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**Evaluating “My Book of English 4” vs “On the Move4” from Teachers’**

**Perspectives**

**The Case of Fourth Year Middle School Teachers**

Dissertation Submitted in Partial Fulfilment for the Requirements of the Degree of Master in  
English Didactics

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## **Dedication**

I dedicate this work to:

My beloved parents

My brothers: Zouhir, Bilel, Aissa and Moussa

My wonderful: sisters Widad, Imen and Wissam

My partner Fatima

I would also dedicate this work to:

all those who I did not mention their names, and all who love me.

**Sihem**

## **Dedication**

I dedicate this work to:

My dead mother, all the members of my family and all my friends

**Fatima**

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### **Abstract**

The present study is set out with the aim of investigating teachers' attitude towards the effectiveness of the new fourth grade middle school English textbook “My Book of English” (MBOE) in comparison to the preceding one “On the Move” (OTM). In more details it seeks to find out from teachers' perspectives, the weaknesses of the preceding textbook “OTM”, the strengths and weaknesses of the new textbook. In addition, it attempts to investigate to what extent MBOE has covered the shortcomings of the preceding one. This study is based on three hypotheses. First, if the new textbook “MBOE” has taken into account the weaknesses of the preceding one, then the new textbook has succeeded to cover the shortcomings of the preceding one. Second, if the preceding and the new textbooks have the same weaknesses, then the Algerian Ministry of Education needs to review its decisions and keep up with its attempts to design an effective textbook. Third, if the new textbook has taken into consideration the level of learners, then the new textbook is effective for learners. In order to test the hypotheses, data was collected through using two main tools instead of three: an adapted checklist and a questionnaire; the third tool supposed to be used is an interview, but due to the hard situation the world has witnessed, i.e., corona virus, they are integrated into one comprehensive questionnaire to be three in one. This comprehensive questionnaire was emailed and handed to forty (40) teachers from different middle schools in Algeria. The research findings revealed that the new textbook is better than the preceding one in many aspects, and to some extent, it covers the shortcomings of the preceding one. Yet, the new textbook has salient weaknesses in terms of language level. It is to some extent upper the average level of learners. Thus, it is not too much effective for learners' level, and consequently the Ministry of Education is still in need to make more reforms.

**Key Words:** Textbook, Middle School, Evaluation, Checklist, Questionnaire, Quantitative, Qualitative

## **List of Abbreviations**

**A:** Agree

**CBA:** Competency based approach

**D:** Disagree

**EFL:** English foreign language

**ELT:** English Language Teaching

**ESL:** English Second Language

**MBOE:** My Book of English

**MS:** Middle school

**N:** Neutral

**OTM:** On the Move

**Q:** Question

**SA:** Strongly agree

**SD:** Strongly disagree

**ST:** Spring Two

**%:** Percentage.

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Résumé

الملخص

“MY BOOK OF ENGLISH4” VS “ON THE MOVE 4”

## **General Introduction**

Background of the Study

Statement of the Problem

Aim of the Study

Research Questions

Hypotheses

Research Tools

Structure of the Dissertation

## **General Introduction**

### **1. Background of the Study**

Over the course of the current century, English is the most commonly used language in the world. It has become a global language. Being fully aware of its importance as a foreign language, especially at the national level, the Algerian curriculum developers incorporated it as another foreign language besides French to be taught in its national educational programme.

In the educational system of Algeria, the process of teaching English relies mostly on the use of textbook. The latter is regarded as the most important source that offers a framework of guidance and orientation and a basis that teachers can rely on creating an effective lesson. It may even constitute the main and perhaps the unique aid used by both teachers and learners. It is also, a resource of the language that is used both inside and outside the classroom. In this line of thought, Sheldon (1988) suggested that “textbooks represent for both students and teachers’ the visible heart of any ELT programme” (p.237). This means that textbooks offer considerable advantages for both the students and teachers when they are being used in English Second Language (ESL)/ English Foreign Language (EFL) classrooms.

Since textbooks remain the major source of language teaching and learning in Algeria, their evaluation is necessary and vital because this evaluation can provide valuable information for the future going of classroom practice, the planning of courses and management of learning tasks. Thus, the evaluation process of these textbooks merits serious consideration, because inappropriate choice may waste funds and time. Moreover, Textbook evaluation provides the opportunity for teachers, supervisors, administrators, and materials developers to make judgment about the textbooks and how to choose them for learners. In other words, due to the fact that no textbook can be perfect, textbook evaluation is very important to clarify the suitability of the sources and find the best one (Gholami, Nikou & Soultanpour,2012).

Although most classroom teachers are not involved in designing textbooks, it does not mean that they cannot take part in participate in textbook evaluation. According to Cunningsworth (1995) and Tomlinson (2003), in order to evaluate or develop ELT materials for a specific context, it is necessary to identify target users. Among the target users, learners and teachers are regarded the first users of educational materials (Breen & Candlin, 1987). Hence, teachers should have an active role in the evaluation process of the published materials or textbooks because they are the direct users of textbooks. Also, they are the only staff who spends many hours with students. Thus, they are knowledgeable about their students' background, needs, and expectations. In this regard, Bhanegaonkar and Mahfoodh (2013) clarified the role of teacher in curriculum and asserted that teachers are a key factor in the successful implementation of curriculum changes and particularly changes of textbooks.

The literature of textbook evaluation is a large and a varied body, and it is tackled in different contexts. A considerable number of authors and researchers (Tucker, 1975; Daoud and Celce-Murcia, 1979; Williams', 1983) have introduced different textbook evaluation schemes or checklists to evaluate different textbooks or materials.

Many researchers (Alemi and Sadehvandi,2012; Rahimpour and Hashemi, 2011; Tok, 2010) also conducted different studies on textbook evaluation whether individually or in comparison to other course books. One of these studies is Alemiand Sadehvandi(2012) in a study named “Textbook Evaluation: EFL Teachers' Perspectives on Pacesetter Series”. The latter evaluated all four levels of starter, elementary, pre-intermediate and intermediate of these series, which have been recently taught at language institutes. These books were analysed to identify their extent of appropriateness in Iranian EFL setting. A 10 point Likert-type scale questionnaire ranging from highly agree to highly disagree was used to analyse all the aspects of these series. 46 Iranian English teachers with at least 3 years experience of teaching these books participated

in this study. The results of the study revealed that the teachers examined these books as successful ones in meeting the students' communicative needs.

Rahimpour and Hashemi (2011) evaluated the three English language textbooks recently taught at high schools in Iran by focusing on English teachers' point of view. A 46 item questionnaire considering the five sections of the textbooks as grammar, reading, vocabulary, language functions and pronunciation practice plus their physical appearance and practical concerns was given to teachers. The participants of the study were 50 high school teachers with more than 5 years of teaching experience. The results revealed that teachers did not consider these textbooks as acceptable ones. The results also indicated that the textbooks are not acceptable from the teachers' point of view considering their five sections, their physical make-up, and some practical concerns.

Furthermore, Tok (2010) examined the advantages and disadvantages of English language textbooks “Spot On”, which are used in state primary schools in Turkey. The results of the study indicated that ‘Spot On’ textbook was proved to be not well enough compared to a systematic in-depth analysis and the negative attributes were far more than its positive characteristics.

## **2. Statement of the Problem**

The development and the regeneration of textbooks is a continuous process, which needs continuous and rigorous research. To keep up with this current process, the Algerian Ministry of Education is always in search to design textbooks that are effective for learners. Therefore, the Algerian educational system has witnessed the use of various textbooks at different levels; all its attempts to enhance textbooks from 2002 until now are clear evidences on its efforts to improve teaching English in Algeria in both middle and secondary schools.

Algerian learners study English for four years in the middle school and three years in the secondary school. However, the education they receive neither enables them to gain full

competence in using English language nor helps them to interact with the other English speakers successfully. As an attempt to teach English effectively in Algeria, Competency based Approach (CBA) approach has been adopted by the Algerian Ministry of Education as an instructional methodology in order to develop learner's competencies. This approach was implemented with the educational reform initiated in 2003 and continued till the reform 2016 with the second generation textbook. As a result, a new textbook was designed in 2016/2017 at the first grade, the second, and the third grade was in 2017/2018.

Recently in 2019, the reforms reach the fourth level in middle schools; the result was the replacement of the previous textbook “On the Move” by the new one “My Book of English”. Exposed to this pedagogical shift, it would be legitimate to rise within didactic framework questions to evaluate the new textbook in comparison to the preceding one to check whether the new textbook is more effective and whether the Ministry of Education takes into consideration the weaknesses of the preceding one.

### **3. Aims of the Study**

The fundamental aim of this piece of research work is to investigate the effectiveness of the new fourth grade textbook of English generated this year for learners in public Algerian middle schools. This will be achieved through evaluating the strengths and weaknesses of the modern textbook in comparison with the preceding one from teachers' perspectives, in order to seek whether the Algerian Ministry of Education has succeeded to cover the limitations of the previous textbook. Then what motivated the present study to be undertaken, is the important view of teachers toward textbook, since they are the practitioners who have with different textbooks and can observe students' performance best.

### **4. Research Questions**

The current research study is guided by certain posed questions; they are listed as follows:

- What are the weaknesses and the strengths of the preceding fourth grade English textbook in the middle school “On the Move” from teachers’ perspectives?
- What are the strengths of the new fourth grade English textbook in the middle school “My Book of English” from teachers’ perspectives?
- To what extent has the new textbook “My Book of English” covered the shortcomings of the preceding textbook “On the Move”?
- What are the weaknesses of the new fourth grade English textbook in the middle school “My Book of English” from teachers’ perspectives?
- Is the new textbook “My Book of English” effective to learners?

## **5. Hypotheses**

In an attempt to answer the above questions, three hypotheses are open to be confirmed or rejected:

- If the new textbook “My Book of English” has taken into account the weaknesses of the preceding one, i.e., “On the Move”, then the new textbook has succeeded to cover the shortcoming of the preceding one.
- If the preceding and the new textbooks have the same weaknesses, then the Algerian Ministry of Education needs to review its decisions and keep up with its attempts to bring reform to teach English effectively.
- If the new textbook has taken into consideration the level of learners, then the new textbook is effective for learners.

## **6. Research Tools and Methods**

After setting out research with an extensive review of literature related to textbooks and their evaluation, it becomes clear that this research in nature is both quantitative and qualitative. This design is the most appropriate one to be used, because it measures the teachers’ opinions

relying on numerical results on one hand. On the other hand, some results reflect additions from teachers that need to be analysed and interpreted verbally.

To carry out this study, two research tools were used to collect data instead of three; this was due to the pandemic state the country has witnessed, i.e., Corona Virus. These tools are a questionnaire and an adapted textbook evaluation checklist; the third tool is supposed to be the interview. Yet the questions that were left for it are integrated in the third section of the questionnaire. All in all, a three in one questionnaire is submitted to the fulcrum of education, teachers. Fourth grade teachers of English from different middle schools responded to a 113 items questionnaire to determine their views on the strengths and weaknesses of the new published textbook “My book of English “as well as the preceding one “On the Move”.

The second used tool is an adapted checklist; it is integrated in the questionnaire, too. Generally, checklists are widely used means to judge the worth of textbooks. In this case study, the adapted checklist includes 96 items classified according to different criteria. It is extracted from seven different models that were generated by different scholars. They are: Daoud & Celce-Murcia (1979), Sheldon (1988) Skierso (1991), Cunningsworth (1995), Ur (1996), McDonough and Shaw (2003) and Litz (2005).

## **7. Structure of the Dissertation**

This dissertation is divided into two main chapters in addition to a general introduction and a general conclusion. The first chapter is devoted to the theoretical part and the second one constitutes the empirical study.

The first chapter is divided into two sections. The emphasis in the first section is placed on key theoretical notions related to the term “textbook”. It starts with a definition of textbooks. Then, it moves to their features. Next, it includes the role and importance of textbooks. After that,

it shows the advantages and disadvantages of textbooks. Finally, it ends with textbook development principles and design of textbook.

The second section addresses “Textbook Evaluation”. First, it starts with the definition of textbook evaluation. Then, it discusses the distinction between textbook evaluation and materials evaluation. Next, it explains the difference between evaluation and analysis. After that, it argues the reasons behind textbook evaluation. Moreover, it discusses the criteria of textbook evaluation as well as the methods of evaluation. Finally, it deals with checklists as a textbook evaluation tool throughout the review of ten checklists by ten leading experts in the field.

The second chapter starts, first, with an introduction. Second, it gives a description of both textbooks: the new “MBOE” and the preceding one “OTM”. In addition to methodological design that includes type of research, a description of the population and sampling. Next, a detailed description of the two instruments used in this research study is discussed. Third, an analysis and interpretation of checklist and questionnaire data one after the other is presented. Finally, the main findings, limitation of the study, some pedagogical recommendations and some suggestions for further future research are drawn to wrap up the whole study.

“MY BOOK OF ENGLISH4” VS “ON THE MOVE 4”

## **Chapter One: Textbook Evaluation**

### **1.1 Section One: Textbooks as Instructional Materials**

#### Introduction

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1.1.2. The Distinction between Textbooks and Course books

1.1.3. The Purposes of using Textbooks

1.1.4. Features of a Good Textbook

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## Conclusion

## **Chapter One: Textbook Evaluation**

### **Introduction**

The chapter in hand gives the reader a background about the topic under investigation so that he can move smoothly to the next coming points developed in this work. It discusses key issues, namely, textbook and textbook evaluation. It is organized in two sections. The first section shed light on the widely used instructional material, i.e., textbook. It is an attempt to provide the relevant literature review about this type of materials. It gives a clear definition of textbooks, the distinction between textbooks and course books, the purposes of using it, the role and the importance of it, features of good textbook, advantages and disadvantages of using textbooks, textbook development and its principles and finally textbook design.

The second section, which is entitled ‘Evaluation’, begins with a detailed explanation of textbook evaluation. Then, it provides a distinction that needs to be made between textbook evaluation and analysis. After that, it is followed by the reasons of evaluation and criteria of textbook evaluation. Finally, types of evaluation and ways to act this process are tackled.

### **1.1. Section One: Textbooks as Instructional Materials**

#### **Introduction**

The term material in language teaching and learning refers to everything used to help teaching language learners (Tomlinson, 2011). It refers to any means used to facilitate to learners the process of language learning (Richards and Schmidt, 2002). It can be linguistic, visual, auditory, or kinaesthetic. It may be presented in print (a textbook, a workbook, a photocopied handout ... etc), audio or video form, on CD-ROMS, on the internet or through live performance or display(Chapter II Literature Review and Conceptual Framework, n.d).

The importance of materials in language teaching and learning is widely recognized. (Richards, 2001, as cited in McGrath, 2013) noted that teaching materials are a key component in

most language programmes. Whether the teacher uses a textbook, institutionally-prepared material, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

Textbooks as a type of instructional materials are one of the elements that have been presented almost in all classrooms of schools around the world; they have accompanied students of all generations to date. In today's classrooms, a textbook serves as a tool and a tutor, a guidebook and a gauge. Teachers, throughout the world, use it to guide their instruction. It greatly influences the way content is delivered (Kulm, Roseman, & Treistman, 1999).

### **1.1.1. Definition of Textbooks**

It is not easy to find a consensus on the definition of textbooks. Generally, in any branch of study, a textbook is a manual book, which it is designed to be used in a specific school or institution. It is produced according to the demands of the educational system. It contains a collection of knowledge and information. It is usually written by professional people i.e., one or more teachers, professors, or education experts who have experience and high position in the field. It provides a great help for both teachers and learners by facilitating learning and teaching process.

Most textbooks are accompanied by teachers' guides, which provide them with supplemental teaching materials, ideas, and activities to use throughout the academic year.

A textbook, as defined by the Oxford Advanced Learner's Dictionary (2000), is “a book that teaches a particular subject and that is used especially in schools and colleges....” (p.479), which means that ‘textbook’ is a book designed to give instructions in a specific context.

Hutchinson and Torres (1994) offered a very detailed definition, saying that a textbook is a guide for teachers in teaching, and a tool for learners to review knowledge. It is also considered a record for measuring what has been taught by the teachers.

Awasthi (2006) stated that a textbook is a teaching and learning material for both the teacher and the learner to rely on in the processes of teaching and learning.

(Cunningsworth, 1995 as cited in Awasthi, 2006, p. 2) also defined it as follows:

A textbook is defined as an effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence. This means that textbook has many functions and it gives a great help for both teachers and learners

Despite all the different definitions above, they share a common point between each other in that, textbook is an instructional material and can be used by both teachers and learners in classrooms to facilitate the teaching learning process.

To sum up, a textbook is a book which can be used to be as guideline material for teachers as well as learners in order to achieve specific aims and goals in the teaching and learning process. Thus, a textbook is a median teaching learning means in the classroom and teachers must make the best choice based on the learners` needs.

### **1.1.2. The Distinction between Textbooks and Course Books**

So far, the term ‘textbook’ has been used instead of the term ‘course book’ although these two terms can be used interchangeably. Longman Dictionary of Contemporary English (2011) considered ‘course book’ as the British synonym of the word ‘textbook’, but some other

researchers (McGrath, 2006; Tarigan, 1986 and Tomlinson, 1995) made a slight distinction between them.

Tomlinson (2011) considered course book as a textbook that provides the core materials for a language learning course. It aims to provide the necessary content as much as possible in one book, and it is designed so that it could serve as the only book which learners necessarily use during a course. Another definition is that “course book is a book that is designed carefully for classroom usage, and it is prepared by experts to support the teaching learning process” (Bacon 1935 as cited in Tarigan, 1986, p.11). That is to say, it is a learning tool required for particular course to facilitate and support the teaching and learning processes. According to McGrath (2006, p. 175), “A course book is a map and as such can be deceptive in its apparent simplicity of direction and explanation”. That’s means, that a textbook is a book that is full of instructions to indicate and direct learners and teachers to language knowledge. It helps teachers to determine what to teach and learners to know and remember what they have been taught. A course book is a learning medium that is usually used in schools and universities to support a certain learning process or field of study (Buckingham, 1958 as cited in Tarigan, 1986, p.11).

In short, if there is a possibility to distinguish between them, it mainly goes to the probability that the term textbook could be a more general term whereas course book is a book that is required for a particular course. In this, piece of research the term course book, textbook and even the term material are used to mean the same thing, which is the book that both the teacher and learners have a copy and use it in the classroom.

### **1.1.3. Purposes of Using Textbook**

Modernization has reached all parts of the planet, and as it could not be otherwise, it has also its impact in schools. In this sense, technology has created another scenario in which electronic tablets appear as an alternative to textbooks of a lifetime. Although many

educationalists (O’Neil, 1982; Millar and Schrier, 2015) oppose this paradigm shift due to its importance in the teaching and learning processes, teachers are still using textbooks as the unique source for instruction (Iowan, 2018).

According to Iowan (2018), there are three reasons behind favouring the use of textbook:

#### **1.1.3.1. Ease to Follow the Information**

The ease with which textbooks allow students to find information is one of the reasons to keep using them. Generally, books are written with pages of detailed content and indexes that, if designed correctly, can be used to find what students are looking for quickly. Textbooks also provide a learning structure for students.

#### **1.1.3.2. Ease for Teachers**

Especially for novice teachers, textbooks can be especially useful because the material and structure of lessons are often very detailed; this means that they do not have to waste a lot of time devising new ideas for the lessons. In order not to overload the backpack, it is convenient to carry only the essential material for each day.

#### **1.1.3.3. Great Comfort to Work**

While most e-books come equipped with a small army of tools that allow students to mark or take notes, students simply are not used to using electronic tablets in class. Most still prefer tangible books in which they can physically highlight and write notes in the margins.

Knight and Horsley (2013) claimed that students have been encouraged to use textbooks as authoritative sources to do the “heavy lifting” of understanding principles relevant to a discipline.

As for the reasons for the popularity of the textbook, (Elomaa, 2009 as cited in Leena, 2017) suggested that teachers might gladly use textbooks because they do not have the time themselves to prepare appropriate material for their students.

Barrera (2015) asserted that, there are some reasons behind using textbook rather the other means of technology like the tablet.

- Textbooks are a great source of information and are easy for teachers and students to use while bringing a tablet for example may be confusing and difficult for some students.
- Students will not get as distracted, because the information is understood more clearly; for example when physically reading from a textbook, one can process the information more clearly.
- Textbooks are more reliable than tablets.
- Textbooks are more reliable than tablets.

O’Neil (1982) also introduced four reasons for the use of textbook. Firstly, a textbook is a great deal of the material, and it is very suitable for the students’ needs. Secondly, a textbook makes it possible for students to look ahead to what they are going to do or to look back at what had been done. Thirdly, a textbook provides a material, which is well presented and could be replaced by teachers only at great cost in terms of both money and time. Finally, a textbook allows teachers to adapt and improvise while teaching.

Further, (Tyler, 1941 as cited in Marsden, 2001) offered cautious support for the use of textbooks as the necessary elements in the curriculum planning process; he concluded that a textbook has an important function. Its purpose is to help students to be organised and intellectualised, that is, to make his experience meaningful (p.338).

#### **1.1.4. Features of a Good Textbook**

A textbook is one of the important materials used for teaching and learning activities in the classroom; therefore, it must have a good quality. A textbook is called a good one if it contains certain features which could be physical or academic. To know how a textbook is categorized in the rank of good quality, (Tarigan, 1993 as cited in Sadjudah, 2017) provided some criteria from the lenses of different experts.

Tarigan (1986, p.170) saw that a good textbook has certain qualities; they are:

- a. A textbook should be interesting and attractive toward learners. Therefore, they will be interested in using it.
- b. A textbook should motivate learners.
- c. The contents of textbook should be illustrative.
- d. A textbook should consider the linguistic aspect. So, it should be suitable to learners' abilities.
- e. A textbook should stimulate the personal activity of learners.
- f. The contents of textbook should be clear to avoid children to be confused in using it.
- g. A textbook should include clear points of view.
- h. A textbook should make a balance and emphasis on the value of learners.
- i. A textbook should respect the differences of individuals.

On the other hand, Cunningsworth (1995, p. 80) classified the criteria of a good textbook as follows:

a. A textbook should correspond to learners’ needs. It should match the aims and objectives of the language learning programme.

b. A textbook should help learners to learn in a number of ways. It should have a clear role as a support for learning like teachers; they should mediate between the target language and the learner.

Grainger (2002) also pointed another issue when he proposed:

The textbook should meet the needs of the learners in several ways, not only in terms of language objectives. Students and teachers both want visually stimulating material that is well organized and easy to follow, so layout, design, and organization should be considered. The learners' cultural background, ages, interests, and purposes in acquiring the second must also be considered (p. 1).

#### **1.1.5. The Role of Textbook**

Much of the knowledge that occurs in classrooms throughout the world could not take place without the extensive use of textbooks (Richards, 2001). This means that textbooks play an important role in teaching and learning because they represent a useful resource for both teachers as course designers and learners as persons who are acquiring the English language. In this regard, Tomlinson (1998) and Cunningsworth (1995) summarized the role of textbooks in language teaching as resources for presentation material (spoken and written); resources of activities for learners practice and communicative interactions; references source for learners in grammar, vocabulary, pronunciation...etc; resources of simulation and ideas for classroom activities, and as a syllabus. In addition to that, (Anshari & Babaii, 2002), supported the roles of textbooks; they have the idea that textbooks are the framework which manage and time the programmes and in many situations, textbooks can be served as a syllabus.

For learners, a textbook seems to be the main or the unique source of contact they have with the language apart from input provided by the teacher (Richards, 2001). According to Shannon (2010), textbooks remain a staple within school curricula worldwide, presenting not only students but also teachers with the official knowledge of school subjects as well as the preferred values, attitudes, skills, and behaviours of experts in those fields. Furthermore, students can do better in reading comprehension when there is a course book in the classroom. Moreover than that, and in some situation; students may learn the lesson at home. In the same line of thought, Razmjoo (2007) confirmed this idea. He found that, students feel safe when they use textbooks, because they help them to progress and achieve their goals. In other words, this means that the existence of a textbook makes it always easier for learners to understand what are being taught. Furthermore, the practical reality proved that without textbooks learners will not take the lesson seriously, because they are out of focus and teacher dependent.

Many scholars (McGrath, 2002; Grainger, 2002; Tomlinson, 1988) indicated that textbooks seem to be the main teaching resources in EFL classrooms. For them, a textbook means security, guidance and support; it leads teachers to conveying this material over a period of time. Byrd (2001) claimed that most teachers depend on textbooks often as a required tool because they provide content and activities that shape what will happen in the classroom. Charalambus (2011) added that a textbook provides useful readymade teaching lessons for both teachers and students. In the case of inexperienced teachers, textbooks may also serve as a form of teacher training since they provide ideas on how to plan and teach lessons as well as they give a format that teachers can use and rely on. (Richards, 2001)

According to Sheldon (1988), course books are perceived by many to be the route map of any ELT programme, because their shape, structure, and destination, have been determined with the progression of the programme. Hutchison and Torre (1994) presented a different view; they

saw textbook as an effective agents of change far from being a problem. For them, a good textbook can provide an excellent vehicle for effective and long lasting change. They indicated that a textbook introduces changes gradually within a structured framework and create a supportive environment for teachers.

### **1.1.6. The Importance of Textbooks**

Even in times of advanced technology, the use of textbook remains of primary importance, and it is considered as the most used material in most EFL classes. Its critical importance in providing good quality in education is widely recognized whether by teachers, school administrators, parents or researchers. (Braslavsky and Halil, 2006 as cited in Every child should have a textbook, n.d.) confirmed that the importance of appropriate textbooks in improving the quality of education has been increasingly highlighted since the 1990's. Lee (2013) also contended that a textbook occupies a very important place in foreign language education.

Textbooks give a great contribution in the teaching and learning process. Ahmadi (2012) indicated, “textbooks are the main sources that can convey the knowledge and information to the learners in an easy and organized way” (p.176). In addition to that, Tomlinson (2003, p. 39) believed that:

A textbook helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done.

Concerning learning and teaching, again Tomlinson (2011) argued that a textbook supplies core materials for a language learning course and aims to serve what a learner and teacher need during the course. Furthermore, a textbook gives a clear framework of the learning process.

In the teaching process, a textbook is a significant tool in the hands of teachers; it might be regarded as one of many resources a teacher can draw upon in creating effective lessons (Zohrabi, Sabouri & Behroozian, 2012). Davison (1976) submitted that in the foreign language classrooms, the next most important component after the teacher is the textbook. They are best seen as resources of achieving aims and objectives that have already been in terms of learner needs. According to Cortazzi and Jin (1999), the textbook can be a teacher, a map, a resource, a trainer, an authority, and an ideology. Hence, the textbook can be a major source of cultural elements besides providing linguistic and topical contents. Furthermore, in developing countries, where there are limited resources, textbooks in appropriate language and at appropriate levels of difficulty are shown to be relatively low-cost inputs with high returns in terms of students' achievements (Boissiere, 2004 as cited in Every child should have a textbook, n.d.).

In short, textbooks are an important key factor in most language programmes. It is difficult for teachers to teach and for learners to learn without it. It is difficult to imagine a class without a textbook.

### **1.1.7. Advantages and Disadvantages of Textbooks**

Textbooks are often referred to as being a core source for teaching, learning and classroom interaction (Cunningsworth, 1995; Hutchinson and Torres, 1994 and Tomlinson, 2003). They are considered as very useful tools in the hand of teachers as well as learners. The use of textbooks in teaching has both advantages and disadvantages, depending on how they are used and what the contexts for their use are. What one teacher considers an advantage in a textbook, another teacher may consider a disadvantage (Graves 2000, p. 175).

#### **1.1.7.1. Advantages of Textbooks**

Researchers had suggested several advantages of using textbooks, for instance:

Ur (1996) stated that (a) textbooks provide both teachers and learners with guidance within a structured framework to follow, (b) they are time saving, (c) economic, light and easy to carry, (d) and an opportunity for learners to learn independently. In addition to that, McGrath (2002) viewed that textbooks offer a clear map for teachers and learners to follow. They indicate to both the teacher and learners where they are, what they have done and what needs to be done to fulfil a specific course aim. They also help learners review and practice what they have learned.

Tomlinson (2003) stated that textbooks help to ‘re-skill’, rather than ‘de-skill’ teachers. This is because textbooks with their teacher’s manuals give teachers instructions on how to carry out lessons. They also help teachers save time on lesson preparation and materials production, as some textbooks provide photocopied activity sheets and pictures to introduce new language material to learners. Richards (2001) said that textbooks help to standardize instruction and assessment. That is, by giving students in different classes the same textbook, teachers can teach and test them in the same way.

Finally, textbooks are a detailed sequence of teaching procedures that tell teachers what to do and when to do it. There are no surprises; everything is carefully spelled out.

#### **1.1.7.2 Disadvantages of Textbooks**

On the other side of the spectrum are other authors and scholars, namely: Block, 1991; Maley, 2011; and Tomlinson, 2003, they argued that textbooks have the following weaknesses. Despite their important role, textbooks are not always professionally designed; they do not always fit the curriculum, and they do not closely correspond with the aims of the teaching programme and the needs of the students. A textbook is written by one or two authors, which limits the extent to which the textbook can be suitable for diverse user background, teaching and learning culture and teaching and learning context. That is to say, sometimes textbooks are not a

good source for such groups of learners because they do not fit their needs, interests or contain some content, which is very hard for them to grasp.

According to Allwright (1981), “...the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials” (p.9). For him, textbooks cannot satisfy the complex dynamics of language, and seem to enclose imposed decisions that are far from meeting the needs of their receivers. Tomlinson (2011) went further by blaming textbooks for the incapacity of most learners to develop communicative skills because of an emphasis placed on linguistic items rather than opportunities for acquisition and learning.

Further, textbooks constrain teachers’ and learners’ creativity and exploration. Over reliance on a textbook might rob teachers of creativity in classroom activities, making the teaching more rigid and uninteresting. Thus, the teachers’ role seems to be disempowered and teachers play the role of persons who are obeying the textbook writers’ intention. Textbooks also prevent learners from widening their horizon as they limit learners to what is presented (Littlejohn, 1992).

Despite the aforementioned drawbacks; a textbook is still an important source in the teaching learning process, i.e. for teachers as well as learners; it is just that they need to be carefully handled and applied by them.

### **1.1.8. Textbook Development**

In general, materials development is a practical undertaking involving the production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development. It is also a field of academic study investigating the principles and procedures of the design, writing, implementation, evaluation and analysis of learning materials (Tomlinson,

2016 as cited in Azarnoosh, 2016). Concerning textbook writing, it is a challenging and great undertaking process. In order to develop a textbook, first of all, stakeholders need to determine the “objectives” and why it is needed (Sadeghi, 2005, p. 29). Then, they need to carry out a “needs analysis” in order to specify in detail what and how the material should be written, graded, and sequenced (Farhady, 2005, p. 80).

Jordan (1997, p. 264) proposed that there are a number of variables to be considered when designing materials: “students, teachers, syllabus, methodology, resources, time, and finance.” For students, they need to gather enough information about: their levels, age, learning styles and strategies, cultural and social background, needs, wants, objectives and preferences. Additionally, they need to gain information about teachers who intend to teach by this textbook: their skills, proficiency, abilities, experience, and their teaching conditions and resources. Further, they need to determine what type of content should be included: topics, themes, language skills, texts, tasks, exercises, vocabulary, grammar, study skills, dialogues and general or specific texts. Moreover, Hutchinson and Waters (1987, p. 256) claimed that text types that are used “should be naturally occurring piece of communication” in order to generate “useful classroom activities.”

In order to provide effective materials, textbook designers should make a classroom observation to check learners’ comprehension (Jordan, 1997). More importantly, developed materials need to be graded and sequenced based on the following criteria: “simple to complex and need” (Richards, 2007, p. 150). That is to say, textbook designers should take into account the needs of learners and the degradation of the content from simple to complex. In addition to that, textbook writers need to take into consideration the use of authentic and non-authentic texts and exercises, but they can choose either authentic or non-authentic or both of them based on the students’ proficiency level, needs, objectives, and interest.

### **1.1.9. Textbook Development Principles**

For (Maley, 2016 as cited in Azarnoosh, 2016), materials do not exist in a vacuum. They are the part of the whole context language learning, including the philosophical and belief-system of stakeholders. Textbooks need to contemplate the guidelines provided in curricula and syllabi.

(Nation’s, 1993, p. 15 as cited in Azarnoosh, 2016) listed the theoretical principles underlying textbooks development, which are:

- ❖ The selection, ordering, presentation and assessment of the material should be based on a careful consideration of the learners and their needs, the teaching conditions and the time and resources available.
- ❖ A language course should progressively cover useful language items, skills and strategies.
- ❖ The focus of a course needs to be on the generalizable features of the language.
- ❖ A language course should provide the very best possible coverage by including items that occur frequently in the language, so that learners get the best return for their learning effort.
- ❖ A language course should provide activities aimed at increasing the fluency with which learner can use the language knowledge they already know both receptively and productively.
- ❖ The items in a language course should be sequenced so that items, which are learned together, have a positive effect on each other for learning and so that interference effects are avoided.
- ❖ Learners should have repeated and spaced opportunities in a variety of contexts to retrieve and give attention to items they want to practice.
- ❖ A language course should train learners in how to learn a language and how to monitor and be aware of their learning so that they can become effective and independent language learners.

- ❖ As much as possible, the learner should be interested in and excited about learning the language and they should come to value this learning.
- ❖ As much times as possible should be spent using and focusing on the second language.
- ❖ A course should include a roughly even balance of meaning-focused input, form- focused instruction, and meaning focus output and fluency activities.
- ❖ There should be substantial qualities of interesting comprehensible activity in both listening and reading.
- ❖ A language course should provide activities aimed at increasing the fluency which learner can be use the language knowledge they already have both receptively and productively.
- ❖ The learners should be pushed to produce the language in both speaking and writing over a range of discerns types.
- ❖ The course should include form-focused instruction in the second- system, vocabulary, and grammar and discourse areas.
- ❖ The learner should process the items to be learned as deeply and as thoughtfully as possible.

Tomlinson (2011, pp. 8-25) summarized these basic principles as the following:

- ❖ Materials should achieve impact.
- ❖ Materials should help learners to feel at ease.
- ❖ Materials should help learners to develop confidence.
- ❖ What is being taught should be perceived by learners as relevant and useful.
- ❖ Materials should require and facilitate learner self-investment.
- ❖ Materials should expose the learners to language in authentic use.

- ❖ The learners’ attention should be drawn to linguistic features of the input.
- ❖ Materials should provide the learners with opportunities to use the target language to achieve communicative purpose.
- ❖ Materials should take into account that the positive effects of instruction are usually delayed.
- ❖ Materials should take into account that learners differ in learning styles.
- ❖ Materials should take into account that learners differ in affective attitudes.
- ❖ Materials should permit a silent period at the beginning of instruction.
- ❖ Materials should not rely too much on controlled practice.
- ❖ Materials should provide opportunities for outcome feedback.

#### **1.1.10. Textbook Design**

Design of textbooks is a demanding process; a lot of work is needed to create a textbook. Publishers, authors, designers and printers all need to work together to create high quality resources that help educators to teach and students to learn. Sheldon (1987) stated that the production of teaching and learning materials is an unbroken and essentially private loop between teacher, writer and learner. He considered textbooks as instructional materials that are frequently written from the perspective of specific teaching situations, and the publisher must decide how to affect a compromise between what authors, teachers and accountants would like to see. In this manufacture, in addition to authors or textbook writers, Richards (2001) put forward the following textbook compilation panel:

- Project director: the one who held responsibility for the overall management of the project team, for setting goals and ensuring that the targets are achieved.
- Writers: those supposed to write the textbook materials.

- Media specialists: those in charge of such aspects as audiovisual materials and computer software.
- Editor: the one who reviews all what writers produced, and takes in charge the final version of the materials for the publication or duplication.
- Illustrator: the one to prepare and select art and illustrations.
- Designer: the person responsible for the layout, type style, graphics, and the overall format of the material.

The publication of textbooks includes a number of processes. Richards (2012) contended that in publishing English language teaching materials, particularly those intended for a large market, the following processes are usually involved:

- A teacher or a group of teachers developed a concept for a book, based on their perception that the book they propose has some advantages or unique features that would make it appealing to both teachers and students.
- They contact a publisher with their proposal.
- Alternatively, a publisher might identify the need for a new book and identify teachers or writers who might be able to write it.

He completed that, once a commitment is made to publish the book, the writers work with editors from the publishing company to develop the concept for the book project. Then the publisher arranges the sample materials to be reviewed by a large number of people both internally (i.e. editors) and externally (teachers and consultants). Often teachers will be brought together in focus groups to review the materials and often to try it out with their students. This review process may go on several times as different samples are drafted until the specifications for the book have been finalized. Only at this stage can writing begin in earnest. A writing

schedule is developed so that the publisher can plan for the different stages in editing, design, and manufacturing that are involved in publishing (Richards, 2012).

He clarified that writing a book involves a number of stages of development; it includes:

- First draft
- Comments on first draft from editors and consultants
- Second draft
- Further comments and revisions
- Try out of the materials or of samples of the materials
- Further revisions
- Manuscript submitted to the Publisher

Once the manuscript is submitted, it will be assigned to editors who will work closely with the author(s) in fine tuning the materials. The content of the book will be carefully designed because an effective design is a major factor in the publication of textbooks and a successful design makes the book both appealing to teachers and students and also makes the book easier to use (Richards, 2012).

In fact, the activities described above can take a considerable amount of time to carry out before the book is published; in some cases as many as five years or longer for a major multi-level textbook series. The book is then promoted to teachers, schools, and both authors and publishers with the hope that it will be well received and justify the investment of time and money that was involved in publishing the book or book series (Richards, 2012).

Publishers in Maghreb countries of Morocco, Tunisia and Algeria, are struggling to forge an identity distinct from the dominance of French publishers. Despite the fact that there are 240

publishers in Algeria, French publishers still flood the Maghreb with both educational and general books. Nevertheless, where there is little aid for the book industry in Morocco and Tunisia, the situation is different in Algeria (Currey, 2016 as cited in Kamau and Mitambo, 2016). The Algerian government has been involved in the support and development of its fragile book industry for over a decade (Snaije, 2015 as cited in Kamau and Mitambo, 2016).

## **1.2. Section two: Textbook Evaluation**

### **Introduction**

The upcoming section deals with textbook evaluation. First, it starts with textbook evaluation definitions. Then, it offers a distinction between textbook evaluation and materials evaluation; also the difference between evaluation and analysis is discussed. In addition, an attempt to explain the reasons behind textbook evaluation and the criteria of textbook evaluation are presented. Finally, this section ends with methods of evaluation.

#### **1.2.1. The General Concept of Evaluation**

In every walk of life, the process of evaluation takes place in one or the other form. If the evaluation process is eliminated from human life then perhaps the aim of life may be lost. It is only through evaluation that one can discriminate between good and bad. The whole cycle of social development revolves around the evaluation process (Disha, nd). Evaluation is defined variously, depending on the subject matter, applied methodology or the application of its results. Evaluation, as a continuous process and a periodic exercise, plays an enormous role in the teaching learning process. The term evaluation conveys several meanings; different authors have different notions of evaluation.

In its broad sense, Rea-Dickins and Germaine (1994) defined evaluation “as the means by which we can gain a better understanding of what effective, what is less effective and what

appears to be no use at all” (p.28). In addition to that, McGrath (2002) stated that “evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instructor” (p.732). Thus, evaluation is a process that is undertaken to indicate the effectiveness or the less effective parts or aspects of what has been evaluated. It gives an insight for the practionnaire whether to continue using or renewing, reorganizing, modifying what has been evaluated.

Moreover than that, Brown (1995) offered a very detailed definition by saying, “The heart of the systematic approach to language curriculum design is evaluation: the part of the model that includes, connects, and gives meaning to all the other elements” (p. 120). It is the most important step that helps validate and determine the success of all previous stages. Evaluation is viewed by Richards and Schmidt (2002) as:

The systematic gathering of information for purposes of decision-making. Evaluation may use quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings), and judgments. In language planning, evaluation frequently involves gathering information on patterns of language use, language ability and attitudes towards language. The evaluation of individuals involves decisions about entrance to programmes, placement, progress, and achievements (p. 188).

As a synthesis, evaluation can be identified as a systematic process undertaken to determine the positive and negative aspects, i.e., what is effective and what is not, and that generally result in bringing a value judgement.

### **1.2.2. The Distinction between Textbook Evaluation and Material Evaluation**

In order to make a clear distinction between materials evaluation and textbook evaluation, it is better, to define them separately. Then the difference will be deduced.

### **1.2.2.1. Definition of Textbook Evaluation**

According to Tomlinson (2011), textbook evaluation is an attempt to measure the potential value of textbooks. For McGrath (2002), textbook evaluation pertains to finding out what, as an evaluator, was looking for, was there or not, and then assigning a value to those findings.

According to Hutchinson and Waters (1987), textbook evaluation is a straight forward, analytical “matching process: matching needs to available solutions”. Thus, textbook evaluation is the process of giving the positive as well as the negative sides of a textbook and making judgments about it according to their users and taking into consideration any key answers in relation to it.

### **1.2.2.2. Definition of Material Evaluation**

According to Tomlinson (2003), materials evaluation is a procedure that involves measuring the values or potential value of a set of learning materials.

From the abovementioned definitions, Tomlinson gave it the same definition as for textbook evaluation. Since textbook is an instructional material, the process followed in textbook evaluation is similar to the one followed in material evaluation. i.e., textbook evaluation and material evaluation are the same.

### **1.2.3. The Difference between Textbook Evaluation and Analysis**

To be able to distinguish between textbook analysis and textbook evaluation is important (Littlejohn, 1998; Tomlinson, 1999). At its most basic level, analysis is a process that leads to an objective: a verifiable description. Evaluation as the word suggests, involves the making of the judgment (McGrath, 2002). That is to say, analysis of textbooks is a process involving a careful examination of the content without the articulation of any value judgment; whereas, evaluation is

the systematic process that evaluates textbook content by making judgment, identifying its merits and demerits, their suitability, effectiveness and unsuitability.

Analysis in its simplest form seeks to discover what is there. Littlejohn (1988 as cited in McGrath, 2002) stated, whereas evaluation is more concerned to discover whether what one is looking for is there, and, if it is, to put a value on it. Evaluation is a selective process. i.e., there is a selective look, and in looking selectively, it is possible to miss the unusual or the innovative.

The purposes of textbook analysis then, is to provide a description, but this description can be at different levels of sophistication. Beyond the most basic level, the concern is to understand what assumptions and beliefs lie beneath the surface and what effects can be anticipated (McGrath, 2002).

According to Sheldon (1987), a three-stage framework can be useful for analysing the textbook package in terms of ‘input, throughput and output’. In the input stage, the aim is to learn for whom materials are prepared, and it is also necessary to have information about the possible limitations considering the target teaching situations. Other elements of the textbook package can be analysed in order to learn whether it is suitable for the intended audience at the input stage. Throughput is a process following selection where it is possible to learn whether the textbook is appropriate, appealing and motivating for both teachers and students. At the last stage, the output factors include whether or not the students achieved the intended language competence determined by the teachers or people at the ministerial position as a result of using the textbook or textbook package.

#### **1.2.4. The Reasons behind Evaluating Textbooks**

Textbook evaluation provides the opportunity for teachers, supervisors, administrators, and material developers to make judgment about textbooks and how to choose them for learners.

Thus, it plays an important role in the process of teaching and learning. It helps teachers understand textbooks so that they can amend their teaching to suit the course aims, and learners' needs.

There are many reasons for textbook evaluation. One of the major reasons is the need to adopt new course books. For Cunningsworth (1995), the reason of evaluating textbooks is to identify particular strengths and weaknesses in textbooks already in use. Tomlinson (1999) also stated that the process of materials evaluation can be seen as a way of developing our understanding the ways in which this evaluation works and thus contributing to both the acquisition theory and pedagogic practices.

According to Sheldon (1988), evaluating textbooks is for two reasons. First, the evaluation will help teachers or programme developers in making decision on selecting the appropriate textbook. Furthermore, evaluation of merits and demerits of a textbook will familiarize teachers with its content and consequently assists educators in identifying the particular strengths and weaknesses in textbooks already used. Therefore, the evaluation of current materials deserves serious consideration because the inappropriate choice may waste funds and time as well as it may have a demotivating effect on students and possibly teachers.

Mc Dounough and Shaw (2003) listed four reasons that highlight the importance of evaluation of textbooks. They believed that writing their own materials can be very time-consuming and not cost effective for teachers. Therefore, evaluating the existing textbooks and adapting the most suitable one for the particular context can be an appropriate course of action for these teachers. The second reason is that an appropriate choice may waste time and funds and this may have a demotivating effect on both students and other teachers who will have to use this textbook for many years. The third reason is the difficulty of the organizing authentic and stimulating 3000 materials. They emphasized the value of good textbook, especially in situations

where compiling an authentic and motivating textbook in an organizing manner is a difficult job to bundle. The fourth reason is related to the teachers whose course material is supplied by the ministry of education or another authority.

### **1.2.5. Criteria of Textbook Evaluation**

Textbook evaluation is a daunting matter, as there are many variables, which may affect the success or failure of a textbook in a particular course of instruction and in carrying out an evaluation; evaluators need to take many decisions (Cang, 2015). One is the adaption of criteria for evaluation because no general list of criteria is perfect. The evaluation criteria may vary, depending on the specific circumstances of teaching and learning contexts (Cang, 2015). Many useful approaches and checklists for evaluation criteria have been proposed by different researchers, namely: Ellis (1997), McDonough and Shaw (1998), McGrath (2002) and Tomlinson (2003) ...etc. Consequently, evaluators can choose from the available checklists for their evaluation, or still there is the possibility that they can select their own criteria to reflect the priorities of their own specific teaching and learning contexts.

According to the aforementioned researchers (Ellis 1997, Tomlinson2003, McGrath2002), evaluating textbook relies on four main aspects. They are:

- The internal content of the textbook
- The aims and approaches
- The supporting sources
- The physical appearance

### **1.2.6. Types of Textbook Evaluation**

Recently, there are many proposals of textbook evaluation offered by experts which can be generalized into three types; pre-use or predictive evaluation (Ellis, 1997; McGrath,

2002; Tomlinson, 2003), in use or while use evaluation (McGrath, 2002; Tomlinson 2003) and post use evaluation (McGrath, 2002; Tomlinson 2003).

### **1.2.6.1 Pre Use Evaluation**

The pre-use evaluation or predictive evaluation, in particular, is an important part of the initial course planning; it is conducted before the materials being used by teachers, and it helps them to make a decision concerning the materials. In this stage, evaluators assess potential course materials and determine which are best suited to the aims of their courses, the needs of prospective students, and other contextual factors relevant to their classroom settings (Richards, 2001).

According to Tomlinson (2003, p. 23), “often pre-use evaluation is impressionistic and consists of a teacher flicking through a book to gain a quick impression of its potential value”, which is the case for many teachers worldwide who have heavy workloads and are under pressure. That is to say, through this evaluation they can determine whether the textbook suits the determined teaching objectives or not (Ellis, 1997). This stage of evaluation is more difficult since it involves subjective judgements, and these often differ from one person to another. For this reason, group evaluations are often useful. A number of checklists involve somewhat subjective categories and usually need to be adapted to reflect the particular book under consideration (Richards, 2014).

### **1.2.6.2 In-Use or Whilst-Use Evaluation**

In use evaluation involves measuring the values of materials while using them or observing them as being used. This evaluation is beneficial to make sure whether the materials are suitable for the students or not, and the result is used for the textbook use in the future. (Syahrul & Romadhoni, 2016)

For Richards (2014), in-use Evaluation focuses partially on the global needs of the institution. If testing is important, the comprehensive nature of the tests may be evaluated closely; if lab work is important, the pedagogical effectiveness and comprehensiveness of the online components may be evaluated in depth; if the school transitions students are from a younger-learners programme to an adult programme, the ease of the transition from the course book for younger learners may be reviewed. In terms of the classroom experience however, in-use evaluation focuses on how to tell the book functions in the classroom, and depends on monitoring the book whilst it is being used by collecting information from both teachers and students. Information collected can serve the following purposes:

- To provide feedback on how well the book works in practice and how effectively it achieves aims.
- To document effective ways of using the textbook and assist other teachers in using it.
- To keep a record of adaptations that was made to the book.

### **1.2.6.3. Post-Use Evaluation**

In regard to measuring the actual effect of the materials on the users, Tomlinson (2003) said “post use evaluation can measure the actual outcome of the use of the materials and thus provide the data on which reliable decision about the use; adaptation or replacement of materials can be made”. Post-use evaluation serves to provide information that will help decide if the book will continue to be used for future programmes (Richards, 2014).

### **1.2.7. Methods of Textbook Evaluation**

Three basic methods can be discerned in the literature on textbook evaluation. For convenience, these will be referred to as the impressionistic methods, the in-depth method and the checklist method.

### **1.2.7.1. The Impressionistic Method**

According to McGrath (2002), “The impressionistic analysis is concerned to obtain the general impression of the material”( p. 96). It is the first level of evaluation. McGrath (2002) called this level sometimes “First Glance”.

Cunningsworth (1995) considered the impressionistic evaluation as a means to cast light on the general features of the textbook. It can involve the claims made by the authors or publishers about the goals set, the methodology selected, the table of content, or layout so as to provide a general impression on the material. That is to say, it is a quick impression about the material. This method to evaluation tries to find out what Cunningsworth (1984) called ‘what the books say about themselves’ ( p.42).

### **1.2.7.2. The In-Depth Method**

The in-depth method is the second level of evaluation. According to McDonough and Shaw, (2003), the in-depth evaluation is the subsequent step to the impressionistic one, after the textbook has been judged potentially appropriate. It also helps determine whether the outside features and internal content are in harmony.

According to McGrath (2002), the in-depth evaluation tends to address the following points:

- The aims and content of the book
- What they require learners to do
- What they require the teacher to do
- Their function as a classroom resource
- Learners’ needs and interests
- Learner approaches to language learning

- The teaching learning approach in the teacher’s own classroom

That is to say, this method provides a detailed evaluation of specific items in each course book; for example, selecting one or two chapters and looking at the balance of skills and activities contained in each unit which may not represent the whole book, i.e., to select two chapters and analyse them in details. The in-depth method can complement the checklist method and vice versa.

### **1.2.7.3. Checklist Method**

Checklists are instruments that help teachers or researchers in the area of English Language Teaching (ELT) to evaluate teaching learning materials like textbooks (Cang, 2015). The checklist method is an instrument that helps practitioners evaluate course books in an effective and practical way (Jusuf, 2018). It is an instrument to assess the worth of materials along with some determined aspects. (Meantime, Sarem, Hamidi, and Mahmoudie, n.d. as cited in Jusuf, 2018) defined checklist as an instrument that provides the evaluator with a list of features of successful learning teaching materials. According to these criteria, evaluators like teachers, researchers, as well as students can rate the quality of materials (Jusuf, 2018).

#### **1.2.7.3.1. Advantages of Checklist**

According to McGrath (2002), there are four advantages for the checklist method. They are as follow:

- ❖ It is systematic, ensuring that all elements that are deemed to be important are considered.
- ❖ It is effective, permitting a good deal of information to be recorded in a relatively short space of time.
- ❖ The information is recorded in a convenient format, allowing for easy comparison between competing sets of material.

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

### 2.2.7.3.2. Models of Checklists

Several researchers (Tucker, 1975; Daoud and Celce-Murcia, 1979; Williams', 1983) developed checklists as a tool to judge the worth of textbooks. These checklists do not share the same criteria. Each scholar focused on specific aspects. Here are afforded some models:

#### 1.2.7.3.2.1. Daoud and Celce-Murcia's Model

Celce-Murcia is a Professor Emerita of Applied Linguistics at the University of California, Los Angeles (UCLA). Her interests include English grammar and pronunciation. Daoud and Celce-Murcia (1979) checklist for textbook evaluation consists of five aspects. They are: subject matter, vocabulary and structures, exercises, illustrations, and physical make-up.

- **Subject Matter:** it tackles the following questions:

Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended (urban or rural environment; child or adult; male and/ or female students)?

Is the ordering of materials done by topics or themes that are arranged in a logical fashion?

Is the content graded according to the needs of the students or the requirements of the existing syllabus (if there is one)?

Is the material accurate and up-to-date?

- **Vocabulary and Structures:** it tackles the following questions:

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

Are the vocabulary items controlled to ensure systematic gradations from simple to complex items?

Is the new vocabulary repeated in subsequent lessons for reinforcement?

Does the sentence length seem reasonable for the students of that level?

Is the number of grammatical points as well as their sequence appropriate?

Do the structures gradually increase in complexity to suit the growing reading ability of students?

Does the writer use current everyday language, and sentence structures that follow normal word order?

Do the sentences and paragraphs follow one another in a logical sequence?

Are the linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?

- **Exercises:** it tackles the following questions:

Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?

Do the exercises involve vocabulary and structures which build up the learner's repertoire?

Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided composition)?

Does the book provide a pattern of review within lessons and cumulatively test new material?

Do the exercises promote meaningful communication by referring to realistic activities and situation?

- **Illustrations:** it tackles the following questions:

Do the illustrations create a favourable atmosphere for reading and spelling by depicting realism and action?

Are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?

Are the illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text?

- **Physical Make-up:** it tackles the following questions:

Is the cover of the book durable enough to withstand wear?

Is the text attractive (i.e., cover, page, appearance, binding)?

Does the size of the books seem convenient for the students to handle?

Is the type size appropriate for the intended learners?

Dougill (1987) suggested his checklist to determine the worth of a textbook in relation to the following **Framework**

- **Syllabus** To what extent is this built in or provided for?

#### **1.2.7.3.2.2. Sheldon’s Model**

Sheldon (1988) divided his textbook checklist into 17 factors. The total items of the seventeenth factors are 53. The special features of his checklist are: (1) factual details (at the top of the checklist), (2) column comment for adding our comment about each factor, and (3) column for rating (which can be scored with pluses and minuses, or stars, etc.). The factual details deal with the title of the textbook, author, publisher, price, level, physical size, length, target skills, target learners and target teachers.

The 17 factors involved are:

**a. Rationale**

- Why was the book written in the first place, and what gaps is it intended to fill?
- Are you given information about the Needs Analysis or classroom piloting that are undertaken?
- Are the objectives spelt out?

**b. Availability**

- Is it easy to obtain sample copies and support material for inspection?
- Can you contact the publisher’s representatives in case you want further information about the content, approach, or pedagogical detail of the book?

**c. User definition**

- Is there a clear specification of the target age range, culture, assumed background, probable learning preferences, and educational expectations?
- Are entry/exit language levels precisely defined, e.g. by reference to international standards (such as the ELTS, ACTFL or Council of Europe scales) or by reference to local or country-specific examination requirements?
- In case of an ESP textbook, what degree of specialist knowledge is assumed (of both learners and teacher)?

**d. Layout/graphics**

- Is there an optimum density and mix of text and graphical material on each page, or is the impression one of clutter?
- Are the artwork and typefaces functional? Colourful ? Appealing ?

**e. Accessibility**

- Is the material clearly organized?
- Can the student find his or her location in the material at any point, i.e. is it possible to have a clear view of the „progress“ made, and how much still needs to be covered?
- Are there indexes, vocabulary lists, section headings, and other methods of signposting the content that allow the student to use the material easily, especially for revision or self-study purposes?
- Is the learner (as opposed to the teacher) given clear advice about how the book and its contents could be most effectively exploited?

**f. Linkage**

- Do the units and exercises connect in terms of theme, situation, topic, pattern of skill development, or grammatical/lexical „progression“?
- Is the nature of such connection made obvious, for example by placing input texts and supporting exercises in close proximity?
- Does the textbook cohere both internally and externally (e.g. with other books in series)?

**g. Selection and Grading**

- Does the introduction, practice, and recycling of new linguistic items seem to be Shallow/deep enough for students?
- Is there a discernible system at work in the selection and grading of these items (e.g. on the basis of frequency counts, or on the basis of useful comparisons between the learner mother tongue and English)?
- Is the linguistic inventory presented appropriate for your purposes, bearing in mind the L1 background(s) of your learners?

**h. Physical characteristics**

- Is there space to write in the book?
- Is the book robust? Too large? Too heavy?
- Is the spine labelled?
- Is it a book that could be used more than once, especially if it is marked by previous students?

**i. Appropriacy**

- Is the material substantial enough or interesting enough to hold the attention of learners?
- Is it pitched at the right level of maturity and language, and (particularly in the case of ESP situations), at the right conceptual level?
- Is it topical?

**j. Authenticity**

- Is the content obviously realistic, being taken from L1 material not initially intended for ELT purposes?
- Do the tasks exploit language in a communicative or real-world way?
- If not, are the texts unacceptably simplified or artificial (for instance, in the use of whole-sentence dialogues)?

**k. Sufficiency**

- Is the book complete enough to stand on its own, or must the teacher produce a lot of ancillary bridging material to make it workable?
- Can you teach the course using only the students' book, or must all the attendant aids (e.g. cassettes) be deployed?

### **l. Cultural bias**

- Are different and appropriate religious and social environments catered for, both in terms of the topics/situations presented and of those left out?
- Are students’ expectations in regard to content, methodology, and format successfully accommodated?
- If not, would the book be able to wean students away from their preconceived notions?
- Is the author’s sense of humour or philosophy obvious or appropriate?
- Does the course book enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality?
- Are accurate or „sanitized“ views of the USA or Britain presented; are uncomfortable social realities (e.g. unemployment, poverty, family breakdowns and racism) left out?

### **m. Educational validity**

- Does the textbook take account of, and seem to be in tune with, broader educational concerns (e.g. the nature and role of learning skills, concept development in younger learners, the function of „knowledge of the world“, the exploitation of sensitive issues, and the value of metaphor as a powerful cognitive learning device)?
- Stimulus/practice/revision: is the course material interactive, and are there sufficient opportunities for the learner to use his or her English so that effective consolidation takes place?
- Is the material likely to be retained/ remembered by learners?
- Is allowance made for revision, testing, and on-going evaluation /marking of exercises and activities, especially in large-group situations; are ready-made achievement test provided for the course book, or is test development left for the hard-pressed teacher? Are self-checks provided?

**n. Flexibility**

- Can the book accommodate the practical constraints with which you must deal, or are assumptions made about such things as the availability of audio-visual equipment, pictorial material, class size, and classroom geography; does the material make too many demands on teachers' preparation time and students' homework time?
- Can the material be exploited or modified as required by local circumstances, or is it too rigid in format, structure, and approach?
- Is there a full range of supplementary aids available?

**o. Guidance**

- Are the teacher's notes useful and explicit?
- Has there been an inordinate delay between the publication of the student's and teacher's books which has meant that teachers have had to fend for themselves in exploiting the material?
- Is there advice about how to supplement the course book, or to present the lessons in different ways?
- Is there enough/ too much „hand-holding“?
- Are tape scripts, answer keys, „technical notes“ (in the case of ESP textbooks), vocabulary lists, structural/functional inventories, and lesson summaries provided in the Teacher's Book?
- Is allowance made for the perspectives, expectations, and preferences of non-native teachers of English?

**p. Overall value for money**

- Quite simple, is the course book cost-effective, easy to use, and successful in your teaching, in terms of time, labour, and money?
- To what extent has it realized its stated objectives?

### **1.2.7.3.2.3. Skierso’s Model**

Skierso (1991) developed a fifty nine criteria checklist grouped into six categories listed as follows:

#### **a. Bibliographical Data**

- Author qualifications
- Availability of accompanying materials
- Completeness
- Quality of supplementary materials
- Cost effective

#### **b. Aims and Goals**

- Targeted students’ specifications
- Matching to students’ needs
- Matching to syllabus requirements
- Compliance with overall educational concerns
- Feasibility.

#### **c. Subject-matter**

- Suitability and interests’ level
- Ordering
- Variety of text type
- Content grading
- Level of abstractness
- Register
- Cultural sensitivity

- Content accuracy
- Cultural integration

#### **d. Vocabulary and Structures**

##### *Vocabulary*

- Load suitability
- Appropriate context

##### *Grammar*

- Number and sequence appropriacy (of structures)
- Accuracy
- Clarity and completeness
- Meaning context

##### *Vocabulary and structures*

- Suitable readability level
- Inclusiveness per text
- Inclusiveness per syllabus
- Suitable sequence of progression
- Adequate control of presentation
- Balanced distribution
- Presentation, practice, and recycling suitability
- Recycling for reinforcement and integration
- Standard language
- Suitability of sentence length and syntactic complexity
- Cultural presentation

- Accessibility

**e. Exercises and Activities**

- Satisfaction of syllabus objectives
- Fulfilment of student objectives
- Effectiveness
- Sequencing toward communication
- Meaningful communication
- Communicative development
- Internalisation via active participation
- Production of critical thinking
- Instructional clarity and appropriacy
- Stereotype free content
- Suitability and interest level
- Provision for review
- Development of study skills

**f. Layout and Physical Make-up**

- Motivational attractiveness
- Suitability, look and type dimensions
- Organizational clarity and function
- Effectiveness in presentation
- Relativity, linkage and integration
- Stereotype-free, accurate, authentic portrayal
- Suitability of artwork
- Illustrative clarity and simplicity

- Motivational atmosphere

#### **1.2.7.3.2.4. Cunningsworth’s Model**

Cunningsworth (1995) designed a checklist for textbook evaluation that consists of eight aspects. They are aim and approaches, design and organization, language content, skills, topic, methodology, teachers’ books, and practical consideration. The total items of the eight aspects are 44. The special feature of his checklist is using Yes/No questions.

#### **A. Aims and Approaches**

- Do the aims of the course book correspond closely with the aims of the teaching program and with the need of the learners?
- Is the course book suited to the teaching/ learning situation?
- How comprehensive is the course book? Does it cover most or all of what is needed? Is it a good resource for students and teachers?
- Is the course book flexible? Does it allow different teaching and learning styles?

#### **B. Design and Organization**

- What components make up the total course package (e.g. students’ books, teachers’ books, workbooks, cassettes)?
- How is the content organized (e.g. according to structures, functions, topics, skills, etc)?
- How is the content sequenced (e.g. on the basis of complexity, “learnability”, Usefulness, etc.)?
- Is the grading and progression suitable for the learners?
- Does it allow them to complete the work needed to meet any external syllabus requirements?
- Are there reference sections for grammar, etc.? Is some of the material suitable for individual study?

- Is it easy to find your way around the course book? Is the layout clear?

### **C. Language Content**

- Does the course book cover the main grammar items appropriate to each level, taking learner’s needs into account?
- Is material for vocabulary teaching adequate in term of quantity and range of vocabulary, emphasis placed on vocabulary development strategies for individual learning?
- Does the course book include material for pronunciation work ? If so, what is covered: individual sounds, word stress, sentence stress, intonation?
- Does the course book deal with the structuring and conventions of language use above the sentence level, for example, how to take part in conversations, how to identify the main point in a reading passage?

### **D. Skills**

- Are all four skills adequately covered, bearing in mind your course aim and syllabus requirements?
- Is there material for integrated skills work?
- Are reading passages and associated activities suitable for your students’ levels, interesting, etc? Is there sufficient reading material?
- Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- Is material for spoken English well designed to equip learners for real-life interactions?

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- Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- Is material for spoken English well designed to equip learners for real-life interactions?
- Are writing activities suitable in term of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of appropriate styles ?

### **E. Topic**

- Is there sufficient material of genuine interest to learners?
- Is there enough variety and range of topic ?
- Will the topic help expand students’ awareness and enrich their experience ?
- Are the topics sophisticated enough in content, yet within the learners language level?
- Will your students be able to relate to the social and cultural contexts presented in the course book?

### **F. Methodology**

- What approaches to language learning are taken by the course book ?
- What level of active learner involvement can be expected ? Does this match your students’ learning styles and expectations?
- What techniques are used for presenting/practicing new language items ? Are they suitable for your learners?
- How are the different skills taught ?
- How are communicative abilities developed ?

### **G. Teacher’s Books**

- Is there adequate guidance for the teachers who will be using the course book and its supporting materials?
- Are the teachers’ books comprehensive and supportive ?
- Do they adequately cover teaching techniques, language items such as grammar rules-specific information?

### **H. Practical Considerations**

- What does the whole package cost? Does this represent good value for money?
- Are the books strong and long lasting? Are they attractive in appearance?
- Are they easy to obtain?

#### **1.2.7.3.2.5. Ur’s Model**

Ur (1996) designed a checklist with criteria for textbook assessment set out to find whether:

- Objectives are explicitly stated and implemented in the material
- The approach is educationally and socially acceptable to target community
- The layout is clear and attractive, and print is easy to read
- Appropriate visual materials are available
- Interesting topics and tasks are available
- Topics and tasks are varied to address learners’ levels, styles and interests
- Instructions are clear or not
- There is a systematic coverage of syllabus
- Content is clearly organized and graded (sequenced by difficulty)
- Period review and test sections exist
- Plenty of authentic language exists

- A good pronunciation explanation and practice is considered
- A good vocabulary explanation and practice is considered
- A good grammar explanation and practice is considered
- Fluency practice in all four skills is catered for
- Promotion of autonomous learning is taken into account
- Teachers are guided (not too heavy preparation load)
- Audio cassettes
- Readily available locally

#### **1.2.7.3.2.6. McDonough and Shaw’s Model**

McDonough and Shaw (2003) offered a three tiered model of textbook evaluation that involves an external, an internal, and an overall evaluation.

- **External Evaluation**

- The intended audience
- The proficiency level
- The context in which the materials are to be used
- How the language has been organized into teachable units/lessons
- The author’s view on language and methodology and the relationship between the language, the learning process and the learner.
- Are the materials to be used as the main „core“ 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) and is there for cosmetic value only or is it actually integrated into the text?
- Is the layout and presentation clear or cluttered?

- Is the material too culturally biased or does it represent a balanced picture of a particular country/society?
- The inclusion of audio/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?
- 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) and is there for cosmetic value only or is it actually integrated into the text?
- Is the layout and presentation clear or cluttered?
- Is the material too culturally biased or does it represent a „balanced“ picture of a particular country/society?
- The inclusion of audio/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?
- **Internal Evaluation:** it is divided into two concepts:
  - The presentation of skills in materials
- Where reading/discourse skills are involved, is there much in the way appropriate text beyond the sentence?
- Where listening skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings „authentic“ or artificial?

- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
  - The grading and sequencing of materials
- The relationship of tests and exercises to (a) learner needs and (b) what is taught by the course material?
- Do you feel that the material is suitable for different learning styles; is a claim and provision made for self-study, and is such a claim justified?
- Are the materials sufficiently transparent to motivate both teachers and learners alike, or would you foresee a student/teacher mismatch?
- **Overall Evaluation:** it includes the following questions:
  - Usability factor: how far could the materials be integrated into a particular syllabus as supplementary or core
  - Generalizability factor: is there a restricted use of core features which make the materials more generally useful?
  - Adaptability factor: can parts be added/extracted/ used in another context/ modified for local circumstances?
  - Flexibility factor: how rigid is the sequencing and grading; can the materials be entered at different points/used in different ways?

#### **1.2.7.3.2.7. Litz's Model**

Litz (2005) suggested in textbook evaluation the examination of: practical considerations, layout and design, activities, skills, language type, subject and content, Overall Consensus.

- **Practical Considerations**
  - Price
  - Accessibility

- **Layout and Design**

- Appropriateness and clarity
- Effective organization

- **Activities** : it checks :

- Balance in distribution between free/controlled exercises and fluent/ accurate productions in tasks.

- Promotion of communicative and meaningful practice
- Balance between individual/pair and group work
- Realistic and motivating contexts for grammar and vocabulary points
- Promotion of creative, original, and independent responses

- **Skills**: it checks :

- Focus on skills learners need
- Appropriate balance of the four skills
- Consideration of sub-skills

- **Language Type**: it tackles:

- Authenticity of language
- Suitability of English to learners' level
- Easy presentation of grammar
- Functions exemplify the English likely to be used in the future
- Diverse registers and accents are addressed

- **Subject and Content**: it include:

Subject and content are relevant to learners' needs.

- Subject and content is realistic.
- Subject and content are interesting, challenging and motivating.

- There is sufficient variety in the subject and content.  
Materials are culturally unbiased and do not portray negative stereotypes.
- **Overall Consensus:** it includes:
  - Textbook raises interest of learners in further English language study.
  - Learners’ would choose to study this textbook again.

### **Conclusion**

Textbooks play an important role in the teaching learning process. Their evaluation provides greater help for language teachers and learners. This chapter introduced a background about the topic under investigation. The chapter was organized in two sections. The first section has been an attempt to synthesize the textbook scenario. The starting point was about some definitions of textbook, along with the distinction between the two terms textbook and course book, the purpose of using textbook, features of good textbook and which arguments can be provided in favour or disfavour of textbook use. The role of textbook and its importance are also discussed, then emphasis shifts to the underlying principles behind textbook development so as to gain knowledge of the fundamentals on which to base textbook selection and development. Finally, textbook design is tackled. The second section is devoted to highlight the evaluation of textbook and the different ways that can be used to approach this act. Different models of checklists are provided; they were proposed by different educationalists. They have a significant role in the evaluation of textbooks.

“MY BOOK OF ENGLISH 4” VS “ON THE MOVE 4”

## **Chapter two:**

### **The Evaluation of ‘On the Move’ and ‘My Book of English’ Textbooks**

#### **Discussion, and Interpretation of the Results**

##### Introduction

##### 2.1. Textbooks Description

###### 2.1.1. “On The Move” Textbook Description

###### 2.1.1.1 “On The Move” Layout

###### 2.1.1.2 File Structure Description

###### 2.1.2. “My Book of English” Textbook description

###### 2.1.2.1. “My Book of English” Layout

###### 2.1.2.2. Sequence Structure

##### 2.2. Methodological Design

###### 2.2.1. Type of Research

###### 2.2.2. Population and Sampling

###### 2.2.3. Description of the Checklist

###### 2.2.4. Description of the Questionnaire

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###### 2.3.1. Discussion of Checklist Data

###### 2.3.2. Interpretation of checklist Data

###### 2.3.3. Discussion of the Questionnaire Data

###### 2.3.4. Interpretation of Questionnaire Data

##### 2.4. Main Findings

##### 2.5. Limitations of the Study

##### 2.6. Pedagogical Recommendations

“MY BOOK OF ENGLISH 4” VS “ON THE MOVE 4”

## 2.7. Suggestions for Further Future Research

Conclusion

**General Conclusion**

## **Chapter Two**

### **The Evaluation of ‘On the Move’ and ‘My Book of English’ Textbooks Discussion, and Interpretation of the Results**

#### **Introduction**

The previous chapter is devoted to the theoretical framework of the present research. This chapter constitutes the practical part of the study. It gives a description of both textbooks: ‘On The Move’ and ‘My Book of English, a detailed description of the research tools that were undertaken to collect data, i.e., the questionnaire and the textbook evaluation checklist, a brief description of the population in general and a good description of the sample in this current study. The analysis, discussion and interpretation of the teachers’ answers constitute the core part of the chapter. This chapter ends by the main findings, the most salient limitations that were faced while conducting this research, some pedagogical recommendations and significant suggestions for further future research.

The overall aim of this research study is to evaluate the effectiveness of the new textbook “MBOE” of the fourth year in comparison with the previous textbook “OTM”. It is realised by evaluating the strengths and weaknesses of both of them to check whether the Ministry of Education succeed in designing a new effective textbook. All of that is from teachers’ points of view.

#### **2.1. Textbooks Description**

##### **2.1.1. “On The Move” Textbook Description**

The textbook “OTM” targets learners that have been exposed to English for three years and who are aged between 14 and 15 years old. The textbook was first published in 2006, whose authors are S.A. Arab, and B. Riche. It is made up of 192 pages and it includes six files. This

textbook is built on a competency-based approach and seeks to develop three competencies, namely:

- Interaction of oral statement
- Interpretation of authentic oral or written messages
- Production of simple oral or written messages

The textbook “OTM” starts with two introductions in English. One is addressed to teachers and the other is addressed to students.

#### **2.1.1.1. OTM Layout**

The textbook “OTM” consists of six files distributed through 192 pages, and each file is made up of two sub-sections that are Language Learning, and Skills Building. Language Learning is sub-divided into “Food for thought”, “Listen and Consider”, “Read and Consider”, “Words and Sounds” and last “Take a Break”.

“Skills Building”, on the other hand, includes: “Research and Report”, “Listening and Speaking”, “Reading and Writing”, “Project Round up”, “Where Do We Stand now?” “Time for...”

#### **2.1.1.2. File Structure Description**

Each file in “OTM” is divided into two sub-sections and it is built as follow: Language Learning and Skills building.

**Language learning:** includes the following subtitles

- **Food for thought**

Under this sub-section, two pictures are contrasted as a warm up for learners to activate their background knowledge and prepare them to what comes next.

- **Listen and Consider**

IT is divided into three steps: before you listen, as you listen and after listening. In these stages, learners practice a variety of tasks that help them enhance their pronunciation. Grammar is also practiced in oral and written texts, and the rules are enclosed in a Grammar window at the end of the book.

- **Read and Consider**

This section is about reading. It goes through a pre-reading stage (Before you read, a while reading stage (As you read), and a post-reading stage (After reading/ practice).

- **Words and Sounds**

This sub part is designed to help learners acquire new vocabulary items in relation to the theme of the file and practicing tasks about intonation, stress and pronunciation.

- **Take a Break**

In this part, learners play games and others activities that get them relax.

### **Skills Building**

This sub section is about the productive skills of learners.

- **Research and Report**

In this sub part, the activities allow learners to engage in research and become more tolerant, autonomous and more articulated.

- **Listening and Speaking**

This sub part is in form of tasks that help learners develop there listening and speaking skills.

- **Reading and Writing**

This sub-section is quite similar to the previous one, expect here the emphasis is on the reading and writing skills.

- **Brainstorming**

Learners start thinking with their peers on the way of making their projects.

- **Project Round up**

Each learner makes his own project then compare it with the one given to them; as an example, learners can be inspired by the example and consequently, they can improve theirs.

- **Where Do We Stand Now?**

This sub part provides for learners an opportunity to assess their achievements through progress, check, and learning log. It is a self-assessment.

- **Time For....**

This sub section provides songs, poems, jokes, or other relaxing activities; just to get ready for the new next file.

### **2.1.2. “My Book of English” Textbook Description**

“MBOE” is the new textbook destined to learners aged between 14 to 15 years old. It is made up of 143 pages. It was issued by these authors: Tambrabet Lounis, Chenni Abdel fetah, Boukri Nabila, Chenni Dallal and Smara Abdelhakim. “MBOE” like “OTM” is built on competency based approach, and it also seeks to develop the previous three competencies. “MBOE” reflects a competency-based content. It is organized around structures, functions, notions, and topics along the four skills: listening, speaking, reading, and writing. A project work culminates each unit studied. Unlike “OTM”, “MBOE” starts with only one introduction in Arabic to learners who are considered the heart of the teaching learning process.

#### **2.1.2.1. “MBOE” Layout**

Unlike “OTM”, “MBOE” consists of three sequences along 143 pages, and each sequence is made of four sections, which are: “Communicative Objectives”, “Tasks for Oral and Written

Domains”, “Supports for Oral and Written Domains” and the last one is “Linguistic Objectives”. The latter, is also divided into two parts which are: Language Forms and Pronunciation.

### **2.1.2.2. Sequence Structure**

Each sequence is divided into: “I listen and Do”, “I Pronounce”, “I Practice”.

“I Listen and Do”, “I Read and Do” and “I Think and Write”

- **I listen and Do**

In this sub sequence, teachers read a text and learners listen for specific information after that answer some questions.

- **I Pronounce**

In this sub sequence, teachers some time use the textbook or flashcards focusing on the pronunciation skills.

- **I Practice**

This sub sequence is related to grammar, learners deduce the rule after a series of tasks or examples

- **I Read and Do**

This part always with a text read the text and answer questions about comprehension vocabulary grammar Lexis.

- **I Think and Write**

Learners write what have been taught during the sequence.

## **2.2. Methodological Design**

### **2.2.1. Type of Research**

The present study is exploratory in nature; it makes use of quantitative and qualitative methods in collecting data. To gather the necessary data, two instruments were used, i.e., a questionnaire and an adapted checklist, but because of the corona virus and the hard situation that

the country witnessed, the checklist was integrated with the questionnaire. Thus, a comprehensive questionnaire was emailed and handed to English teachers of middle schools in Algeria.

### **2.2.2. Population and Sampling**

The choice of the population was not haphazard. Since the first users of textbooks are teachers; their opinions toward textbooks are thoroughly vital. Cunningsworth (1995) believed that the most successful and effective procedures for the evaluation of the textbooks is to discuss their users' views. Therefore, the overall population dealt with in this piece of research was the fourth grade EFL teachers in middle schools, and the chosen sample has been taken randomly from the Algerian middle schools. Although they were supposed to be from the middle schools in our town Jijel, the choice changed because of the hard pandemic situation that the country has witnessed due to the Corona virus. The two instruments that have been used were integrated in a comprehensive questionnaire, then were emailed and administrated to forty (40) teachers who represent the sample of this study.

### **2.2.3. Description of the Checklist**

As asserted by Sheldon (1988), no set of criteria can fit all situations; therefore, a ready-made evaluation checklist cannot fit all contexts with regard to the specificities of the different teaching situations. As a result, it was deemed necessary the construction of a checklist through adaptation so as to include the necessary elements that can help in answering the research questions. The adapted criteria in the checklist are chosen from seven researchers' checklists. They are Daoud & Celce-Murcia (1979), Sheldon (1988), Skierso (1991), Cunningsworth (1995), Ur (1996), McDonough and Shaw (2003) and Litz (2005). The adapted checklist was integrated in the second section of the questionnaire because of corona virus and the hard situation that the country has gone through. On the other hand, its analysis and interpretation is done separately because it is too long.

The adapted checklist includes the following criteria:

- **Utilitarian Attribute**
- **Layout and Organization**
- **Aims and Objectives**
- **Methodology**
- **Subject and Content**
- **Linkage**
- **Sufficiency**
- **Skills and Sub-skills**
- **Activities**
- **Illustration**
- **Supplementary Materials**
- **Social and Cultural Aspect**

#### **2.2.4. Description of the Questionnaire**

The questionnaire consists of 113 questions. It is designed for fourth English teachers in middle schools; it seeks to assess the effectiveness of the new fourth level English textbook “MBOE” in comparison to the preceding one “OTM”, by evaluating them from teachers’ perspective. It is also used to help confirm or deny the research hypotheses. It comes under four sections: personal information, a detailed evaluation of both textbooks “My Book of English” and “On the Move”, general evaluation of “My Book of English” and further suggestions.

Section one: is about personal information (Q.01-Q.08). It aims at establishing a demographic profile of the selected sample in terms of gender, age, degrees, teaching experience and the levels they taught or are teaching.

Section two: is the checklist (Q.09-Q.104). It aims at evaluating both textbook the new one “MBOE” and the preceding one “OTM” to discover the effectiveness of the new in comparison terms of the preceding one.

Section three: is a general evaluation of “My Book of English” Textbook (Q105-Q113). The questions under this section are related to fourth year middle school textbooks and teachers’ opinions about the strengths and weaknesses of the previous textbook “OTM” as well as the new one “MBOE”. Further, it answers for instance questions like to what extent fourth level English teachers are satisfied with the new textbook, whether “OTM” is better than “MBOE”, teachers are asked to justify their answers. This section ended with teachers points of view whether the Ministry of Education has succeed in publishing a convenient textbook.

Section four: includes further suggestions. This section is meant to give teachers the floor to express their opinions freely and to suggest any further comments if they have.

### **2.3.Discussion and Interpretation of Data**

Evaluation is a thorough examination that results generally in bringing a valuable judgment. The adapted checklist is the first tool to be analysed. This adapted checklist is integrated in the second section of the questionnaire is answered by 40 English teachers from different Algerian middle schools.

The following table demonstrates a detailed evaluation of the new textbook ‘MBOE’ and the preceding one ‘OTM’.

**2.3.1. Discussion of Checklist Data**

Table 1: *Descriptive Results for the Percentage in Each Section*

Criteria	Teachers	“ON THE MOVE”					“MY BOOK OF ENGLISH”				
	Number	Percentage.					Percentage.				
		SA	A	N	D	SD	SA	A	N	D	SD
<b>Utilitarian Attributes</b>	40		100%					100%			
<b>Layout and Organization</b>	40		40.83%	19.29%	30.83%	9.16%	10.55%	85%	15%		
<b>Aims and Objectives</b>	40	10%	21%	19%	30.23%	19.7%	28.4%	33.3%	11.07%	28.23%	
<b>Methodology</b>	40	10%	54%	19.5%	11.5%	5%	35%	40%	8%	17%	
<b>Subject and content</b>	40	2.5%	27.5%	13%	35.89%	21.11%	16.38%	47.62%	14.3%	19.37%	3.33%
<b>Linkage</b>	40		41%	10%	34%	5%	22.5%	41.5%	18%	18%	
<b>Sufficiency</b>	40	17.5%	36.5%		32.5%	13.5%	6%	45%	49%		
<b>Listening</b>	40	9%	32%	10%	36%	3%	23%	41.5%	17%	24%	7%
<b>Speaking</b>	40	5%	14.5%	42.5%	41.25%	16.25%	20%	48%	18%	10%	4%
<b>Reading</b>	40	7%	35%	15%	27%	15%	15%	35%	30%	15%	5%
<b>Writing</b>	40	8%	37.5%	16%	30%	8.5%	5%	40%	16.5%	31.5%	7%
<b>Vocabulary</b>	40	20%	37%	17%	18%	8%	5%	52.80%	42.20%		
<b>Grammar</b>	40	2.71%	55%	18.21%	24.08%		43%	24%	17%	15%	1%
<b>Pronunciation</b>	40	8%	20.5 %	47%	10.5%	14%	35%	40%	25%		
<b>Activities</b>	40	18%	22%	20.03%	17.5%	22.4%	20%	37.49%		38.06%	4%
<b>Illustration</b>	40			24.91%	45.5%	29.5%	13.5%	39%	27%	16%	4.5
<b>Supplementary material</b>	40	3%	22%	14%	20%	48%	40.20%	22%	13%	18.8%	6%
<b>Social and cultural aspect</b>	40			40%	10%	50%	40%	30%	30%	%	%

The following table shows the numerical data obtained from the checklist for eighteen examined aspects in the textbook “OTM” and “MBOE”. The results obtained in this table are according to the following calculation method:

- $\frac{\text{Strongly agree (SA)} + \text{agree (A)}}{2} = \text{agreement}$
- $\frac{\text{Strongly disagree (SD)} + \text{disagree (D)}}{2} = \text{disagreement}$
- **Neutral= neutral**

Table 2: *Descriptive Results for the Agreements/ Disagreements and Neutrality Percentage in Each Section*

Criteria	“ON THE MOVE”			“MY BOOK OF ENGLISH”		
	A	N	D	A	N	D
Utilitarian Attributes	100%			100%		
Layout and Organization	30.83%	19.92%	49.25%	85%	15%	
Aims and Objectives	31%	19%	50%	60.7%	28.23%	11.07%
Methodology	64%	19.5%	16.5%	75%	8%	17%
Subject and content	30%	13%	57%	63%	22.7%	14.3%
Linkage	41%	10%	39%	64%	18%	18%
Sufficiency	54%		46%	51%	49%	
Listening	34%	13.5%	52.5%	51.5%	17.5%	31%
Speaking	23%	42.5%	57.5%	68%	18%	14%
Reading	43%	15%	42%	50%	30%	20%
Writing	45.5%	16%	38.5%	45%	16.5%	38.5%
Vocabulary	57%	17%	26%	57.8%	42.2%	
Grammar	57.71%	18.21%	24.08%	67%	17%	16%
Pronunciation	28.5%	47%	24.5%	75%	25%	
Activities	40%	20.03%	39.97%	57.49%		42.06%
Illustration		24.91%	75.09%	86.09%	13.91%	
Supplementary material	25%	14%	68%	62.20%	13%	24.8%
Social and cultural aspect		40%	60%	70%	30%	

**Teachers’ Attitudes towards Utilitarian Attributes**

As the above table illustrates, the overall results of the teachers’ attitude towards utilitarian attributes in both textbooks were the same. All the responses of teachers in “OTM” and “MBOE” were ‘agree’ in terms of availability and cost-effectiveness. They all saw that both textbooks “OTM” and “MBOE” were available locally for learners as well as for teachers; the cost of both of them were reasonable, and they have valuable effect in the teaching learning process.

**Teachers’ Attitudes towards Layout and Organization**

The obtained results show that the new textbook to some extent is better than the preceding one at the level of layout and organization. In “OTM”, nearly one third of the population (30.83%) was ‘agree’ at the level of the content organization concerning its structure, functions, complexity and learnability; teachers saw that they were well organized and sequenced. Almost half of the population (49.25%) disagreed in terms of the general attractiveness, appropriateness, space and printing quality; it was not good for them. The minority of the answers (19.92%) were neutral concerning the complexity of content and the organization of the heading and subheading.

Concerning the new book “MBOE”, the responses are different. The majority of teachers’ answers (85%) were ‘agree’ at the level of attractiveness, appropriateness, space, printing quality, the title and weight of the textbook as well as the general organization of the content. While the minority of the participants (15%) were neutral in terms of the complexity of the content, teachers considered it to some extent not suitable for learners’ level.

From the above-mentioned results, one can deduce that sampled teachers are better satisfied with the layout and organization in the new textbook “MBOE”, rather than the preceding one “OTM”.

**Teachers’ Attitudes towards Aims and Objectives**

Concerning “OTM”, teachers’ attitude towards aims and objectives was negative with a percentage of 50%, which represents half of the population. According to them, “OTM” textbook was not flexible enough; it did not allow variety in teaching and learning styles. It did not cover most or all of what is needed for fourth year learners. All units in the “OTM” textbook did not have clear and precise stated goals. Almost a third of the sampled teachers (31%) agreed on the point that the objectives are derived from the overall aim and they were stated in the syllabi. However, a minority of teachers (19%) were neutral in terms of “OTM” course book matches to the specification of the syllabus.

Concerning the new textbook “MBOE”, the obtained results were the opposite of those about “OTM”; the highest percentage of responses (60.7%) was given to ‘agree’. The sampled teachers viewed that the new textbook was flexible; it allows different learning styles. Each unit in the course book had clearly stated aims and the objectives were derived from the overall aim. They were stated in the material. Only 11.07% of the surveyed teachers were neutral in terms of a sufficient number of course objectives. While over a quarter of the sample (28.23%) chose ‘disagree’; they viewed that “MBOE” textbook did not really cover what is needed by a fourth year learner.

As the above results illustrate, a large proportion of participants had negative view towards aims and objectives in “OTM” in comparison to those in “MBOE”. Thus, one can deduce that sampled teachers like aims and objectives in the new textbook.

**Teachers’ Attitudes towards Methodology**

A considerable percentage of the participants (64%) agreed upon the methodology in “OTM”. They asserted that the techniques that were used in presenting/practicing new language items were suitable for learners’ level. Only (16.5%) of the participants disagreed towards this

section, they viewed that the textbook was methodologically not in line with the current worldwide theories and practices of language learning. 19.5% of the participants, which represents a low percentage, were neutral about the methodology of textbook; they claimed that the textbook did not really apply the learner-centered methods.

In contrast to “OTM”, “MBOE” results are (75%) of the sampled teachers, which represents a large proportion agreed on the methodology applied in this textbook; they asserted that the book was methodologically in line with the current worldwide theories and practices of language learning, and the method used was a learner-centered method. Thus, it provides opportunities for learners to talk more than the teacher also allows a variety of activities. However, only 17% from the surveyed teachers disagreed about that. They viewed that the techniques that were applied in this new textbook in presenting and practicing new language items are somehow not suitable for the learners’ level. Further, the minority of the participants (8%) were neutral about methodology. From the mentioned results, one can conclude that in both textbooks, teachers had positive perspectives towards methodology.

### **Teachers’ Attitudes towards Subject and Content**

As for the subject and content embraced in “OTM” textbook, nearly one third of surveyed teachers 30% reacted by ‘agree’; they hold positive views towards the point that the thematic and language content was suitable and understandable for students, while only 13% of the participants were neutral in terms of:

- The subject and the content of the course book are motivating and challenging enough to foster new learning.
- The topics and texts in the course book include elements from both local and target culture.

More than the half of the participants (57%) answered ‘disagree’ towards subject and content embraced in the preceding textbook “OTM”. They asserted that there was insufficient variety in subject and content, it was not relevant to the learners’ fourth level and it did not go with their area of interest, as well as the themes and content were unauthentic; there was no relationship between the content and real-life situation.

However, in “MBOE” textbook, a considerable percentage of the participants (63%) answered ‘agree’. They asserted that in contrast to the preceding textbook, in the new course book:

- There was sufficient variety in the subject and content and they are motivating.
- There was a harmonious relationship between the content and real-life situations
- The topics and texts in the course book include elements from both local and target culture.
- The content will help expand students’ awareness and enrich their experience.

The minority of the participants (14.3%) were neutral in terms that the content of the textbook is challenging enough to foster new learning. Furthermore, nearly a quarter of the sampled teachers (22.7%) answered ‘disagree’ in terms of:

- The thematic content is understandable for students. The language of the content to certain extent is higher than the level of learners.
- The language of the content suits the learners’ level.
- Subjects and content are relevant to learners’ needs and interests.

From the above-mentioned responses, one can understand that participants had positive view in “MBOE” in contrast to “OTM” in relation to subject and content criteria.

### **Teachers’ Attitudes towards Linkage**

Generally, teachers have a positive view towards linkage in both textbooks. About half of the participants (41%) answered ‘agree’ towards linkage in “OTM” textbook. They asserted that units and exercises were well connected in terms of themes, situations, topics and patterns of grammatical and lexical progression. 10% of the participants, which represents the minority, were neutral. Furthermore over a one third (39%) from the sampled teachers disagreed especially in terms of externally textbook coherence.

Concerning “MBOE” textbook, a considerable percentage of teachers selected ‘agree’ in terms of linkage (64%); they viewed that the new textbook’s units and activities were well connected to each other in terms of themes, situations, topics, and patterns of skills, while 18% disagreed in their point of view in terms of externally textbook coherence. Ending with 18% of the participants, they were neutral.

According to the mentioned results, one can derive that teachers were thinking positively towards linkage in “MBOE” textbook.

### **Teachers’ Attitudes towards Sufficiency**

Above average of the sampled teachers (54%) hold positive views towards sufficiency in “OTM” textbook. They stated that the preceding textbook did not require ancillary bridging materials to make it workable, and that all the attendant aids must be deployed. However, almost the half of the participants (46 %) disagreed in terms of:

- The book is complete enough to stand on its own.

Contrary to the answers provided for the previous textbook, in “MBOE” course book points of view, more than the half (51%) of the participants agreed in the statement that the book is complete enough to stand on its own. So, teachers to a certain extent can rely only on it without

help of other available aids. Almost the half (49%) of the sampled teachers were neutral in terms of teachers must produce a lot of ancillary bridging material to make it workable.

As the above results show, one can conclude that teachers were more satisfied with this criterion in the new textbook.

### **Teachers’ Attitudes towards Listening**

As the above table shows, in “MBOE” more than one-third (34%) of surveyed teachers agreed towards the listening skill; they viewed that listening tasks were efficiently graded according to complexity. Furthermore, 13.5% were neutral in terms of listening material. A percentage of 52.5% of the participants, which represents a considerable percentage, in relation to listening answered ‘disagree’. They asserted that the “OTM” course book did not have appropriate listening tasks with well-defined goals, and some instructions were not clear enough as well as the listening materials were not authentic.

In contrast to “OTM”, “MBOE” textbook teachers’ perceptions towards listening skill more than the half of the surveyed teachers 51.5% agreed on the following points:

- The course book has appropriate listening tasks with well-defined goals.
- Tasks are efficiently graded according to complexity.
- The material is authentic as possible.

On the other hand, the minority (17.5%) of the answers were neutral in relation to listening. According to their perceptions, the instructions were not enough clear. Their language was slightly above the learners’ levels. The score of 31% represents disagreement of teachers towards listening tasks; they asserted that listening materials were not well accompanied by a sufficient background information, questions and activities, which help learners’ comprehension.

From the above results, one concludes that in contrast to “OTM”, in “MBOE” teachers had positive attitudes towards listening in “MBOE” textbook.

### **Teacher’s Attitudes towards the Speaking Skill**

In “OTM” textbook, 57.5% is the higher percentage that shows disagreement of teachers in regards to speaking skill. Participants asserted that materials for spoken English (dialogues, role-play) were not well organized to equip learners with the needs that help them to react in real-life situations. The course book did not include adequate individual and group speaking activities, and there was no balanced distribution in relation to the activities of individual response, pair-work and group work. In addition to that, they also disagreed in terms of; “OTM” textbook provides a wide range of speaking tasks. Less than the half of the participants (42.5%) were neutral in their response in terms of the appropriateness of the speaking activities and whether it really motivates learners or not. Furthermore, a low percentage of the sampled teachers (23%) agreed towards the integration of the speaking skill in “OTM” textbook.

In contrast to “OTM”, in “MBOE” textbook, the higher score reflects teachers’ agreements with 68%; they asserted that the new textbook provides a wide range of speaking activities. These activities motivate students to talk; they are developed to initiate meaningful communication. A minority of the sample (14%) disagreed towards speaking skills embraced in the new textbook. They disagreed in terms of:

- The activities are balanced between individual response, pair and group work.

While only 18% of the participants were neutral towards speaking skill.

As far the above-mentioned results, one can derive that speaking skill embraced in the new textbook gained more positive attitudes for the participants.

### **Teachers’ Attitudes towards the Reading Skill**

The teacher responses towards the reading skill in “OTM” textbook were ‘agree’ with a percentage of 43% in terms of the length of texts and the degradation from simple to complex; they considered them appropriate to their level. The disagreement appears with a percentage of 42% in terms of variety of reading texts. Teachers saw that “OTM” textbook did not contained different subjects and contents; furthermore, they were not authentic. However, 15 % of teachers preferred to be neutral in what concerns the level of appropriateness of tasks and exercises to improve reading comprehension.

On the other hand, in the new textbook “MBOE”, the results are high (50%) for ‘agree’ in terms of variety of reading with different ranges in subject and content. According to their answers, texts are authentic; they are graded from simple to complex. Teacher’s responses were neutral at the level of the length of text 30 %. The rest percentage goes to disagreements 20% in relation to the appropriateness of the tasks and exercises to improve reading comprehension.

As a conclusion from the above-mentioned finding, teachers had positive point of view towards reading skill in both textbooks.

### **Teachers’ Attitudes towards the Writing Skill**

45.5% of the participants responded ‘agree’ towards writing competency in “OTM” textbook. It is a higher score in comparison to the rest percentages; the sampled teachers reacted by thinking ‘agree’ in the criterion related to the writing skill in the preceding textbook. They asserted that the writing exercises are provided in controlled and guided composition in the early stage. However, 38.5% of the participants disagreed in what concerns the writing skill and especially in terms of:

- Models provided in the preceding textbook were for different genres.

- The tasks have achievable goals and take into consideration learners’ abilities.

Furthermore, a low percentage of the participants (16%) responded ‘neutral’ towards writing; they were neutral in the points that writing activities in the textbook were appropriate for the improving students’ writing skill. Most of the time the topics were simple thus, the learner cannot really develop their writing skills.

Teachers perceptions towards writing skills in the new textbook “MBOE” were quietly the same to “OTM”; the highest percentage (45%) is attributed to surveyed teachers agreement; but in contrast to “OTM”, they were agree in:

- Models provided are for different genres.
- The practice is provided in controlled and guided composition in the early stages.

Score of 16.5% from participants preferred to be neutral in terms of the appropriateness of the activities. The rest score (38.5%) were devoted to teachers disagreement and precisely in terms of tasks; they regarded them inappropriate because they do not have achievable goals and do not take into consideration learners’ abilities.

From the above-mentioned result, one can conclude in both textbooks teachers had positive attitudes towards this criterion.

### **Teachers’ Attitudes towards Vocabulary**

Teachers’ results show their positive attitude towards this criterion since the percentage of their agreement are so close to each other by 57% in “OTM” and 57.8% in MBOE; however, the distribution of their agreement in the checklist are different. In” OTM”, they viewed that; there is a good distribution of vocabulary load across the whole book and the textbook was provided on the basis of vocabulary acquisition strategies. In “OTM” textbook, 17% of the respondents were neutral in terms of the number of new words introduced in every lesson, which seems to be

reasonable for students' level and the new vocabulary words are presented at an appropriate rate. Against 26% of participants 'disagreed' in “OTM” textbook in relation to vocabulary, and precisely new vocabulary items that are integrated in various context.

Unlike “OTM”, in “MBOE” textbook participants agreed in vocabulary load; it seems reasonable for the learners' level as well as in the degradation of vocabulary from simple to complex across the whole sequence and textbook, provided on the basis of vocabulary acquisition strategies. 42.2% were neutral in “MBOE”, in relation to the appropriateness rate for presenting the new words and in the variation context in which integrating the new words.

As the above results illustrate, in both textbooks teachers had positive attitudes towards vocabulary.

### **Teachers' Attitudes towards Grammar**

In “OTM”, a considerable percentage (57.71%) of the sampled teachers agreed in grammar; they asserted that grammar was taught inductively, i.e., grammar items are contextualized. In addition, there is a summary of new and reviewed grammar. 18.21% from the general answers were neutral at the level of grammar items, were suitable to the fourth grade learners. Furthermore, the primary function of new structures is for interaction. The score of 24.08 % goes to teachers who responded 'disagree' in terms of the course book covers the main grammar items to fourth level, and grammar is taught deductively.

In “MBOE” textbook, the results are different. The highest percentage is for agreement with 67%; they viewed that the new textbook covers the main grammar items that were appropriate for learners and which taught deductively. In contrast with the previous textbook, in the new one grammar items take into consideration the learners needs; there is a summary of new and reviewed grammar. A low percentage (17%) from teachers' answers were neutral in terms of

the grammar points that are presented with brief explanations. 16%, which represents a small proportion of participants, attributed to ‘disagreement’; they saw that grammar rules are not taught deductively.

From the participants’ answers shown above, one can conclude that teachers had positive attitudes towards grammar embraced in the new textbook in contrast to “OTM” grammar.

### **Teacher’s Attitudes towards Pronunciation**

Less than the half of the respondents (47%) were neutral in terms of pronunciation competency embraced in the preceding textbook “OTM”. They preferred to be neutral in terms of pronunciation points were repeated and reinforced in subsequent lessons as well as the pronunciation items were contextualized. Against over a quarter of the participants (28.5%) agreed in relation to the pronunciation items provided in “OTM” are contextualized. The rest percentage with 24.5% represents teachers’ disagreement; they asserted that the previous textbook “OTM” did not include any material for pronunciation work.

In contrast to” OTM”, “MBOE” higher percentage is devoted to participants’ agreement with 75%; they asserted that there was sufficient work on recognition and production of stress patterns, intonation, and individual sounds. The pronunciation items are contextualized and they are repeated and reinforced in subsequent lessons. A quarter of the sampled teachers (25%) were neutral in terms of the course book includes materials for pronunciation work.

According to the answers mentioned above, in “MBOE” textbook participants had positive points of view in relation to pronunciation on contrary to “OTM”.

### **Teachers’ Attitudes towards Activities**

Less than the half of the sample 40% agreed towards the activities assigned in the preceding textbook “OTM”; they asserted that there was an appropriate degradation of tasks as

well as they were appropriate for learners’ level. Less than a quarter (20.03%) from the participants were neutral in terms of:

- There was a variety of activities.
- There was an equal distribution between free/controlled activities and fluent/ accurate productions in tasks.
- The tasks promote creativity, originality and independent responses.

39.97% from the surveyed teachers disagreed in relation to the activities provided in OTM textbook are authentic and promote meaningful communication. Furthermore, OTM textbook covers other tasks like note taking, skimming, and scanning.

The activities in “MBOE” are different in contrast to “OTM” activities. Teachers perceptions’ towards this criterion were positive because 57.49%, which represents a considerable percentage from the surveyed teachers answered ‘agree’. For them the new textbook “MBOE” includes a variety of topics with an equal distribution between the free/controlled and fluent/accurate activities. The activities were graded from simple to complex. They were real life situation tasks, which promote meaningful communication and promote creativity and the originality of the learners’ response.

Less than the half of the sample (42.06%) were negative towards the tasks provided in the new textbook in terms of their appropriateness to the learners’ level.

From the above findings, in contrast to “OTM” textbook teachers had positive attitudes in terms of this criterion.

### **Teachers’ Attitudes towards Illustration**

Teachers’ perception towards illustration in “OTM” textbook disagreed with a large proportion (75.09%); they asserted that “OTM” textbook:

- Did not contain enough pictures, diagrams and tables that help learners to understand the printed text.
- The illustrations were not informative and functional.
- The colors were not attractive

Further, nearly a quarter (24.91%) from the sampled teachers were neutral towards illustration were printed with the content to help the learner understand the printing text, also in terms of illustration creates a favorable atmosphere for practice in reading and spelling.

Contrary to “OTM”, in “MBOE”, the majority of teachers (86.09%) responded ‘agree’ in relation to illustration; they viewed that the new textbook has clear, attractive, appropriate illustrations. The colors are attractive.”MBOE” contains enough pictures, diagrams and tables. Illustration creates a favorable atmosphere for practice in reading and spelling by depicting realism or action. The illustrations were informative and functional. The minority of teachers (13.91%) were neutral in terms of the illustrations were printed with the content to help the learner understand the printing.

As a conclusion, teachers had more positive perceptions towards illustration in the new textbook in contrast to the previous one.

### **Teachers’ attitudes towards Supplementary Materials**

Teachers’ respondents revealed negative attitudes towards “OTM” supplementary material, because 68% disagreed in terms of

- textbook is accompanied by audio-materials
- Supplementary materials match students’ objectives
- There are full ranges of supplementary aids
- The supplementary materials are relevant to real life, and they are sufficiently transparent to motivate both teachers and learners.

Low percentages (14%) from the sampled teachers' results was neutral in terms of the instructions, language focus and activities are in general appropriate for learner. A quarter of the participants (25%) agreed in these criterion, especially in the point that the teacher book is available and it gives useful giddiness.

Concerning “MBOE” textbook, the highest percentage goes to the agreement of the participant with 62.20%. They asserted that the teacher's book is available and it gives useful giddiness, along with various activities. In addition to that, these supplementary materials are relevant to real life, and they are sufficiently transparent to motivate both teacher and learner. 13% from the overall results of participants were neutral in terms of the instruction and language focus and activities are in general appropriate for learners. Nearly a quarter from the participants answers (24.8%) were ‘disagree’ in terms of “MBOE” provides audio materials and there are a full range of supplementary aids.

As the above results illustrate, unlike “OTM” teachers had positive attitudes towards this criterion in “MBOE” textbook. However, they share the same negative view towards the viability of audio materials.

### **Teachers' Attitudes towards Social and Cultural Aspect**

In the new textbook “MBOE” the overall results show that, the sampled teachers had positive view in relation to social and cultural aspect. It seems that “MBOE” is better than “OTM”. The new textbook is rich of different topics from different social aspects; it includes both the local and target culture. Teachers agreed with a large proportion (70%) in “MBOE”. Against 20% were neutral in terms whether the social and cultural aspects suit the learners' age. Nevertheless, their answers were completely different in “OTM” textbook; they disagreed with a

considerable percentage (60%). On the other hand, teachers were neutral in relation of the fitness of these topics in relation to learners’ age with 40 % in “OTM” textbook.

As a conclusion, the sampled teachers had positive perceptions towards “MBOE” contrary to “OTM” in terms of this criterion.

### **. 2.3.2. Interpretation of Checklist Data**

96 items of the adapted checklist have been designed around different criteria in order to provide detailed information about the two textbooks. The overall results of checklist were analyzed than data interpretation is distributed according to those different criteria as the following:

#### **❖ Utilitarian Attribute**

According to the results related to this criterion in the checklist, the findings show that there are correspondent opinions between both textbooks at the level of availability; all learners and teachers have a copy. Only some tending towards neutrality when it deals with cost-effectiveness in both textbooks, i.e. the price for some learners maybe expensive.

#### **❖ Layout and Organization**

Layout and organization refer to the quality of design, distribution and presentation of textbook content. After analysing data, one can deduce that teachers were happy with “MBOE” textbook layout and organization. It means that, the layout is attractive; there is enough space to achieve clarity. Textbook has an appropriate size, weight and titles for the fourth year learners as well as it is well organized in terms of structure and functions. In contrast to “MBOE”; the findings resulted in giving a negative attitude towards the layout of “OTM” textbook may be it is due the printing quality is not rely good for the learners and it does not have an appropriate size and weight. Teachers claimed that the organization on the “OTM” textbook is not convenient to some extent.

#### ❖ **Aims and objectives**

After analysing and interpreting the teachers’ checklist, we can say that the preceding textbook is not enough flexible. Unlike “OTM”, in “MBOE” seems to the respondent teachers, that this new textbook is flexible; it allows different learning teaching styles, as the aims and objectives are clearly stated.

#### ❖ **Methodology**

After analyzing the teachers’ checklist, one can conclude that the new textbook used learner centered method that provides opportunities to talk more than teachers. Thus, it helps learners to gain self-confidence and improve their level. A small percentage of the sampled teachers disagreed in regarding of the techniques used in the new textbook and this may be because the complexity of the content which needs more suitable ones. Unlike to “MBOE”, in “OTM” textbook learner-centered method to some extent is not appropriately applied.

#### ❖ **Subject and content**

According to the results related to subject and content in the checklist, the teachers’ views are different in both textbooks. In “OTM” textbook, results show that there are insufficient variety of content, and to some extent are not suitable and motivating for learners. However, in “MBOE” textbook, there are a variety in subjects and content that suit learners’ level and interest. Moreover, there is a harmonious relationship between the content of the course book and real life situations. In “MBOE”, textbook teachers are not satisfied with language to certain extent; it does not suit their level. May be the language is slightly above the learners level of proficiency. Thus, the content will be harder and not motivated for some learners.

### ❖ **Linkage**

After analysing the results related to linkage in the checklist, it is found that teachers responded positively to both textbooks in terms of the well connection of exercises and units in terms of topics, situation, grammar patterns and lexical progression. On the other hand, results show negative attitude when it comes to external coherence of textbook.

### ❖ **Sufficiency**

Results related to this criterion show that, “OTM” textbook is not complete enough and the teachers cannot use it only to stand in its own. Thus, the teachers must produce a lot of ancillary bridging material to make it workable. Therefore, there were positive attitude towards using other aids and materials. However, in “MBOE” textbook to some extent it can use it only to stand on its own. May be because the new textbook contains some materials that help to stand in its own. In contrast to that, some of teachers saw that the new textbook also must produce bridging material to make it workable may be cause insufficient and variety of materials and aids.

### ❖ **Listening**

In the listening skill grid, results show that “OTM” textbook do not contain well appropriate listening tasks with well-defined goals, no authenticity in addition to some unclear instruction.

While in “MBOE”, listening tasks are authentic, appropriate with well-defined goals. Only some teachers choose to be neutral in clearness of instruction; this is possible because language is slightly difficult. Results persuade a sharing point at the level of degradation of tasks complexity between the two textbook. Generally, there is a kind of improvement in the quality of listening tasks in the new textbook.

### ❖ Speaking

In the speaking skill grid, in “OTM” results show a clear negative attitude towards the spoken materials and their relation to real life situation, in addition to sufficient individual and group speaking activities with balance distribution of it. On the other hand, they are satisfied to some extent of the existence exercises.

In comparison with the preceding textbook, “MBOE” textbook is good in terms of the variety of speaking activities that increase learners’ motivation and create real life communication. However, some teachers showed negative view towards the appropriateness of activities and this is may be because of the difficulty of language: not all fourth grade learners understand the English language. Generally, also concerning the listening skill grid, there was a kind of improvement in the new textbook

### ❖ Reading

The results in the checklist indicate that teachers have positive view towards the integration of the reading skill in the new textbook “MBOE”. For them there are various texts with different subjects and content, they are authentic as much as possible. Thus, it motivates the learners and helps them to gain a wide range of information. However, our participants showed negative attitudes towards the appropriateness of tasks and exercises, because in some tasks the language is to certain extent higher than the level of learners, and they were neutral in terms of the text’s length; for some learners it is not appropriate because of their lower level.

Contrary to the answers provided about the reading skill in the new textbook “MBOE”, in “OTM” participants show a negative point of view towards texts variety; they claimed that although there is authenticity in the context, they bear little relevance to real-life situations

learners might face. Unlike “MBOE”, in “OTM” textbook the language of the exercises are simple for fourth grade level learners. Thus, the activities are appropriate for the learners’ level.

From this result, one can notice that the new textbook covers the shortcoming of the previous one in term of variety of subject and content of the text and their authenticity. Nevertheless, it still needs review concerning the level of language in the new textbook, because it is notable above fourth grade learners ‘level.

#### ❖ **Writing**

According to the results of the checklist, most of the sampled teachers asserted that the writing exercises are designed in controlled and guided composition in both textbooks, and they share the same negative view in that, tasks have not achievable goals and do not take into consideration learners’ abilities. In “OTM”, although texts seem simple to some extent in the preceding textbook, they are not for different genres. However, for small proportion of teachers tasks in “MBOE” are inappropriate because they do not have achievable goals. The above-mentioned results reveal that, writing skill approach in the new textbook is improved in comparison to the previous one. However, it still needs some reforms.

#### ❖ **Vocabulary**

A proverb says,” that the more words you know, the more clearly and powerfully you will think and the more ideas you will invite into your mind”, that is to say acquiring vocabulary plays an important role in improving the language proficiency.

The surveyed teachers did not share similar stands when asked about the vocabulary load suitability to the targeted learners and the complexity of the new lexis. In “MBOE”, almost the sampled teachers admitted that the load was suitable but is somehow difficult to the learners’ level. However, in “OTM” the majority of the participants were neutral for the number of new vocabulary introduced in each lesson. They said that it is inappropriate for the learners’ level, but

it has a simple form. Thus, learners can grasp it. In contrary to the degradation of the vocabulary points and strategies stimulated positive response among our respondents in both textbooks. According to them, all vocabulary points are graded from simple to complex in both textbooks and they are provided on the basis of vocabulary strategies. As a synthesis there is a kind of improvement in “MBOE” textbook towards this criterion, but it still needs some adaptation because the rate for presenting the new lexis is inappropriate for the fourth grade learners. Thus, learners could not understand and remember the new words.

#### ❖ Grammar

Grammar has a great importance in achieving communicative competence; its good presentation in teaching materials is recommended as it is the backbone of all languages.

The abovementioned results of our adapted checklist show that the surveyed English MS teachers expressed positive attitudes towards grammar contextualization. For the majority of them, the grammar points tackled in both textbook “MBOE” and “OTM” are presented in context and not in isolation. Thus, it helps learners to remember and recall those points better. However, the difference was in the suitability of the amount of grammar items and the main functions of it. In “OTM”, our sampled teachers show a negative view. A large number answered that, there were unsuitable grammar items and their primary function is not communication; however, in “MBOE”, participants show positive attitudes. According to them, grammar points are suitable for the fourth grade learner and their main functions to certain extent promote communication.

The results show that there is a kind of improvement concerning grammar in the new textbook.

#### ❖ Pronunciation

Communicative competence is hard to achieve it without an accurate pronunciation.

The overall results in checklist indicated that the majority of the respondents in “OTM” preferred to be neutral in terms contextualization of pronunciation, repetition and reinforcement of pronunciation in subsequent lessons. They asserted that “OTM” textbook did not include any material for pronunciation work. In contrast with “OTM” textbook, “MBOE” textbook has sufficient work on recognition and production of stress patterns, intonation, and individual sounds. In addition to the contextualization of pronunciation, its repetition and reinforcement are in subsequent lessons. Thus, to certain extent the pronunciation component in the new textbook has improved.

#### ❖ **Activities**

In the light of the adapted checklist data, one can conclude that “OTM” activities are in general appropriate for the learners’ level and they are graded from simple to complex, but they are unauthentic and they are not give meaningful communication in real life situations. To some extent, there is insufficient number of activities. While in “MBOE”, there is an improvement towards this criterion, since a large proportion of the participants thought positively concerning the variety of activities and equal distribution between the free/controlled and fluent/accurate activities, in addition to the appropriate degradation from simple to complex, the existence of authenticity and creativity and the originality of the learner’s response from tasks. However, to some extent the activities are not enough appropriate to learners’ level and this is because language as mentioned before seems to be higher in relation to a large number of learners. Thus, the activities will be complicated and not appropriate for fourth grade learners.

#### ❖ **Illustration**

A Chinese proverb says “one sighted is worth a hundred words”. Illustrations are a very important aspect that can be present in any instructional material; it can be more expressive than

words. The overall results about illustration were clear. A considerable number of teachers were not happy with “OTM” illustration in contrast to “MBOE”. The sampled teachers showed positive attitudes towards illustration. From the analysis and interpretation of the adapted checklist, can notice that there is an improvement in illustration in the new textbook since the colours are attractive, illustrations are clear and appropriate, and they contain enough pictures that help learners to understand, grasp and remember the meaning of the context.

#### ❖ **Supplementary materials**

The above-mentioned results of our adapted checklist show that both textbooks do not use audio materials, which is something very useful for learners. Unlike “OTM”, in “MBOE”, teachers showed positive attitudes towards the authenticity and clearness of supplementary materials. Thus, it helps learners to be motivated. One can deduce that, the new textbook also should renew supplementary materials to include audio aids, which are very important for learners to improve their level.

#### ❖ **Social and cultural aspect**

Learning about the other culture is viewed as an integral component of communicative competence that not only comprises grammatical, sociolinguistic, discourse and strategic competences (Canale and Swain 1980).

The overall checklists’ results show that in comparison to “OTM” textbook in relation to social and cultural aspects, “MBOE” contains different topics from different social aspects; it includes both the local and target culture. It is full of information about different countries, but in “OTM” the results show the opposite. Few teachers tended to be neutral in whether the kind of social aspects suit learners’ age. So what is to be concluded here is that the new textbook is open to a variety of cultures that helps the learners to enrich their experience and be tolerant.

### 2.3.3. Discussion of Questionnaire Data

#### Personnel Information (Q 01-Q 8).

##### Q 01: Gender

The majority of participants (75%) are female teachers and only 25% represents the male category.

The percentage of gender distribution is displayed in the following chart:

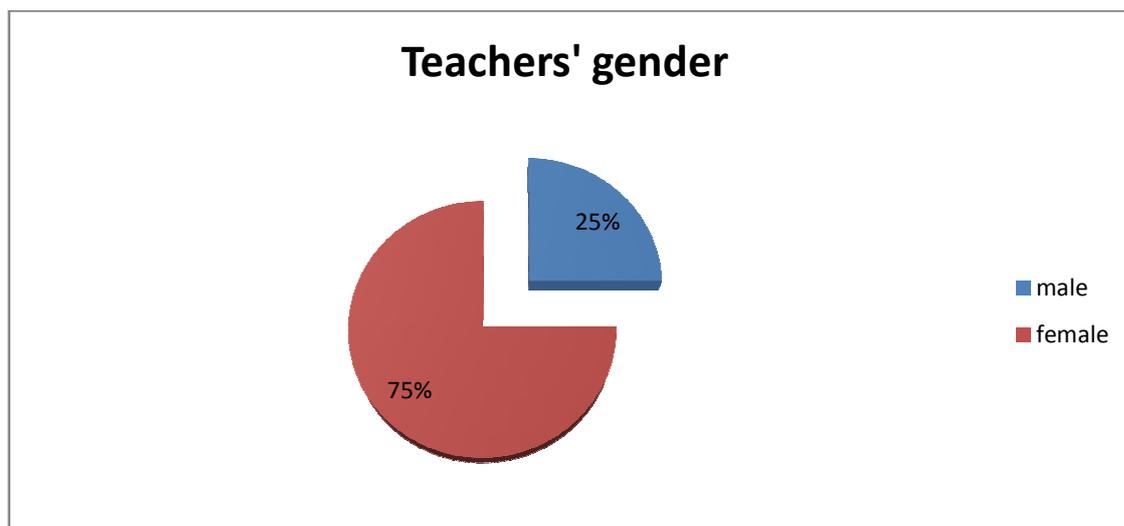


Figure1. Teacher’s gender.

##### Q 02: Age

The age of the majority of the respondent teachers ranges between 30 and 40 by 75%. 15% of them are above 40 and 10% are under 30. This means that the participants have an intellectual maturity and the spirit of responsibility.

The following pie chart presents participants’ age distribution:

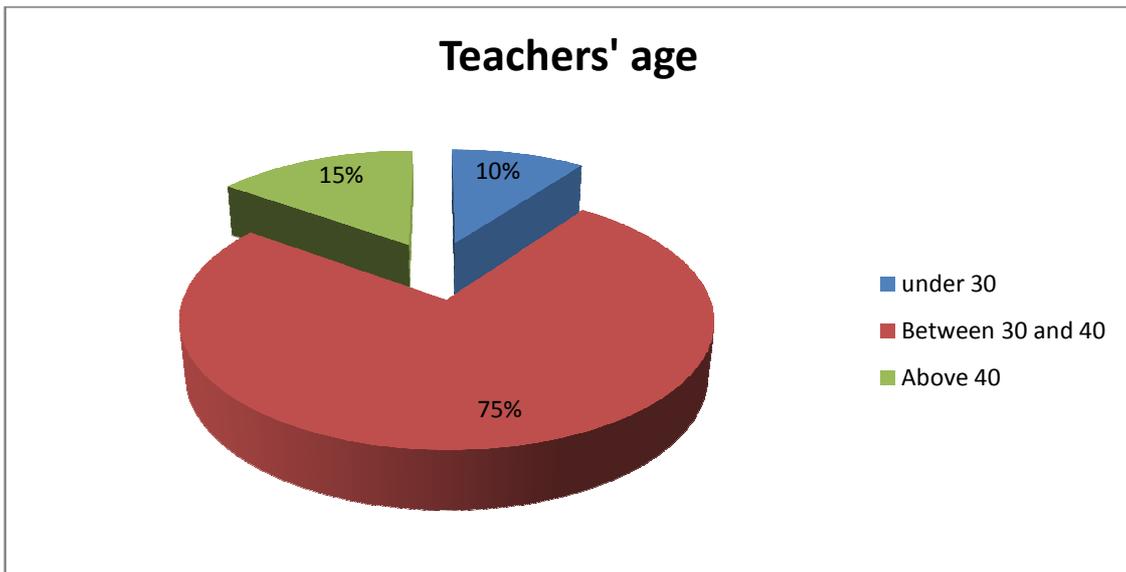


Figure 2: Teacher's age

**Q: 03. Degree form**

67.5 % of teachers revealed that they had a university degree. 32.5% of them have an Ecole Normal Supérieure degree.

The following distribution reveals the degree form of participants:

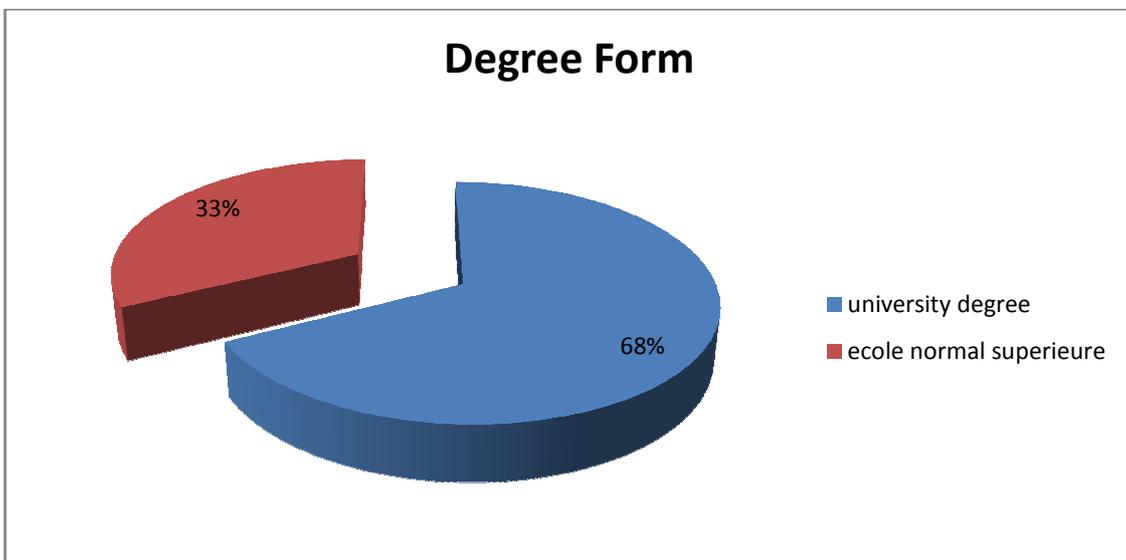
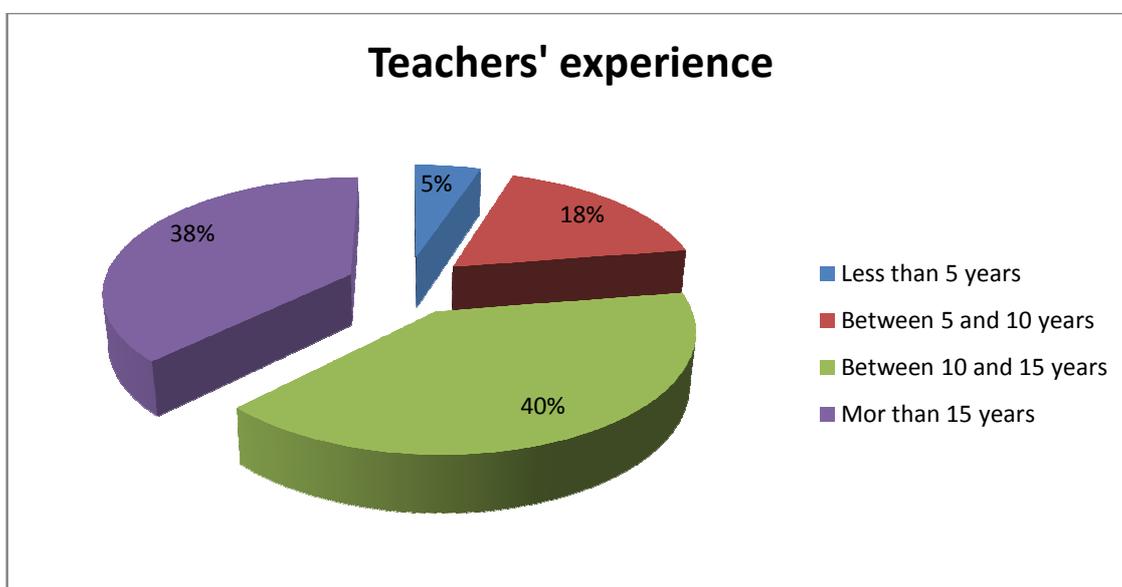


Figure 3. Teacher's degree

**Q: 04. Teaching Experience**

Experience is necessary and required in any field. In teaching, the well-experienced teachers help in giving insightful answers. The study revealed that, less than the half of the participants 40% have been teaching between 10 and 15 years, 37.5% have been teaching more than 15. However, a low percentage (17.5%) have been teaching between 5 and 10. Less than 5 years’ experience is 5%, which means that a considerable number of teachers (77.5) have experience and they are able to evaluate a textbook and give their opinion about it.



*Figure4. Teachers’ experience*

**Q. 05. Level you taught or you have been teaching the fourth level**

All the sampled teachers asserted having taught all levels, so they are familiar with both textbooks under study, specially the preceding textbook.

**Q. 06. How many times or years have you been teaching the fourth level?**

According to teachers’ responses, the times teachers have been teaching the fourth level is ranged between 3 and 12 years distributed as following: 50% of teachers have been teaching the fourth level 12 times, 25% have been teaching for 9 times,15% have been teaching for 7 times

and 10% from the teachers have been teaching for 3 times. That means that those teachers are familiar with this grade and aware of learners’ level as well as experienced both textbooks. Thus, they are able to help in this evaluation study.

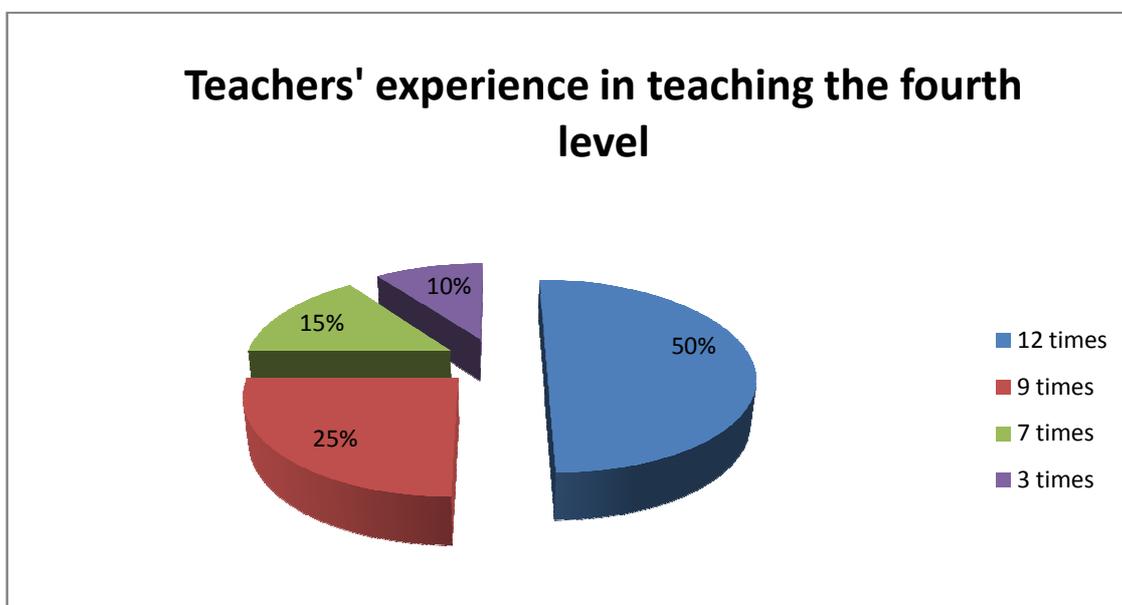


Figure 5. Teachers' experience in teaching the fourth level

**Q. 07. How many fourth level textbooks have you witnessed in your career?.**

Teachers claimed that they used three textbooks along their carrier, which are: Spring two (ST), “OTM” and “MBOE” textbooks. 3% which represents the minority of the total answers thought by the three textbooks. However, 97% of them thought only by the two textbooks “OTM” and “MBOE”.

**Q. 08. Which one is considered the best for you?**

62.5% of teachers’ answers preferred the new textbooks “MBOE”. Against 35% who chose the preceding textbook “OTM” and only 2.5% chose the “ST” “textbook. That means that a considerable number of teachers preferred to teach by the new textbook.

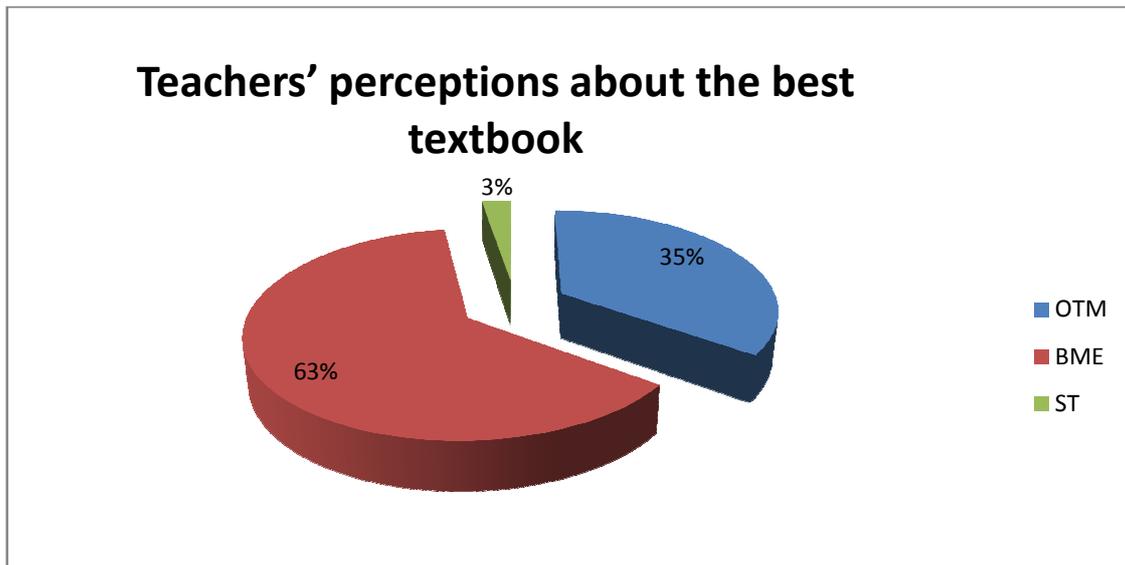


Figure 6. Teachers' perceptions about the best textbook

**Section Three: General evaluation of “My Book of English” (Q. 105 –Q. 113).**

**Q. 105. Were you satisfied with the use of the preceding textbook “On the Move”?**

Teachers' satisfaction towards “OTM” textbook is distributed as follow: 60% of teachers expressed their unsatisfactory when using it, but 40% of them expressed a positive view; it seems that they were satisfied when using it. This unsatisfactory view reveals that “OTM” textbook may contain some weaknesses.

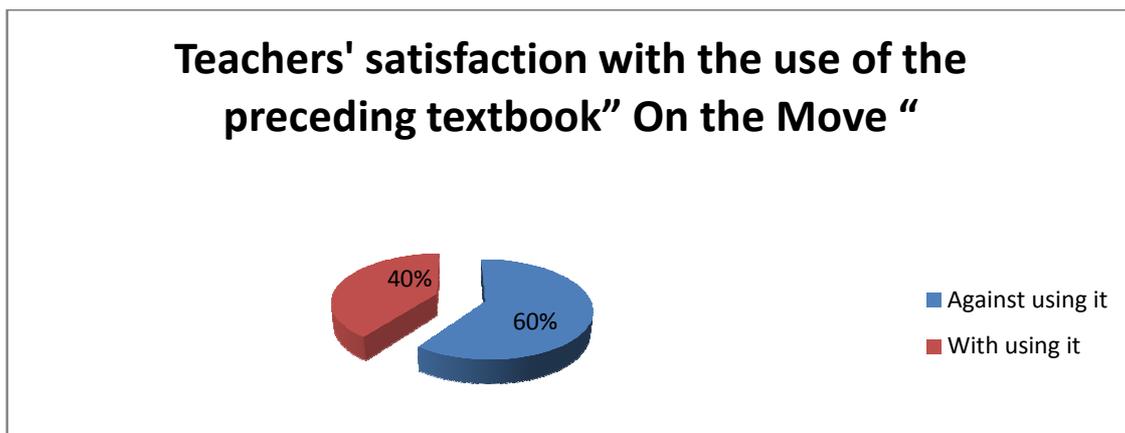


Figure7. Teacher's satisfaction with the use of the preceding textbook “On the Move”

**Q. 106. What were the obvious weaknesses of “On the Move” textbook?**

Teachers’ responses asserted that this textbook has many weaknesses in relation to different criteria, which are:

- The layout is not appropriate and attractive and illustrations are unclear. Teachers considered that drawings, pictures and photos are not motivational.
- The textbook is not flexible; it does not allow using different learning and teaching styles.
- It is too long, because it contains 6 files which make it hard to be fully taught.
- This textbook does not contain audio supplementary materials.
- There is no appropriate distribution and balance between the four skills.
- There is insufficient listening and speaking tasks.
- There was a strong emphasis on grammar and vocabulary and less on practice of communicative skills.
- To some extent there are no variety of topics they are not enough.
- There is no authenticity.

Consequently, “OTM” textbook has considerable shortcomings.

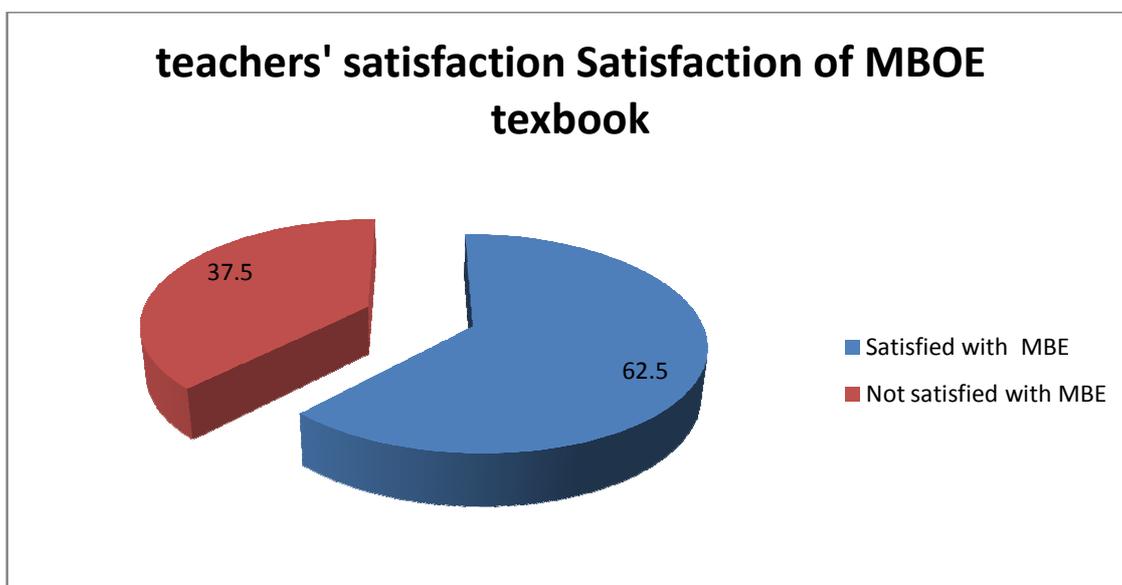
**Q.107. What were the salient values of” On the Move” Textbook**

Although “OTM” has many weaknesses, teachers expressed some salient values in the following points:

- Even the plenty of files in “OTM” textbook generally, it is somehow organized. Each file follows the same structure.
- There is a wide range of grammar and vocabulary exercises.

**Q. 108. What about the new textbook My Book of English, to what extent is it satisfactory?**

62.5% of teachers were satisfied with the new textbook. However, 37.5% of them were not satisfied. This means that the new textbook may also contains some weaknesses.



*Figure 8. Teachers’ satisfaction of “MBOE” textbook.*

**Q. 109. What are the strengths of “My Book of English Textbook”?**

All the sampled teachers asserted that the new textbook has many strengths, which are:

- MBOE textbook layout is appropriate and attractive, the colours and the printing quality are clear and high.
- Illustration is clear; there are enough graphs, pictures.....that help learners to motivate and grasp the content.
- It is well organized and not too voluminous. Teachers could finish it easily because it contains only three sequences.
- The methodology used pushes learners to talk; it is a learner-centered method.
- It is motivating in terms of subject and content.
- It is openness to the world; there is a variety of cultures that helps learners to enrich their experiences and raise their awareness.

- The four skills are balanced.
- The grammar content is easy for learners.

**Q. 110. What are the weaknesses of “My Book of English textbook”?**

Despite the strong points that the new textbook have, teachers also expressed some weaknesses, which are:

- “MBOE” textbook contains too long texts; some of them are complicated and inappropriate for learners’ level.
- Too much tasks embraced in “MBOE” textbook which are sometimes complicated for learners
- The new lexis and the language are slightly above the fourth learners’ level.

**Q. 111. In your opinion do you think that the new textbook “My Book of English” is better in comparison with the preceding textbook?**

A large proportion of participants with 62.5% had a positive view towards the new textbook in comparison with the preceding one. They considered it better than the preceding one. A minority of teachers’ answers (15%) emphasized the term “to some extent”. While only a less than a quarter (22.5%) have a negative view.

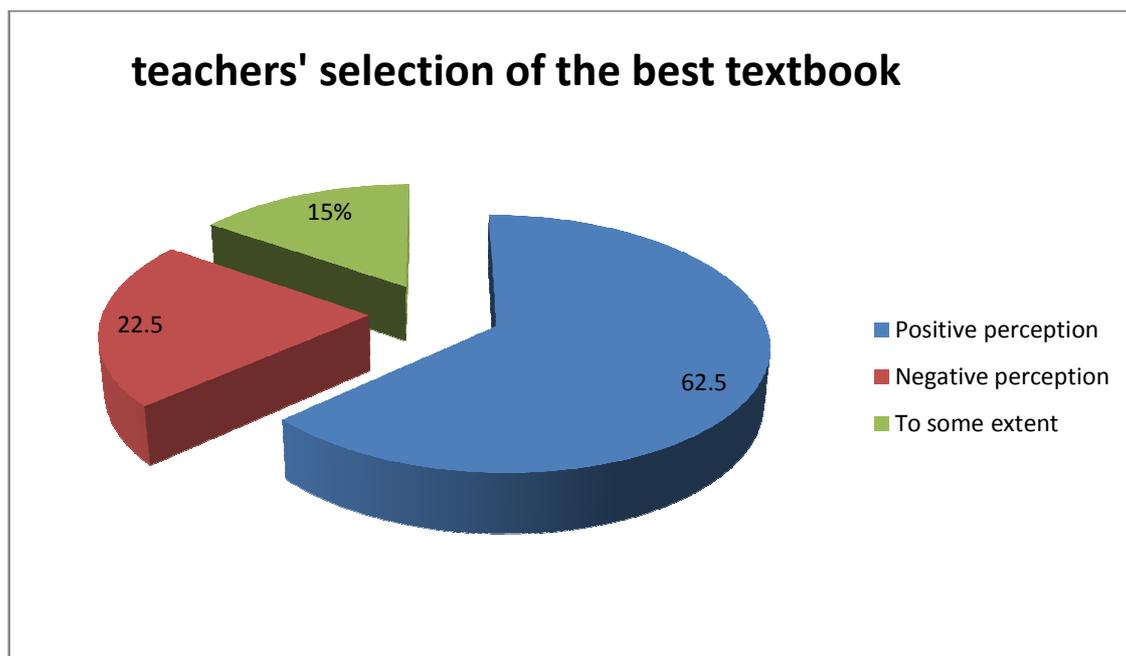


Figure 9. teachers' selection of the best textbook

**Q. 112.**

Teachers 'responses in this question emphasized the term" to some extent" with 47.7% against 52.3% the answers "yes", which means that the new textbook to some extent succeeded to cover the weaknesses of the previous one.

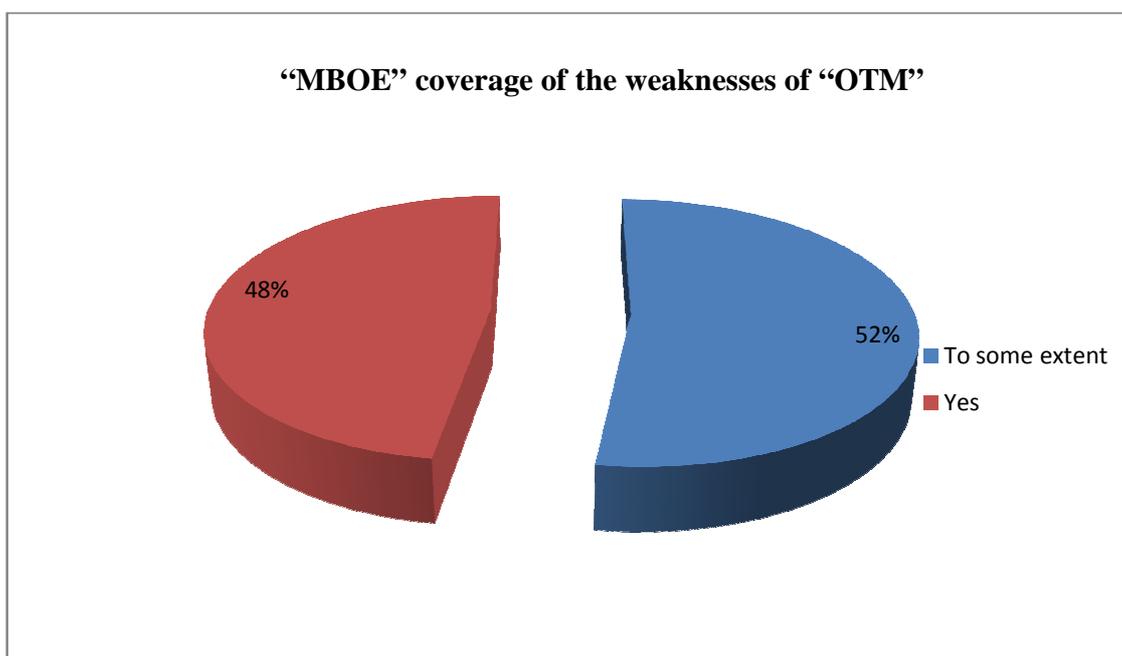


Figure 10. “MBOE” coverage of the weaknesses of “OTM”

**Q. 113. According to you, have the Ministry of Education succeeded in designing a textbook that is suitable to the fourth grade learners or it still needs more reforms?**

All the surveyed teachers agreed that the Ministry of Education succeed in designing a suitable textbook for the fourth level, at the same time they asserted that the new textbook still needs more reforms in terms of reading and writing, because the new lexis is higher than the learners’ level.

**Section Four: Further Suggestions**

The majority of teachers’ suggestions generally focus on the language of the new textbook; the respondent teachers suggested reforming it because it seems somehow above learners’ level. According to them, lexis also seems to be hard for their level to some extent. They need to bring some reforms especially in sequence three for their point of view that it is too hard for fourth grade learners in the middle school.

### **2.3.4. Interpretation of Questionnaire Data**

#### **Section one**

The 113 item questionnaire has been designed around four main sections (personal information, a detailed evaluation of “My Book of English” and “On the Move”, general evaluation of “MBOE” and further suggestions) and has been emailed and handed to 40 teachers.

This research work shows that the dominance gender of this study is female this is generally because of the increasing rate of female in societies. In addition to gender, the results reveal that the respondent’s teachers are professional. They are experienced teachers.

The results reveal that they graduated from the universities; this means that they are able to practice their job in a professional way, especially because their age medium, not young and not too old. The study also reveals that all teachers thought the fourth level for a good quite a long time; this means that they have enough teaching experience and this reflects on their insightful responses. What emphasizes their experience is the use or the witnessing of three textbooks “OTM”, “MBOE” and ST along their carrier. Furthermore, the results indicate that “MBOE” merits being as the most desirable book among the responding teachers.

- **Section Three**

After having a general review about their personal profile, the focus shifts to know more about both textbooks and explore teachers’ opinions about them. The results revealed that teachers expressed negative attitude towards “OTM” textbook; teachers felt unsatisfactory when using it. If this indicates something is the fact that “OTM” textbook has many weaknesses. On the other hands, some teachers showed some values, that this textbook conveys some advantages. This is what results confirmed (see results in Q. 107). According to the previous results, one can understand that “OTM” textbook contains so many weaknesses in comparison with its strengths. The situation is different in “MBOE” textbook; the results revealed positive view. Teachers were

satisfied with it with high rate in comparison with the results of “OTM” textbook. This means that the new textbook has many merits points and the latter is higher than its weaknesses. The results mentioned before proved this point (see results in Q. 109 and Q. 110).

According to the teachers’ answers, considerable number of them consider the new textbook “MBOE” better in comparison with the preceding one “OTM”. However, some of the sampled teachers expressed some reservation and they preferred to use the term “to some extent”. All of this means that the new textbook still missing some good points that are important to be worked on to suit the level of learners and enhance the educational system. Whether the new textbook has covered the weaknesses of “OTM” textbook or not, results reveal explicit answers “to some extent”, which means that this textbook should be renewed or adapted as well as the Ministry of Education needs to bring other reforms by focusing again on weaknesses of the currently used textbook.

- **Section Four**

The results reveal that teachers’ suggestions were not too much; teachers focus on the level of the language, which seems to be higher than students’ level. In addition, they are limited to one aspect, may be because they did not complete the programme due to the corona virus.

#### **2.4. Overall Analysis of the Findings**

Throughout the analysis of the questionnaire and the adapted checklist, it is obvious that most of the respondent teachers could express their view in relation to the strengths and weaknesses of both textbooks. They view that each textbook has the two sides “merits and demerits”; the difference is in their gradation and classification according to the different determined criteria.

As the findings illustrate, “MBOE” is much better in terms of layout, variation of topic, and its authenticity with real life situation and motivation. Unlike “OTM”, there is a little focus on grammar at the expense of the communication competence and the other skills. There is a balance of their distribution especially at the level of listening and speaking which was neglected in the preceding one. Learner- centered method is more applicable in “MBOE” rather than “OTM”. The results tackled from the questionnaire and the checklist also reveal that “MBOE” textbook helps learners to enrich their experience since it is open to a variety of others cultures.

Though both textbooks are well-organized, the findings approve that “MBOE” textbook seems reasonable in terms of the volume of content; it is not voluminous like “OTM” textbook. On the other hand, the findings reveal that both textbooks share the same points in terms of the lack of audio materials.

Again according to the findings, the language of “OTM” is to some extent better than “MBOE”; vocabulary is clear and easy. The main findings also show that MBOE textbook in comparison with “OTM”, teachers choose to work with the new textbook. This means that, the new textbook “MBOE” has to some extent succeeded to cover the weaknesses of the preceding one. Again, this means that the Ministry of Education has taken into account the shortcomings of “OTM”, but at the same time, it is not free from demerits. It has the problem of language that is to some extent above learners’ level and the lack of audio material; consequently, the Ministry of Education still needs to make more reforms.

## **2.5. Limitations of the Study**

Like any other studies, the current study has some limitations:

- Because of the Corona virus and the difficult situation that the world has gone through and is still going through, many obstacles hinder the full filaments of this research work as it was expected. The first one is that is why only a questionnaire and a checklist were used to collect

data. The second one is the failure to find English MS teachers in order to answer the questionnaire and checklist. In addition to that, teachers did not finish the programme. Thus, they could not answer questions for guaranteed.

- Another problem is the lack of available resources concerning the topic; textbook evaluation. As a result, a limited number of books, journal articles and websites were used to support this research work.

## **2.6. Pedagogical Recommendations**

Based on the research findings, the following recommendations are suggested to textbook designers:

In order to make “My Book of English” course book more useful and appropriate for both teachers and learners, designers should take into consideration:

- The complexity of language. It should be easier for the learners. As Krashen (1982) expressed it: ‘i+1’ above learners’ level.
- The length of texts should be appropriate to the learners’ level and abilities.
- The textbook should include motivating audio materials.
- The textbook should provide learners with appropriate writing topics.
- The new lexis should be appropriate for the learners’ level.
- The needs and the level of the students should be taken into account.

## **2.7. Suggestions for Further Future Research**

For future research, it can be suggested to carry out a similar study by specifying the components and criteria of textbook one would like to compare in order to find out whether it is effective in the new textbook and whether the latter has really covered the shortcomings of the

preceding one. Further whether the ministry of education succeeded in designing a new textbook or still needs some reforms on the basis of this component. It can also be suggested the use of more tools to collect more data that help you in answering your research questions.

### **Conclusion**

In this chapter, the fieldwork of this study has been described and discussed. To gather all previous data, the study has relied on two instruments, a questionnaire and an adapted checklist. The latter was integrated into questionnaire then it was distributed and emailed to English MS teachers in order to investigate the effectiveness of the new textbook “MBE” in comparison to the previous one “OTM”.

The chapter starts plainly with descriptions of “On the Move” textbook and “My Book of English”. Then, it moves to methodological design, a detailed evaluation of both textbooks relying on an adapted checklist; the data were collected and interpreted. This part represents section two in the questionnaire. Then, the other sections in the questionnaire are analyzed and interpreted, too.

Finally, this chapter ends with some limitations, pedagogical recommendations and further suggestions.

The results obtained from both instruments reveal that, the new textbook “MBOE” to certain extent is better than the previous one “OTM”, in the sense that the majority answered that “MBOE” is well organized, easy and motivating and contains what learners need; however, the Ministry of Education still needs some reforms since teachers declared considerable shortcomings.

### **General Conclusion**

Interest in this study is stemmed from the important role textbooks play in the Algerian educational schools, as they are the unique source used by both teachers and learners. Thus, designing and developing a textbook need to be tackled with care. Equal importance is for textbook evaluation; in the sense that it does not only investigate textbooks' strengths and weaknesses but aids in updating and renewing the existing textbooks.

This current study is a research undertaken to determine and explore the effectiveness of the new fourth grade textbook of English generated this year for learners in public Algerian middle schools, namely: “My Book of English”, in comparison to the preceding one “On the Move”. At the same time, it is an attempt to see whether the Ministry of Education has been successful on its quests to design and produce a new effective textbook, and whether it has taken into account the shortcoming of the preceding one.

This research work is built on the basis of three hypotheses. The first one is: if the new textbook “My Book of English” has taken into account the weaknesses of the preceding one, i.e., “On the Move”, then the new textbook has succeeded to cover the shortcoming of the preceding one. The second one is: if the preceding and the new textbooks have the same weaknesses, then the Algerian Ministry of Education needs to review its decisions and keep up with its attempts to bring reform to teach English effectively. The third one is: if the new textbook has taken into consideration the level of learners, then the new textbook is effective for learners.

The overall research work is made up of two major parts: one is devoted to the theoretical framework of the study, and the second part covered the practical field of this investigation. Concerning the theoretical framework, it is composed of two sections. The first section afforded a clear understanding of textbook as an instructional material, namely: its definition, the distinction between textbooks and course books, the purposes of using it, features of good textbook,

advantages and disadvantages of using textbooks, its role, its importance, textbook development and principles and finally textbook design. While the second section focuses on textbook evaluation. It starts with its definition. Then it clarifies the difference between textbook and material evaluation. After that, it provides a distinction between textbook evaluation and analysis. Moreover, the reasons behind evaluation are tackled and finally it ends with identifying criteria and types of textbook evaluation with the specification of some ways to act this process.

As an attempt to confirm or reject the above-mentioned hypotheses, two research tools were used to collect data, instead of three; this was due to the pandemic state the country has witnessed, i.e., Corona Virus. These tools are a questionnaire and an adapted textbook evaluation checklist; the third tool is supposed to be the interview. Yet the questions that are left for it are integrated in the last section of the questionnaire. In all, a three in one questionnaire is handed and emailed to the sampled teachers.

The questionnaire is divided into four sections. The first section is for personal information. It aims to find general information about teachers; it seeks to know their gender, age, degrees, teaching experience and the levels they taught or are teaching. The second section represents the checklist that included criteria pertaining to the utilitarian attributes, layout and organization, aims and objectives, methodology, subject and content, linkage, sufficiency, skills and sub-skills, illustration, supplementary materials and social and cultural aspect. The third section which reflects the questions that were supposed to be in the interview. It includes a general evaluation of “My Book of English” that seeks to know teachers’ opinions about the strengths and weaknesses of both textbooks. Furthermore, it includes questions about teachers’ satisfaction about “MBOE” textbook and whether “OTM” is better than “MBOE”, and their answers were accompanied with their justifications. This section ended with the teachers’ attitudes whether the Ministry of Education has succeeded in designing an effective textbook for the fourth level. The fourth

Section includes further suggestions from teachers about the new textbook. This investigation study, followed qualitative and quantitative methods to collect data.

Analysis of the compiled data reveals that unlike “OTM”, “MBOE” textbook is much better in terms of layout, variation of topics, authenticity and motivation. The focus is not only on grammar at the expense of communication and the other skills. There is an improvement in the distribution of the four skills especially at the level of listening and speaking, which were neglected, in the preceding one. The focus of learner-centered method is much better on “MBOE” rather than in “OTM” textbook. Although both textbooks are good in terms of the general organization, the findings approve that “MBOE” textbook seems reasonable in terms of the quantity of content; it is not too voluminous like in “OTM”. Furthermore, the findings approve that both textbooks share the same demerits in terms of lack of audio materials. As a general result and in the light of the aforementioned findings, the first and the second hypotheses are confirmed, i.e., to certain extent the new textbook covers a considerable percentage of the shortcoming of the preceding one. Yet, there are some weaknesses that are common between the two. Thus, the Ministry of Education needs to make more reforms. On the other hand, according to the gathered data, the language level in the new textbook “MBOE” is higher than the average level of students’ ability. Consequently, the third hypothesis is rejected. In other words, the new textbook to certain extent does not properly take into account the level of learners, which means that “MBOE” is not quite effective for fourth grade learners.

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## **Appendix**

## Teachers’ Questionnaire

Dear teachers,

We are Master students of English as a foreign language at Mohammed Seddik Ben Yahia University, Jijel. This questionnaire is part of our piece of research work. It is designed to evaluate the new fourth grade English textbook “My Book of English” in comparison with the preceding one “On the Move”. You are kindly requested to contribute in this case study; without your help, this research will not be accomplished. Your cooperation will be much appreciated. So, please tick (✓) the appropriate box , and provide full statements whenever necessary. We look forward to receiving your replies.

Thank you in advance for your collaboration.

### Section One: Personal Information

1. Male  Female

#### 2. Age

Under 30

Between 30 and 40

Above 40

**3. Degree form:**

University

Technological Institute of Education (T.I.E)

Ecole Normale Supérieure

**4. Teaching Experience**

Less than 5 years

Between 5 and 10 years

Between 10 and 15 years

More than 15 years

**5. Level(s) you taught or you have been teaching:**

1st year (1AM)

2nd year (2AM)

3rd year (3AM)

4th year (4AM)

6. How many times or years have you been teaching the fourth level? .....

7. How many fourth level textbooks have you witnessed in your career? .....

- Name them if possible.

.....  
.....  
.....

8. Which one is considered the best for you?

.....

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**SECTION TWO: A Detailed Evaluation of the New Textbook “My Book of English” and the preceding one “On the Move”**

- Would you please, respond to the following statements and decide whether you strongly agree (**SA**), agree (**A**), neutral (**N**), disagree (**D**) or strongly disagree (**SD**)

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<u>Evaluation Criteria</u>		The Preceding Textbook					The New Textbook				
		‘On the Move’					‘My Book of nglish’				
<u>Teachers’ Responses</u> <u>Statements</u>		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>A</b>	<u>Utilitarian Attributes</u>										
<b>9</b>	It is available locally.										
<b>10</b>	It is cost-effective. i.e., it is cheap, but it has valuable effect in the process of teaching and learning. (In relation to its cost, it is effective).										
<b>B</b>	<u>Layout and Organization</u>										
<b>11</b>	The layout is clear, appropriate and attractive.										
<b>12</b>	There is enough space to achieve clarity.										
<b>13</b>	The printing quality is high.	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>14</b>	It has an appropriate size, weight and title.										
<b>15</b>	Main headings and subheadings in the textbook are well organized.										





















“MY BOOK OF ENGLISH4” VS “ON THE MOVE 4”

L	<u>Social and cultural aspect</u>										
102	The topics are various. The textbook is rich of different social aspects.										
103	The social aspects fit the students’ age.										
104	The themes in the textbook increase students’ awareness of their own, as well as the target culture.										

**Section Three: General Evaluation of “My Book of English”**

➤ Were you satisfied with the use of the preceding textbook “On the Move”?

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 .....  
 .....  
 .....  
 .....

➤ What were the obvious weaknesses of “On the Move” textbook?

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 .....  
 .....  
 .....  
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 .....

➤ What were the salient values of “On the Move” textbook?

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 .....  
 .....  
 .....

“MY BOOK OF ENGLISH4” VS “ON THE MOVE 4”

- What about the new textbook “My Book of English”, is it satisfactory?

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- What are the strengths of the new textbook “My Book of English”?

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- What are the weaknesses of’ My Book of English” textbook?

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- In your opinion, do you think that the new textbook “My Book of English” is better in comparison with the preceding textbook?

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- Do you think that the new textbook “My Book of English” has covered the weaknesses of the preceding textbook “On the Move”?

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- According to you, have the Ministry of Education succeeded in designing a textbook that is suitable to fourth grade pupils or it still needs more reforms?

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“MY BOOK OF ENGLISH4” VS “ON THE MOVE 4”

❖ Please indicate if you have any additional comments or suggestions about any of the  
aforementioned textbooks.

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**THANK YOU VERY MUCH FOR YOUR COOPERATION**

## **Résumé**

La présente étude vise à examiner l'attitude des enseignants à l'égard de l'efficacité du nouveau manuel d'anglais de quatrième année de l'école intermédiaire appelé « My Book of English » (MBOE) par rapport au précédent « On the Move » (OTM). De façon plus détaillée, il s'efforce de découvrir les faiblesses du manuel précédent « OTM », les forces et les faiblesses du nouveau manuel « MBOE » du point de vue des enseignants, en plus d'examiner dans quelle mesure le nouveau manuel « MBOE » couvre la lacune de la précédente et si le nouveau manuel « MBOE » est efficace pour les apprenants. Cette étude est basée sur trois hypothèses. Tout d'abord, si le nouveau manuel « MBE » a tenu compte des faiblesses du précédent, alors le nouveau manuel a réussi à combler la lacune du précédent. Deuxièmement, si le manuel précédents et le nouveau ont les mêmes faiblesses, alors le ministère algérien de l'Éducation doit revoir ses décisions et suivre ses tentatives de réforme efficace des manuels scolaire. Troisièmement, si le nouveau manuel tient compte du niveau d'apprenants, alors le nouveau manuel est efficace pour les apprenants. À cette fin, quarante (40) enseignants de différents collèges algériens ont participé à l'étude. Afin de réaliser les objectifs mentionnés, des méthodes quantitatives et qualitatives sont utilisées tout au long d'une liste de contrôle adaptée d'évaluation des manuels, qui comprenait 96 éléments, sur 18 critères, en plus d'un questionnaire divisé en quatre sections. Ces deux instruments ont été envoyés par email et remis à l'échantillon. Les résultats de la recherche ont révélé que le nouveau manuel est mieux que le précédent à de nombreux égards et couvre en quelque sorte la lacune du précédent, mais en même temps ce nouveau manuel a quelques faiblesses en termes de niveau linguistique. Il est en quelque sorte supérieur du niveau des apprenants. Ainsi, il n'est pas tellement efficace pour les apprenants et, par conséquent, le ministère de l'Éducation est toujours dans le besoin d'effectuer plus de réformes.

“MY BOOK OF ENGLISH4” VS “ON THE MOVE 4”

**Mots clés : manuel, école intermédiaire, évaluation, liste de contrôle, questionnaire, quantitatif, qualitatif.**

## الملخص

وضعت هذه الدراسة بهدف استقصاء موقف الأساتذة من فعالية الكتاب المدرسي الجديد للصف الرابع (في المدارس المتوسطة) والمسمى « My Book of English » (MBOE) مقارنة مع الكتاب المدرسي السابق « Move (OTM). On the. » تسعى هذه الدراسة إلى الكشف عن نقاط الضعف في الكتاب المدرسي السابق، نقاط القوة والضعف بالنسبة للكتاب المدرسي الجديد من منظور الأساتذة، بالإضافة إلى الكشف عن مدى تغطية الكتاب المدرسي الجديد "MBOE" لمواطن النقص (الضعف) في الكتاب المدرسي السابق وما إذا كان نموذج (MBOE) الجديد فعالاً للمتعلمين. تستند هذه الدراسة على ثلاث فرضيات. أولاً: إذا أخذ الكتاب الجديد بعين الاعتبار نقاط ضعف الكتاب السابق، إذن فالكتاب الجديد نجح في تغطية مواطن النقص الكتاب السابق. ثانياً: إذا كان الكتابان المدرسيان السابق والجديد يشتركان نفس نقاط الضعف، فلا بد أن تعيد وزارة التعليم الجزائرية النظر في قراراتها وأن تواصل محاولاتها الرامية إلى إدخال الإصلاح على الكتب المدرسية على نحو فعال. ثالثاً: إذا أخذ الكتاب المدرسي الجديد في الحسبان مستوى المتعلمين، فإن الكتاب المدرسي الجديد يكون فعالاً بالنسبة للمتعلمين. ولهذا الغرض، شارك في الدراسة أربعون (40) مدرساً من مختلف المدارس المتوسطة في الجزائر. ولتحقيق الأهداف المذكورة، استخدمت الأساليب الكمية والنوعية في قائمة مراجعة مناسبة لتقييم الكتاب المدرسي، تتألف من 113 سؤال حول 18 خاصية بالإضافة إلى استبيان مقسم إلى أربعة أقسام. وقد تم إرسال هاتين الأداتين بالبريد الإلكتروني وتسليمهما إلى العينة. كشفت نتائج البحث أن الكتاب المدرسي الجديد أفضل من الكتاب السابق من جوانب عديدة، وهو يغطي إلى حد ما أوجه القصور في الكتاب السابق، ولكن في الوقت نفسه، هذا الكتاب المدرسي الجديد يعاني من بعض نقاط الضعف من حيث مستوى اللغة. وهو أعلى إلى حد ما من مستوى المتعلمين. وبالتالي، فإن هذا الأمر ليس أكثر فعالية من أن يتمكن المتعلمون من القيام به، وبالتالي فإن وزارة التعليم ما زالت في حاجة إلى إجراء المزيد من الإصلاحات.

**الكلمات المفتاحية:** الكتاب المدرسي، الاكتمالية، التقييم، لوحة المراجعة، الاستبيان، الكمية والنوعية.