Learners' Levels

Response	Participants	%
Yes	51	52.58%
Partly	31	31.96%
No	15	15.46%
Total	97	100%

In question eleven, the aim was to investigate the suitability of "My Book of English" to the learners. The result showed that over half of the respondent (52.58%) found the textbook compatible with their level. From their justifications it is inferred that the content suited their level. However, the rest of the respondents found it beyond their linguistic proficiency either somehow (31.96%) or totally (15.46%). They responded that the content of the textbook is not clear, the vocabulary is somehow difficult to grasp, and there are some tasks which seem to be ambiguous and the level of the language is somehow high.

Q12: Do you think that the textbook meets your needs of learning English?

Table 34

The Suitability of the Textbook to Learners' Objectives and Needs

Response	Participants	%
Yes	53	54.64%
Partly	24	24.74%
No	20	20.62%
Total	97	100%

This question was addressed to investigate the suitability of the textbook to the learner's need and objectives. Over half of the learners (54.63%) answered affirmatively .They thought that the textbook met their needs of learning English because the textbook seemed to be so helpful and they could rely merely on it in learning the language, besides they had no problem concerning the complexity of vocabulary or topics. However, the others argued that their needs of learning English are not met in the textbook because the content was somehow difficult, unclear some tasks were beyond their level, whether somehow (24.74%) or totally (20.62%).

Q13: Do you like the topics that are suggested in the textbook?

Table 35

Learners' Evaluation of the Topics of the Textbook

Response	Participants	%
Yes	77	79.38%
Partly	17	17.53%
No	3	3.09%
Total	97	100%

The thirteenth question was addressed to know the learners assessment of the selected topics in the textbook. The result showed that the majority of the learners (79.38%) confirmed that topics were suitable for their level of understanding. That is, they can understand the different lectures provided there since they are related to the learners' daily life. However, (17.53%) of the learners stated that they somehow liked the topics, while small fraction (3.09%) of them assert that they totally disliked them. This suggests that the learners have a positive attitude toward the topics that are suggested in the textbook.

Q14: which topics do you like? Put a tick (√) across the topics that you like

Table 36

Learners' *Evaluation of* the Different Topics within the Textbook

Response	Participants	%
Me and my friends	74	76.28%
Me and my family	82	84.53%
Me and my daily activities	55	56.70%
Me and my school	53	54.63%
Me, my country, and the world	30	30.92%

The question was about learners' view about the textbook's topics .It aimed to determine the preferable topics to the learners. With regard to the rates of the students' responses, it should be mentioned that some students crossed more than one topic. That is why the accumulation of all students' responses in the table gives a rate which is more than 100%.

As table depicted, 76.28% of the learners stated that they preferred the sequence "Me and my friends". Another group of students 84.53% admitted that they liked "Me and my family". i.e., these of two sequences are seen as being important to the learners. With regard to the other sequences, "Me and My Daily Activities" with the percentage of 56.70%, and "Me and My School"54.63% seemed to be interesting to the learners. However, the topic "Me, My Country, and The World" represented only 30.92% of the sample because it has not been presented yet in most of the middle schools.

Q15: Do you have difficulties in understanding the topics?

Table 37

Learners' Responses about the Complexity of the Topics

Response	Participants	%
Yes	27	27.83%
Partly	40	41.24%
No	30	30.93%
Total	97	100%

Even though the majority of learners liked the topics within the textbook, they stated that they have a little confusion in understanding them whether somehow (41.24%) or totally (27.83%).However, others (30.93%) do not have any difficulty in understanding the topics because they deal with everyday life like family and friends.

- If "yes" or "partly", what are the topics that you have difficulties in understanding?

    This question was about the topics the learners encounter difficulties in.

Learners have answered "Me and My School", "Me, and my daily activities" as the topics

that they find difficulties in.

Q16: What are the topics that you want to learn in class? (If there are other topics which are

not included in the textbook)

    This question was set for the aim of investigating the topics that learners are interested

in and want to learn them but did not exist in the textbook .Learners suggested some topics

like: stories, sport, travelling, science and technology, history texts, funny games, reading

texts, and fashion.

Q17: Do you find the vocabulary used to express the language difficult to understand?

Table 38

The Complexity of Vocabulary

Response	Participants	%
Yes	25	25.77%
Partly	38	39.18%
No	34	35.05%
Total	97	100

    Most of the pupils 25.77% found that the vocabulary used to express the language are

somehow difficult to understand; however, only few pupils 13.33% stated that there is not

problem in understanding the vocabulary. The majority of the learners found that the

vocabulary used to express the language is difficult to understand whether somehow (39.17)

% or totally (25.77%); however, only few learners (34.05%) stated that there was not problem

in understanding the vocabulary at all.

Q18: Does the textbook help you develop your skills?

Table 39

Development of Learners' Skills

Response	Participants	%
Yes	53	54.64%
Partly	29	29.90%
No	15	15.46%
Total	97	100%

This question was addressed to know whether the textbook have a positive impact on enhancing the learner's four skills. As it is shown in the table (54.64%) of the learners replied that the tasks covered in the textbook developed the learner's skills since it is integrated in the sequences. But 15.46 %of them believed that it is not helpful in increasing their skills level.

Q19: If "no" or "partly", what are the skills that have not been developed very well?

Table 40

Language Skills

The skill	Participants	%
Listening skills	7	7.21%
Speaking skills	14	14.43%
Reading skills	13	14.43%
Writing skills	11	11.34%

This question was aimed to investigate which of the skills that have not been developed very well according to the learners. The table showed that speaking skills and reading skills were the primary skills that have not been developed very well (14.43% represented both the two skills), followed by the writing skills (11.34%), and the listening skills (7.21%).

Q20: Do you like the tasks that are included in the textbooks?

Table 41

Learner' Responses on the Tasks Presented In the Textbook

Response	Participants	%
Yes	77	79.38
Partly	20	21.62
No	10	10.30
Total	97	100%

This question was aimed to investigate whether or not the learners liked the tasks that are included in the textbooks. The analysis showed that the majority of the learners(79.38%)liked the activities within the textbook with no problems. However, about 21.62% somehow liked the activities. Small fraction 10.30% stated that they disliked the activities at all.

Q21: Which tasks are attractive to you?

Table 42

Learners' Attitudes towards the Different Kinds of the Activities

Response	Participants	%
Listening tasks	43	43%
Speaking tasks	40	40%
Reading tasks	51	51%
Writing tasks	38	38%
Grammar tasks	36	36%
Role play	62	62%
Games	64	64%
Dialogues	56	56%
Individual work	20	20%
Pair work	60	60%
Group work	70	70%

This question was aimed to investigate which of the tasks are attractive to the learners. The most attractive activities to the learners that had the supremacy were: group work 70%, games 64%, pair work 62%, dialogues 56%, and reading tasks 51%. The other topics; in contrast, are not preferable so mush such as the individual work 20%.

Q22: Do you have difficulties in understanding and solving them?

Table 43

Learners' Responses on the Difficulties Facing Them

Response	Participants	%
Yes	24	24.74%
Partly	29	29.90%
No	44	45.36%
Total	97	100%

This question was aimed to investigate whether the learners had difficulties in understanding and solving the vocabulary or not. From the table above, it is clearly stated that the majority of learners did not have any difficulty at all in understanding the vocabulary, 29.90% of them found, partly, difficulty in dealing with vocabulary, and 24.74% stated that they found it difficult to understand the textbook's vocabulary.

Q23: What are the difficulties that face you?

Learners do not understand the language because they do not have background about the topics or the questions of the activities they are exposed to.

Q25: Do you like the pictures and drawings within the textbook?

Table 44

Table: Learners' Attitudes towards Illustrations

Responses	Participants	%
Yes	81	83.51%
Partly	10	10.30%
No	6	6.19%
total	97	100 %

This question was addressed to know learners' views on their textbooks illustration. The majority of learners (83.50%) liked their textbook's illustrations that seem to be helpful and push them to the target meaning related with the course, pictures, maps, drawing. That is learning by pictures and drawings are the most preferable way of learning by the majority of the learners.

This means that the textbook "My Book of English" includes illustrations which are sufficiently varied to appeal to the learners and to make them interested in the given texts and tasks.

3.3.4. Discussion of the Results

The questionnaire aims at analyzing learners' general views on the textbook "My Book of English". There is a very clear statement that the coursebook somehow fit the pupils' levels, needs, and objectives. In our study, pupils 'age is varied from 11 to 16; however, the majority of the pupils' age is 12. Also the majority of them are female which means that the number of girls is higher compared to that of boys in the Algerian middle schools. Moreover, most of the pupils like the English subject and want to use it in their daily life; however, only few of them do not like is because they considered it a complicated subject. In addition, the majority of the pupils find that the textbook is compatible with their level and meets their needs of learning English, according to them, there are some points which they like in the

coursebook and there are others which they dislike. For instance, pupils like the topics even though they did propose some which do not exist in the coursebook contents. In addition, some of them deplored certain topics because of their complexity. They also like tasks such as games, pair work, group work besides to the illustrations. However, they dislike project work which asks them to perform things beyond their abilities and some vocabulary which are difficult to understand. The majority of the pupils also state that the coursebook helps them in developing their skills. The findings of the learners' questionnaire were generally positive.

3.4.   General Discussion

Based on the findings obtained from the textbook evaluation checklist and the analyses and interpretations of the two questionnaires devoted to teachers and learners, several important facts can be drawn. The results obtained from these three research tools show similarities concerning different points. First, there is an agreement that most of the topics are interesting because they enable the pupils to have an opportunity to personalize and express their own ideas. Such topics are suitable to their level of proficiency and develop their knowledge. Second, in terms of the social and the cultural aspects, the results obtained, from both the checklist and the teachers' and the learners' questionnaires are positive. The textbook is effective in relation to these teaching points because it provides cultural information about both home and foreign culture. Third, the textbook's illustrations are attractive and stimulate the learners' attention as it is stated in the two research tools. However, it is found that not all the illustrations are functional because they do not always reflect their situations. In addition, the findings show that all the language skills are presented in the textbook; however, the emphasis is put more on reading and writing since the included tasks, in terms of the listening and speaking skills are not enough. Also the speaking skills, unlike the other skills, have not given a particular section. In terms of the language content presented in the textbook, which are grammar, vocabulary, and pronunciation, the results tend to be positive. These teaching points have been given a crucial importance throughout the coursebook and they are graded from simple to complex. However, some of the vocabulary included in some of the reading passages are beyond the learners' level. Generally, "My Book of English" is considered to be suitable for 1AM level. All in all the obtained positive results confirm our hypotheses. That is to say, the textbook is effective to large extent from both the teachers' perspectives and the learners' questionnaire.

3.5. General Recommendations

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

- Time allocation for English subject should be increased.

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

- Materials for instance: computers, copies, data show and other technical ones should be accompanied with the coursebook to facilitate teaching and learning and make the application.

- Topics should fit the aim of communication i.e. they should be selected in a way that enables pupils to talk about jobs, hobbies, health, feelings, childhood and many other ones. This will make them interested and encourage them to practice the language of the CBA effective.

- There should be varied reading texts- especially stories and funny jokes- which they should be appropriate to the pupils' levels, this will enable them to learn more lexical statements and grammar.

- Pupils should be given an opportunity to listen to English used in everyday situations for example: at the restaurant, at the supermarket. The objectives are to train them to gradually listen and understand the speech of native speakers. This will be achieved by audio equipments: tapes, songs, films, videos, interviews, even CDs of phonetics and so on.

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

- Teachers should modify the textbook's unsatisfactory parts regularly.

- It is better to have two books for the English subject: one for the presentation of courses and rules, and the other one for the tasks and exercises.

3.6. Limitations

- This study is limited to public middle schools in jijel. Therefore, conclusions need to be verified by conducting similar studies across different cities in Algeria. Another limitation of this study is that the present study is a macro level evaluation study; however, it can be complemented with a micro evaluation study, which is on the task level. The micro evaluation can take place by means of observation tools, task evaluation sheets and journal keeping so as to see how tasks and activities work in the classroom. . Furthermore, a combination of both macro and micro evaluation studies will provide extensive feedback and help to identify both weaknesses and strengths of the materials concerned.

- Since the present study is the first study conducted to evaluate the textbook titled "My Book of English", the results need to be verified with a larger group of teachers and learners from different regions of Algeria.

Conclusion

In summary, the content of this third chapter was unfolded within three sections. The first section corresponded to the presentation and the description of the newly designed textbook. In the second and the third section, a shift was made to the presentation and the description of the findings obtained from the two questionnaires devoted to teachers and learners respectively. The results were presented in the form of quantitative figures in tables as deemed appropriate. A general discussion of the findings of the three research tools, the checklist and the questionnaire, was followed. The chapter closed up with a set of recommendations that were derived from the whole research process and a set of limitations of the study.

General conclusion

The present study attempted to evaluate "My Book of English" of the first year middle school level from different perspectives. The procedure followed has aimed to identify its strengths and weaknesses and to investigate its suitability and effectiveness in the process of language teaching and learning.

The piece of research in hand is subdivided into three chapters. The first and the second chapters constitute the theoretical part of this study while the third chapter is the practical part. In this chapter, more specific data on the textbook "My Book of English" in terms of general presentation and description are presented. In addition, it is concerned with the analysis of the obtained data collected from the teachers' and the learners' questionnaires.

As for the research hypotheses which are about teachers' and learners' attitudes towards the overall effectiveness of "My Book of English", it is confirmed: both teachers and learners report more positive attitudes and perspectives towards the textbook. That is to say, the textbook's content fits the needs, interests, and abilities of the learners and expectations of teachers.

Generally, the coursebook is conceived to fit the requirements and the needs of pupils as well as to meet teachers' expectations and objectives. The data gathered from this study demonstrate that the textbook is effective to a large extent in terms of several criteria such as its general appearance, layout and design, level, social and cultural context, and illustrations. However, certain demerits are undeniable concerning the contents of the coursebook such as the textbook's teachability, some of the reading texts which are beyond the learners' level, and some of the illustrations which are un functional. Therefore, teachers should be aware of the manner to mediate it with the pupils by using the processes of adaptation and supplementation for the unsatisfactory parts.

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APPENDICES

Appendix A

Coursebook Evaluation Checklist

To find out the strengths and weaknesses of the coursebook and whether it meets the aims of

the course and the learners' needs, the checklist used in this study is adopted from several

criteria suggested by different authors. It covers the following areas:

A. General appearance
B. Layout and design
C. Teachability
D. Level
E. Flexibility
F. Teaching methods
G. Aims and objectives
H. Topic contents
I. Language contents
J. Language skills
K. Activities
L. Social and cultural aspect
M. Illustrations
N. Accompanying Material

Statements
A. GeneralAppearance
1. Is the textbook's cover informative and attractive?
2. Is the font size used in the textbook appropriate for first year level?
3. Is the font type used in the textbook appropriate for first year level?
4. Is there an informative orientation page?
5. Does the textbookhave a complete and detailed table of content?
6. Is every lesson given an appropriate title?
7. Does the textbookhave an appropriate glossary?
8. Is the textbook durable in terms of use?
B. Layout and Design
9. Is the layout and design appropriate and clear?
10. Is there enough white space to achieve clarity?
11. Are the colours attractive?
12. Is there consistency in the use of headings, icons,labels, italics, etc?
13. Is the textbook clearly structured and sequenced?
14. Is every sequence and lesson given an appropriate title?
15. Is the textbook organized logically and effectively?
16. Do the materials provide sufficient opportunities for independent study?
C. Teachability
17. Does the textbook help teachers to minimize their preparation time?
18. Does the textbook help teachers exploit the activities to meet the learners' expectations?

19. Does the textbook help teachers cater for mixed ability learners and classes of different sizes?
D. Level
20. Is the textbook suitable to the level of 1AM pupils?
21. Is the language used in the textbook suitable to 1AM pupils?
22. Are the reading passages suitable to the level of 1AM pupils?
23. Are the listening activities suitable to the level of 1AM pupils?
24. Are the speakingactivities suitable to the level of 1AM pupils?
25. Are the writing activities suitable to the level of 1AM pupils?
E. Flexibility
26. Is the textbook appealing and useful to the learners?
27. Does the textbook provide opportunities for teachers and learners to localize activities?
F. Teaching Methods
28. Are the teaching methods used in the textbook the latest in the field?
29. Are the methods used learner-centered?
30. Do the methods used allow learners to talk more than teachers?
31. Do the methods used allow various class activities?
32. Is the suggested methodology appropriate for young learners in teaching context?
G. Aims / Objectives
33. Does the textbook fulfill the general objectives of Teaching English language in Algeria?
34. Does the textbook fulfill the general objectivesof teaching English language for first year level?
35. Are the objectives specified explicitly in the textbook?
36. Do objectives meet the first year learners' needs and interests?
37. Do the objectives make a balance between the four main skills, listening, speaking, reading and writing?
38. Do the objectives meet the individual differences among learners?
39. Are the objectives clear and precise?
H. Topic Contents
40. Are the topics of the textbook varied and engaging to appeal to first year level with different interests and personalities?
41. Do the topics encourage learners to express their own views?
42. Does thetextbook avoid potentially embarrassing or disturbing topics?
43. Are the reading passages and examples related to the pupils' daily life?
I. Language Contents
44. Is the language used in the textbook sufficiently authentic?
45. Do the language functions exemplify English that learners will be interested in and likely to use?
46. Does the textbook cover the main grammar items appropriate to first year level?
47. Is grammar introduced explicitly or implicitly?
48. Is there a good distribution (simple, complex) of vocabulary load across the whole textbook?
49. Are there new lexical itemsthat appear in each sequence?
50. Does the textbook include adequate material for pronunciation work?
51. Is pronunciation built through other types of activities, such as listening, dialogues,

etc?

J. Language Skills
52. Are the four skills adequately covered?
53. Is there a section for integrated skills work?
54. Does the textbook have appropriate listening tasks and the listening passages help learners developing their listening comprehension skills?
55. Is there sufficient reading material. (There is a range of varied and interesting reading text that can engage learners cognitively and effectively)?
56. Is there sufficient material for spoken English (e.g. dialogues, role-plays, etc.)?
57. Are writing activities suitable in terms of length,accuracy, and amount of guidance?
K. Activities
58. Does the textbook provide a variety of meaningful and mechanical exercises and activities to practice language items and skills?
59. Does the textbookprovide communicative exercises and activities that help learners carry out their communicative tasks in real life?
60. Does every exercise have a clear direction?
61. Is there a reasonable and appropriate number of exercises?
62. Do the activities incorporate individual, pair and group work?
63. Do the activities promote creative, original and independent responses?
L. Social and Cultural Aspect
64. Are the social and cultural contexts in the textbook comprehensible?
65. Can learners learn about the inner lives of the characters used in the textbook?
66. Does the textbook help to foster an awareness of international as well as domestic issues?
67. Do the content present different cultures?
68. Doo the content helplearners be aware of how to interact using the language within a new culture that is often very different from their own?
69. Do the content displays different traditions and customs?
M. Illustrations
70. Are the illustrations varied and attractive?
71. Do the illustrations contribute to meaningfulness of the content?
72. Do the illustrations stimulate learners to be creative?
73. Are the illustrations functional?
74. Do the illustrations facilitate learners' visualizations without imposing complete visual images?
N. Accompanying Material
75. Are there authentic materials so that the students think that the book is relevant to real life?
76. Is the teacher's book that accompanies the textbook informative?

Appendix B

TEACHERS' QUESTIONNAIRE

Dear teacher,

This questionnaire is a crucial part of a research study. It aims at investigating the suitability of the textbook "My Book of English" that you are actually using. Moreover, it seeks to discover the main strengths and shortcomings of the textbook including every single property because the evaluation process will rely so much on your answers and viewpoints. So, you are kindly requested to answer the following questionnaire by ticking (√) the appropriate box or making a full statement when necessary.

Thank you in advance for your cooperation and the time devoted to answer the questionnaire.

SECTION ONE: General Information

1. What is your highest degree?
   a. ITE Certificate ☐
   b. ITE Certificate + Bachelor Degree (Licence from UFC) ☐
   c. Bachelor Degree (four-year licence) ☐
   d. Bachelor Degree (LMD Licence) ☐
   e. Bachelor Degree (ENS Certificate) ☐
   f. Master Degree ☐

2. How long have you been teaching English at the middle school? ....years.

3. What levels have you taught?
   a. 1AM ☐
   b. 2AM ☐
   c. 3AM ☐
   d. 4AM ☐

4. How long have you taught 1AM pupils? ……………………..

5. How many pupils do you have in 1AM classes in average? ……………pupils

SECTION TWO: General Evaluation of "MY BOOK OF ENGLISH"?

6. To what extent are you satisfied with **"MY BOOK OF ENGLISH"?**
   a. Extremely ☐   b. Significantly ☐   c. Moderately ☐   d. Not at all ☐

7. To what extent do you think your pupils find the textbook interesting?

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

8. Do you think that **"MY BOOK OF ENGLISH"?** is better than **" SPOTLIGHT ON ENGLISH"**

a. Yes ☐   b. No ☐   c. I don't know ☐

9. If "Yes" or "No", please explain……………………………………………………………

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10. Do you think the textbook needs improvement?

a. Yes ☐   b. No ☐   c. I don't know ☐

11. If "Yes", which improvements would you recommend?

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12. Do you have a teacher's guide?

Yes ☐   b. No ☐

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

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

SECTION THREE: Detailed Evaluation of the Textbook

14. Please, respond to the following statements and decide whether you strongly agree (**SA**), agree (**A**), undecided (**U**), disagree (**D**) or strongly disagree (**SD**)

Statements	SA	A	U	D	SD
1. Is the textbook's cover informative and attractive?					
2. Is the font size used in the textbook appropriate for first year					

level?					
3. Is the font type used in the textbook appropriate for first year level?					
4. Is there an informative orientation page?					
5. Does the textbook have a complete and detailed table of content?					
6. Is every lesson given an appropriate title?					
7. Does the textbook have an appropriate glossary?					
8. Is the textbook durable in terms of use?					
9. Is the layout and design appropriate and clear?					
10. Is there enough white space to achieve clarity?					
11. Are the colours attractive?					
12. Is there consistency in the use of headings, icons, labels, italics, etc?					
13. Is the textbook clearly structured and sequenced?					
14. Is every sequence and lesson given an appropriate title?					
15. Is the textbook organized logically and effectively?					
16. Do the materials provide sufficient opportunities for independent study?					
17. Does the textbook help teachers to minimize their preparation time?					
18. Does the textbook help teachers exploit the activities to meet the learners' expectations?					
19. Does the textbook help teachers cater for mixed ability learners and classes of different sizes?					
20. Is the textbook suitable to the level of 1AM pupils?					
21. Is the language used in the textbook suitable to 1AM pupils?					
22. Are the reading passages suitable to the level of 1AM pupils?					
23. Are the listening activities suitable to the level of 1AM pupils?					
24. Are the speaking activities suitable to the level of 1AM pupils?					
25. Are the writing activities suitable to the level of 1AM pupils?					

26. Is the textbook appealing and useful to the learners?					
27. Does the textbook provide opportunities for teachers and learners to localize activities?					
28. Are the teaching methods used in the textbook the latest in the field?					
29. Are the methods used learner-centered?					
30. Do the methods used allow learners to talk more than teachers?					
31. Do the methods used allow various class activities?					
32. Is the suggested methodology appropriate for young learners in teaching context?					
33. Does the textbook fulfill the general objectives of Teaching English language in Algeria?					
34. Does the textbook fulfill the general objectives of teaching English language for first year level?					
35. Are the objectives specified explicitly in the textbook?					
36. Do objectives meet the first year learners' needs and interests?					
37. Do the objectives make a balance between the four main skills: listening, speaking, reading and writing?					
38. Do the objectives meet the individual differences among learners?					
39. Are the objectives clear and precise?					
40. Are the topics of the textbook varied and engaging to appeal to first year level with different interests and personalities?					
41. Do the topics encourage learners to express their own views?					
42. Does the textbook avoid potentially embarrassing or disturbing topics?					
43. Are the reading passages and examples related to the pupils' daily life?					
44. Is the language used in the textbook sufficiently authentic?					
45. Do the language functions exemplify English that learners					

will be interested in and likely to use?					
46. Does the textbook cover the main grammar items appropriate to first year level?					
47. Is grammar introduced explicitly or implicitly?					
48. Is there a good distribution (simple, complex) of vocabulary load across the whole textbook?					
49. Are there new lexical items that appear in each sequence?					
50. Does the textbook include adequate material for work?					
51. Is pronunciation built through other types of activities, such as listening, dialogues, etc?					
52. Are the four skills adequately covered?					
53. Is there a section for integrated skills work?					
54. Does the textbook have appropriate listening tasks and the listening passages help learners developing their listening Comprehension skills?					
55. Is there sufficient reading material. (There is a range of varied and interesting reading text that can engage learners cognitively and effectively)?					
56. Is there sufficient material for spoken English (e.g. dialogues, role-plays, etc.)?					
57. Are writing activities suitable in terms of length, accuracy, and amount of guidance?					
58. Does the textbook provide a variety of meaningful and mechanical exercises and activities to practice language items and skills?					
59. Does the textbook provide communicative exercises and activities that help learners carry out their communicative tasks in real life?					
60. Does every exercise have a clear direction?					
61. Is there a reasonable and appropriate number of exercises?					
62. Do the activities incorporate individual, pair and group work?					

63. Do the activities promote creative, original and independent responses?					
64. Are the social and cultural contexts in the textbook comprehensible?					
65. Can learners learn about the inner lives of the characters used in the textbook?					
66. Does the textbook help to foster an awareness of international as well as domestic issues?					
67. Does the content present different cultures?					
68. Does the content help learners be aware of how to interact using the language within a new culture that is often very different from their own?					
69. Does the content display different traditions and customs?					
70. Are the illustrations varied and attractive?					
71. Do the illustrations contribute to meaningfulness of the content?					
72. Do the illustrations stimulate learners to be creative?					
73. Are the illustrations functional?					
74. Do the illustrations facilitate learners' visualizations without imposing complete visual images?					

SECTION THREE: Further Suggestions

15. Please, add any other comment or suggestion.

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EVALUATION OF THE EFFECTIVENESS OF "MY BOOK OF ENGLISH"

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....

....

THANK YOU

Appendix C

PUPILS' QUESTIONNAIRE

Dear pupil,

This questionnaire is a crucial part of a research study. It aims at investigating the suitability of the "My Book of English" that you are using in learning English. You are kindly requested to answer the following questionnaire. Please tick (√) the appropriate box or make full statements when necessary.

SECTION ONE: GENERAL INFORMATION

1. Age:………..

2. Sex: ………….

3. Do you like the English subject?

    a. Yes ☐   b. Partly ☐   c. No ☐

    If your answer was "no" or "partly", please justify

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

…………………………………………………………………………………………

4. Do you want to use English outside the classroom?
    a. Yes ☐   b. no ☐

5. When do you use the English textbook?
    a. Only in the classroom, when the teacher asks us to do   ☐
    b. Outside the classroom to do homework   ☐
    c. Outside the classroom to try to improve my English   ☐
    d. Outside the classroom to revise for tests and exams   ☐

SECTION TWO: General Evaluation of "MY BOOK OF ENGLISH"?

6. Is your English textbook interesting?
    a. Yes   ☐   b. Partly   ☐   c. No   ☐
7. Does it help you to learn English?

a. Yes ☐   b. Partly ☐   c. No ☐

8. Which part / activities are the most interesting?

……………………………………………………………………………………………

Please, say why……………………………………………………………………..

…………………………………………………………………………

9. What do you like about your English textbook?

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………

10. What do you dislike about your English textbook?

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………

SECTION THREE: Detailed Evaluation of the Textbook

11. Do you think that the content of the textbook is compatible with your level?

a.   Yes ☐ b. Partly   ☐   c. No   ☐

Whatever your answer explain how?

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

………………………………………………………………………………

12. Do you think that the textbook meets your needs of learning English?

a.   Yes ☐   b. Partly ☐   c. No ☐

Whatever your answer, please explain?

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

………………………………………………………………………………

EVALUATION OF THE EFFECTIVENESS OF "MY BOOK OF ENGLISH"

13. Do you like the topics that are suggested in the textbook?

    a. Yes ☐   b. Partly ☐   c. No☐

14. Which topics do you like? Put a tick (√) across the topics that you like

    a.   Me and my friends   ☐   d.   Me and my school☐

    b.   Me and my family   ☐   e.   Me,my country and the world☐

    c.   Me and my daily tasks ☐

15. Do you have difficulties in understanding the topics?

    a.   Yes Partly No   ☐   ☐

16. If "yes" or "partly", what are the topics that you have difficulties in understanding?

…………………………………………………………………………………………….…

………………………………………………………………………………

17. What are the topics that you want to learn in class? (If there are other topics which are

not included in the textbook)?

…………………………………………………………………………………………

……………………………………………………………………………………….

18. Do you find the vocabulary used to express the language difficult to understand?

    a. Yes   ☐   b. Partly ☐   c. No ☐

19. Does the textbook help you develop your skills?

    a. Yes   ☐   b. Partly ☐   c. No ☐

20. If "no" or "partly", what are the skills that have not been developed very well?

    a.   Listening skills ☐   c.   Reading skills ☐

    b.   Speaking skills ☐   d.   Writing skills ☐

EVALUATION OF THE EFFECTIVENESS OF "MY BOOK OF ENGLISH"

21. Do you like the tasks that are included in the textbook?

   a. Yes ☐   b. Partly ☐   c. No ☐

22. Which tasks are attractive to you?

a.	Listening tasks	☐	g. Games	☐
b.	Speaking tasks	☐	h. Dialogue	☐
c.	Reading tasks	☐	i. Individual work	☐
d.	writing tasks	☐	j. Pair work	☐
e.	Grammar tasks	☐	k. Group work	☐
f.	Role play	☐		

23. Do you have difficulties in understanding and solving them?

   a. Yes ☐   b. Partly ☐   c. No ☐

24. What are the difficulties that face you?

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

………………………………………………………………………………………………

…………………………………………………………..

25. Do you like the pictures and the drawings within the textbook?

   a. Yes ☐   b. Partly ☐   c. No ☐

Thank you so much

Appendix D

الإستبيان هو جزء مهم من هذه الدّراسة.و هي تهدف إلى التحقيق في مدى ملائمة الكتاب المدرسي لمادة الانجليزية "كتابي في الابجليزية"الذي تستعمله لتعلم اللغة. بلطف أنت مطالب بالإجابة عن هذه الأسئلة. أرجوك ضع علامة (✓) أمام الخانة المناسبة أو أجب عن الأسئلة الأخرى باستعمال جمل.

الجزء الاول :معلومات عامة

1. العمر:
2. الجنس:
3. هل تحب مادة الابجليزية؟

أ. نعم ☐ ب. جزئيا ☐ ج. لا ☐

برر إجابتك إذا كانت "لا"أو "جزئيا"

....

....

....

4. هل تحب استعمال اللغة الإنجليزية خارج القسم؟

نعم ☐ لا ☐

5. متى تستعمل كتاب اللغة الإنجليزية؟

أ. في القسم فقط، عندما يطلب منا المعلم. ☐

ب. خارج القسم للقيام بالواجبات المنزلية. ☐

ج. خارج القسم في محاولة لتحسين لغتي الإنجليزية. ☐

د. خارج القسم للمراجعة للفروض والامتحانات. ☐

الجزء الثاني: معلومات عامة حول "كتابي في الإنجليزية"

6. هل كتابك في اللغة الانجليزية ممتع؟

نعم ☐   جزئيا ☐   لا ☐

7. هل يساعدك الكتاب في تعلم اللغة الانجليزية؟

نعم ☐   جزئيا ☐   لا ☐

8. ما هي الأجزء /التمارين الأكثر متعة؟

....

....

برر لماذا

....

....

9. ماذا يعجبك في كتابك للغة الإنجليزية؟

....

....

10. ماذا تكره في كتاب اللغة الإنجليزية؟

....

....

الجزء الثالث: تقييم مفصل للكتاب.

11. هل تضن ان محتوى الكتاب المدرسي يتوافق مع محتواك التعليمي؟

نعم ☐   جزئيا ☐   لا ☐

مهما كانت اجابتك أرجوك اشرح كيف

....

....

....

12.هل تظن أن احتياجاتك لتعلم اللغة موجودة في هذا الكتاب المدرسي؟

نعم ☐ جزئيا ☐ لا ☐

مهما كانت اجابتك أرجوك اشرح كيف

....

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13.هل تحب المواضيع المقترحة في الكتاب المدرسي؟

نعم ☐ جزئيا ☐ لا ☐

14.ماهي المواضيع التي تعجبك؟ضع علامة(✓)أمام المواضيع التي تعجبك.

أنا و أصدقائي ☐ أنا و مدرستي ☐

أنا و عائلتي ☐ أنا,وطني و العالم ☐

أنا و وظائفي اليومية ☐

15.هل لديك صعوبات في فهم مواضيع الكتاب؟

نعم ☐ جزئيا ☐ لا ☐

إذا كانت "لا" أو "جزئيا" ما هي المواضيع التي لديك صعوبات في فهمها؟

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....

....

16.ما هي المواضيع التي تريد تعلمها في القسم (هل هناك مواضيع كنت تريد تعلمها لكن لا توجد في الكتاب)؟

....

....

17. هل تجد صعوبة في فهم المفردات و الكلمات المستعملة للتعبير عن اللغة؟

نعم ☐ جزئيا ☐ لا ☐

18. هل يساعدك الكتاب المدرسي في تطوير و تنمية مهاراتك؟

نعم ☐ جزئيا ☐ لا ☐

19. إذا كانت إجابتك" لا" أو "جزئيا" ما هي المهارات التي لم يتم تنميتها و تطويرها؟

مهارات السمع ☐ مهارات القراءة ☐

مهارات الكلام ☐ مهارات الكتابة ☐

20. هل تحب الأنشطة الموجودة في الكتاب المدرسي؟

نعم ☐ جزئيا ☐ لا ☐

21. ما هي الأنشطة التي تعجبك؟

مهارات السمع ☐ الألعاب ☐

مهارات الكلام ☐ أداء الحوارات ☐

مهارات القراءة ☐ العمل الفردي ☐

مهارات الكتابة ☐ العمل الثنائي ☐

تمارين النحو ☐ العمل الجماعي ☐

أداء الأدوار ☐

22. هل لديك صعوبات في حلهم و فهمهم

نعم ☐ جزئيا ☐ لا ☐

23. ما هي الصعوبات التي تواجهها؟

EVALUATION OF THE EFFECTIVENESS OF "MY BOOK OF ENGLISH"

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....

....

24.هل تحب الرسومات و الصور الموجودة في الكتاب المدرسي؟

نعم ☐   جزئيا ☐   لا ☐

شكرا جزيلا

Résumé

La présente recherche tente d'examiner l'efficacité du livre d'anglais «My Book of English» du la première année moyenne en Algérie. Le processus d'évaluation vise à obtenir des idées sur des attitudes des enseignants et les élèves envers l'utilisation du programme scolaire et d'explorer si elle satisfait les objectifs des enseignants et le niveau des élèves avec leur besoins. Afin de vérifier la validité de l'hypothèse de recherche qui stipule que le manuel «Mon livre de l'anglais» serait effectif si les enseignants et les apprenants du collège et les apprenants de l'Algérie ont des opinions positives sur », une conception descriptive de la recherche a été mise en place dans laquelle une liste de contrôle avec Deux questionnaires ont été administrés. La phase d'évaluation se concentre sur les points forts et les faiblesses du livre et est examinée selon divers cadres et critères adoptés à partir des lignes directrices et des listes de contrôle suggérées par différents auteurs. Le premier questionnaire a été dirigé vers les enseignants du premier cycle de la première année, tandis que le deuxième a été délivré à quatre-vingt dix sept élèves de premier cycle. Les résultats obtenus ont révélé que les opinions des enseignants et des apprenants concernant l'utilisation du manuel étaient positives. Cela correspond généralement aux attentes des enseignants et des étudiants; Cependant, certains inconvénients sont indéniables. Par conséquent, les enseignants devraient être conscients de ces inconvénients pour la médiation du manuel en utilisant les processus d'adaptation et de complément pour les parties insatisfaisantes.

الملخص

يهدف هذا البحث إلى دراسة و تقييم كتاب اللغة الإنجليزية "My Book of English" للسنة الأولى متوسط في الجزائر. هدا التقييم يسعى الى معرفة اتجاهات المعلمين والطلاب نحو استخدام الكتاب واستكشاف ما إذا كان يتوافق مع أهداف الاساتدة ومستوى الطلاب. للتحقق من صحة الفرضية البحثية التي تنص على أن "My Book of English" ستكون فعالا إذا كان المدرسون والطلاب الجزائرييون لديهم آراء إيجابية حوله وقد تم اتباع البحث الوصفي من خلال استخدام القائمة المرجعية مع توزيع اثنين من الاستبيانات. تركزت مرحلة التقييم على نقاط القوة والضعف في الكتاب ومناقشته في إطار مختلف الأطر والمعايير المعتمدة من المبادئ التوجيهية وقوائم المراجعة المقترحة من قبل مؤلفين مختلفين. وزع الاستبيان الأول على ثلاثين استاد للغة الانجليزية في التعليم المتوسط اما الثاني فوزع لسبعة وتسعين تلميدا . و بينت النتائج أن آراء المعلمين والمتعلمين فيما يتعلق باستخدام الكتاب كانت إيجابية. وهذا يتوافق بشكل عام مع توقعات المعلمين والطلاب. ومع ذلك، بعض العيوب لا يمكن إنكارها. ولذلك يجب أن يكون الاساتدة على بينة من هذه العيوب و استخدام عمليات التكيف في الجوانب غير مرضية.