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**An Evaluation of the English Foreign Language
Textbook "My Book of English" of the Algerian
Primary School,**

The Case Study of Some Primary Schools in Mila

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Didactics of Foreign Languages

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Dedication

First and before all, I dedicate this very humble work with much love and appreciation

to the SUN and the MOON who have always illuminated my life,

Mother and Father;

to my understanding, kind, and large-hearted supervisor;

to my dearest siblings Ranya, Hadeel, and little Abderrahmen;

To my aunts Hayat and Sadjia;

and to my former teachers: Mr. Casir Riyadh, Mrs. Belkhiri S., and Mrs.

Laaribi A.

Abdelkhalek Ariba

Above all else, I dedicate this modest work to my beloved parents, who have nurtured and supported me throughout my journey.

I also express my gratitude to my supervisor who has displayed not only knowledge and expertise, but also kindness and generosity.

I also extend this dedication to my dear brothers, Zaki and Yahia, as well as my cherished grandmother.

Last but not least, I dedicate this work to my aunts, Hayat and Fatima, whose support was inspirational.

Mohammed Boukellouz

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Thank Allah for the blessing He has bestowed upon us that we were able to finish this
work.

"He, who does not thank people, does not thank Allah"

Prophet Muhammed Peace Be upon Him

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Abstract

This dissertation attempts to conduct an evaluation of the Algerian 3rd year primary school textbook titled "*My Book of English*". It aims at finding answers to the extent to which it is effective by addressing its usefulness and helpfulness for teachers, its compliance of universally admitted and recommended measures for good textbooks, and by measuring the pupils' level of competency after using it. To answer all of these questions, a descriptive method was used. For data gathering, a questionnaire integrating an evaluation checklist and a test were used. The questionnaire was submitted to a sample of 10 primary school teachers and the test was distributed to a sample of 40 pupils divided into two groups, one of which was taught with the textbook and the other was taught with other materials, for the sake of comparing between their results. The final findings revealed that the textbook was not useful and helpful for teachers, and it was beyond their expectations. The test, however, showed that pupils who have been instructed with it, were able to show an acceptable, though slow, progress in their language proficiency level.

Keywords: Algerian Primary School, Language Learning, Textbooks, Textbook Evaluation, Third Year.

List of Abbreviations

CBA: Competency-Based Approach

CPH: The Critical Period Hypothesis

EFL: English as a Foreign Language

ELT: English Language Teaching

EM: Extrinsic Motivation

ESL: English as a Second Language

IM: Intrinsic Motivation

LA: Language Acquisition

LL: Language Learning

L1: The First Language

L2: The Second Language

MI: The Multiple Intelligences Theory

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign language

TESL: Teaching English as a Second Language

3PS: Third Year Primary School

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General Introduction

1. Background to the Study

Many authors, such as Harmer (2001) and Ur (2012), have pointed to the inevitable reality that English has become the lingua franca of this era; the language number one in use around the world, though not having as large number of native speakers as the Mandarin. Today, this has become far more evident. For instance, most youtubers who travel around the world making vlogs and uploading them on YouTube, are primarily reliant on English, and not any other language, to communicate and interact with people. This is a simple example and there are others like the international students and their studies, the scientific research, even the international affairs and diplomatic relations between countries, and many more. This does not mean that people should dispose of their native languages, but it poses that countries leaders should make firm decisions to afford quality education of the English language.

Meanwhile, as a colonial heritage, French has gained considerable status in Algeria ever since independence in 1962, as it is constitutionally admitted to be Algeria's second language. Its use ranges from daily-life conversations to administrative purposes, higher education and presidential and ministerial affairs. It is introduced in the primary schools from third year onwards, till they pass their baccalaureat, as a compulsory and essential subject of study. However, Algerians nowadays, specifically university students, teachers and researchers, do not find French that much useful anymore because it is a very limited language that is only spoken in France and the Francophone countries; it does not fulfil their needs and desires to understand the world. Simultaneously, there is an increasing demand for English which is the dominant in all fields (science, education, scientific research, business, tourism, ...). In 2022, and due to

the continuously rising pressure by the elite of the Algerian society, the government eventually made the move and announced that English to be taught at primary schools alongside French, starting from the current school year of 2022-23 and onwards. As for the teaching materials to be used, curriculum planners in the Algerian ministry of education designed and issued a version of the same English language textbook series used in middle and high schools, entitled "*My Book of English*".

2. Statement of the Problem

Textbooks are seen as very important and crucial materials in any language teaching/learning setting. In fact, in the developing world countries, they stand as the primary, and in most cases, the only source for both teachers and learners. Sheldon (1988) stated that "course books are perceived by many to be the route map of any ELT programmes." Thus, they must be well-taken care of through continuous renovation and updation so that learners will keep on track and not get lost in their journey to learn English. For this reason, textbook evaluation is of more importance as it, evaluation, helps detect unseen flaws in the textbook and, therefore, to make continuous improvements in it and provide up-to-date versions that are more compatible with the recent methods and approaches to language teaching and learning.

As mentioned previously, the Algerian government recently added the English language as a subject to be taught at primary schools. This decision has been embraced by many Algerian parents, based on the conclusion reached by Manseur and Negadi (2019). However, the textbook directed to pupils was rather questioned at the beginning; even before it was put into use. This makes an urgent call for an evaluation of the textbook in order to settle this hot debate.

3. Aim of the study

The aim of this study is, therefore, to examine and evaluate the effectiveness of the Algerian third year primary school English textbook "*My Book of English*" as an essential material for both teachers and learners. That is, to delve into its pages to have a closer look at its points of strength, point out and shed light on any flaws or points of weakness. Finally, to provide recommendations for further improvements.

4. Research Questions

This study triggers and attempts to find an answer to a very fundamental question which is:

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

This question is rather holistic. In order to get a satisfactory answer to it, it should be broken into the following:

1. How useful and helpful is the textbook from the primary school teachers' perspectives?
2. Does the textbook comprise the criteria of a good textbook?
3. Are learners truly able to reflect what they learn into a form of efficient output?

5. Hypothesis

It can be hypothesised that the textbook is effective and useful as long as it fulfils the previous requirements and reaches up to the teachers' hopes.

6. Research Methods and Tools

To carry out the present research, a descriptive method, based on both qualitative and quantitative approaches, is used. For data gathering, two different research tools are

used. First, a questionnaire incorporating an adapted evaluation checklist is administered to a selected sample of 10 primary school teachers. The checklist used is developed based on previous works of known researchers in the field of materials development and evaluation. Altogether, they serve to collect data based on teachers' experience with the textbook since they are in daily contact with it. The second instrument is a test. It is distributed to the pupils. Considering that pupils are still young and forget much of what they learn, the test concentrates more on the lessons dealt with from the beginning of the second trimester till the most recent ones. Moreover, to give more credibility to our study, the test is distributed to two groups of pupils, twenty in each. Why two groups? Simply because we came to know that some teachers are not using the textbook and rely on supplementary materials; so, one group has been taught with the textbook while the other without it. The aim is, therefore, is to make a comparison between the performance of the group A (without the textbook) and the group B (with textbook).

7. Significance of the Study

This research will provide valuable insights into improving and enhancing the effectiveness of the English textbook that is being used in primary schools in Algeria. The finding will inform policymaking and curriculum development, and provide recommendations for improving the Algerian primary school students' proficiency of the English language.

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Introduction

Previously, language teaching was much of a cold practice by the teacher that learning was unfavourable for most learners. They would feel overwhelmed by the hard work and effort they used to make without really much advance felt. Generally, that was due to the false ideas and beliefs that educators used to have about the various aspects underlying the nature of language learning. Recently, however, and with the research advancements in the different domains related to mind and cognition, metacognition, psychology, psychopedagogy, education, linguistics, and society throughout the twentieth century and up till the time being, completely new attitudes and visions of language and language learning, from different perspectives, have been formulated. Educators have become more aware of how languages are learned and of the multiple factors influencing progress and achievement in language learning, which have led them to create many methodologies in order to minimise that influence. They have also become more knowledgeable about language teaching/learning materials development, selection, adaptation, and evaluation.

This chapter, then, is devoted for tackling some of the recent language research findings as well as teaching/learning materials, specifically textbooks, and evaluation. The discussion starts with some definitions of key terms and continues with the variations that exist among language learners. The teacher's new assigned role is also covered, with quite of an insistent call for teachers to differentiate instruction for their learners. Moreover, some considerations concerning the language learning materials are dealt with as warm-up for a prolonged talk about textbooks and textbook evaluation in English language teaching (ELT).

1.1. Definitions

1.1.1. Learning vs. Acquisition

This is actually the very first of the five proposals of Krashen's second language acquisition (SLA) theory. The very fundamental difference between them is that learning is conscious whereas acquisition is not. Kramina (1999, p. 24) stated that language learning (LL) "which is a conscious process, is the product of either formal language learning situation or a self-study programme." In contrast, language acquisition (LA), "as opposed to learning, is a subconscious process similar to that by which children acquire their first language." So, on the one hand, the former is substantially different with its intentionality as it is directly related to the learner's awareness. On the other hand, the latter is unintentional and appears to be an inherent ability in children that helps them acquire their first language (L1) while grownups are equipped a "similar" ability, which accounts for their learning of languages. These meanings are also expressed and further confirmed by Richards and Schmidt (2010) who added that LL and LA can be used as equivalents supporting their stance by claiming that some theorists used "learning" and "acquisition" synonymously.

1.1.2. Second Language Learning vs. Second Language Acquisition

First of all, in many instances, "second" in second language (L2) is used to literally mean "second"; i.e. researchers differentiate between: "second" to refer to the language attained right after the L1 in sequence and "foreign" to refer to the language(s) that come to be attained after those two. However, Ellis (1997, p. 3) clarified that "[second] can refer to the learning of a third or fourth language." He continued stating that "second is not intended to contrast with foreign...[rather] it is customary to speak

generically of 'second' language acquisition." Thus, as he concluded, "L2 acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or outside of the classroom, and Second Language Acquisition (SLA) as the study of it."

Other similar definitions are also provided. For example, Saville-Troike (2006, p. 194) demonstrated that learning an L2 refers to "the process of acquiring an additional language within the context of a language community [or of a language classroom] which dominantly includes members who speak it natively [or learn it as an L2]." Hence, the terms "learning" and "acquisition", with their variations, are not very dissimilar and can be used interchangeably, like they will be in the rest of this chapter, since the mere difference is that SLA is a field of study. Saville-Troike (2006) and Ortega (2013) held that the term SLA is used to refer to the field of research that is generally concerned with the human ability to attain another language (or languages) after having established their L1 during their childhood and through to the age of adulthood, as well as to refer to the process of learning that language.

1.2. Individual Differences in Language Learning

Individual differences are defined as personal characteristics and traits that serve to distinct learners from each other. Being so, they provide an explanation as to why some language learners learn faster than others. According to Olaniyi (2020), they are perceived as challenges that must be overcome so that learning takes place. Thus, they can be seen as factors influencing the process of L2 acquisition. Many researchers have discussed individual differences in this sense; Skehan (1991), Larsen-Freeman and Long

(2014), and Ellis (2015) are examples. Some of the individual differences tackled are intelligence, motivation, learning styles, learning strategies, and age.

1.2.1. Intelligence

Intelligence is considered an important feature in language learning. Gardner (1999, p. 33-34) defined intelligence as "a biopsychosocial potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in culture."

The most influential work in this area is Gardner's (1983) multiple intelligences (MI) theory which basically claims that human intelligence is not one; there are rather multiple and different types and human beings innately have one or more of them. Initially, Gardner (1983) identified seven intelligences; linguistic, logical-mathematical, musical, bodily-kinaesthetic, spatial, and personal under which interpersonal and intrapersonal intelligences are included. Later on, he added an eighth type he called "naturalist". Each of the intelligences has an "end state". According to Harmer (2001), this basically refers to the typical occupation predicted to be attained by someone with a specific type of intelligence. That is, the occupation and intelligence type are related and representative of each other. Hence, writers and poets have high degrees of linguistic intelligence, for instance, athletes have bodily-kinaesthetic intelligence, and so on.

According to Collins and O'Brien (2003), on the basis of Gardner's explanations of each type of intelligence, linguistic learners are said to have much inclination to reading logic and feel more comfortable with numbers and equations. Musical learners have more sense of musical and rhythmic patterns, so they learn best by singing or listening to songs. Learners having bodily-kinaesthetic intelligence are mainly tactile

learners; the ones who learn by moving around and manipulating objects with their hands. Spatial learners are thought to learn best by making connections with their surrounding space and environment. Interpersonal learners are very sociable, cooperative, have many friends, and like to work in groups. Intrapersonal learners, in contrast, prefer individuality and self-paced instruction. Finally, naturalists are the ones who learn best by referring to the living world. Goleman (1996; as cited in Harmer, 2001) added a ninth type which he called "emotional intelligence" to represent the ability of empathising, controlling impulse, and self-motivating.

1.2.2. Motivation

Harmer (2001, p. 51) pointed that motivation is basically "some kind of drive which pushes someone to do things in order to achieve something." In similar terms, Richards and Schmidt (2010, p. 377) defined it as "the driving force in any situation that leads to action."

Motivation has mainly two types: intrinsic motivation (IM) and extrinsic motivation (EM). Noels et al. (2000, p. 61) defined the former as "motivation to engage in an activity because that activity is enjoyable and satisfying to do." Whereas the latter is typical of "those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment."

In L2 learning, motivation is a core component in universally admitted theories such as attribution theory. This theory claims that learners tend to look for causes (internal or external) to explain and account for success or failure of their learning progress. In this sense, Ellis (2015) noted that motivation derives from these explanations since success is linked to internal causes (like intelligence), which is due to, and is

expected to increase IM in learners, while failure is attributed to external causes (like task difficulty), which is due to, and is expected to increase EM at the expense of IM. Therefore, learners with IM are believed to make better progress and get better scores than learners with EM.

1.2.3. Learning Styles

As defined by Collins and O'Brien (2003) as well as Richards and Schmidt (2010), learning styles (cognitive styles) are about the specific ways or modes of learning preferred by learners in processing and making sense of information. This makes, what works with one learner does not necessarily work with others.

1.2.3.1. The "Dunn and Dunn" Model. As held by Dunn and Burke (2005), the work on this model started back in 1967 with Rita and Kenneth Dunn. The Dunns primarily reported twelve variables that can have an impact on learners. Eventually, the number increased to reach twenty variables grouped under five categories as follows:

- Environment (sound, light, temperature, seating design);
- Emotionality (motivation, task persistence, responsibility/conformity, structure);
- Sociological preferences (learning alone, in pairs, in a small group of peers, as part of a team, with an adult, with a variety or routines);
- Physiological characteristics (perceptual strengths, time of day, need for intake, mobility while learning); and
- Psychological processing inclinations (global/analytic, impulsive/reflective).

1.2.3.2. The "VARK" Model. It was introduced by Fleming in 1987. Miller (2001, p. 3) stated that it "provides a perceptual learning style profile for each student." Put differently, the VARK learning styles serve to identify learners each by their sensory

preference or preferences in learning. According to Fleming and Baume (2006), "VARK" stands for four perceptual modes, namely, visual, aural, read/write, and kinaesthetic, respectively.

Fleming and Mills (1992) elucidated that visual learners have the tendency to count on their sense of sight to excel their understanding, that is, they would prefer information that is presented in graphical or symbolic ways. Aural learners tend to rely more on their ears as they would prefer information that is either heard or spoken. Such learners are the ones who would benefit more from lectures, group discussions, radio, ...etc. The read/write style is of those who prefer information that is displayed as words and, therefore, they enjoy reading and writing. Kinaesthetic learners are the ones who learn through doing or practicing and living the experience, whether it be real or simulated. However, in many instances, if not all, learners demonstrate multi-modality which refers to having more than one mode or style; in other words, kinaesthetic learners can be visual and aural all at once.

1.2.4. Learning Strategies

Wenden and Rubin (1987, as cited in Hismanoglu, 2000) stated that learning strategies refer to "any sets of operations, steps, plans, routines, used by the learner to facilitate the obtaining, storage, retrieval, and use of information." Collins and O'Brien (2003, p. 202) confined the term exclusively to higher education claiming that they are "methods, procedures, techniques adapted and/or developed by college students in their acquisition of knowledge, competence, and understanding." Nevertheless, according to Richards and Schmidt (2010, p. 331), they are "in general, the ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other

aspects of the language they are learning". As cited in Hismanoglu (2000), there were some attempts by different researchers to classify learning strategies such as: O'Malley (1985), Rubin (1987), Oxford (1990), and Stern (1992).

For an example, in Oxford's (1990) classification, there are direct and indirect strategies. The direct strategies include: memory (creating mental linkages, applying images and sounds, ...); cognitive (practising, reviewing and sending messages, ...); and compensation strategies (guessing intelligently, ...). The indirect ones include: metacognitive (centring, planning and evaluating your learning); affective (lowering anxiety, ...); and social strategies (asking questions, ...).

1.2.5. Age

Generally speaking, age is the very first thing that parents usually consider before allowing their children to engage in any activity. As long as L2 learning is concerned, researchers have investigated the age at which children finish acquiring and constructing knowledge of their L1; like Ellis (2005) and Wells (1985, as cited in Ellis, 2008) who estimated it to last up to age of five, roughly. Therefore, the most appropriate age for starting learning a second language could possibly be from five years of age and up. In this respect, Ur (2012) revealed that, almost globally, the L2 learning journey begins at the age of eight or nine and in some parts of the world earlier.

Indeed, much of the talk related to age in L2 learning and acquisition is in direct relation with the idea that there is a critical period during which one must acquire an L2; otherwise, they are very likely not to manage to. This is referred to as the critical period hypothesis (CPH). Scovel (1988, as cited in Hu, 2016, p. 2164) defined it as "the notion that language is the best learned during the early years of childhood, and that

after about the first dozen years of life, everyone faces certain constraints in the ability to pick up a new language". That is to say, language acquisition ability is temporary and expires at a certain point after the L1 has been secured. Ur (2012) observed that, supported by the CPH, it is fairly widely believed that children have priority over adults in learning languages in the sense that they learn much comfortably and way faster. However, he disclaimed those posits when he revealed that CPH studies were limited to cases of L1 acquisition, which may not give the same results if conducted in a context of L2 acquisition. Also, they were limitedly centred around the immigrant families (learning happens naturalistically) rather than classroom situations. Moreover, Ur (2012) stressed that neither of children and adults learn better than the other and it is merely a matter of difference; children are implicit learners (learn unconsciously), less disciplined and uncooperative, easily lose concentration, and hard to motivate. Meanwhile, older adults are explicit learners, highly disciplined and very cooperative, as well as most often self-motivated.

Nevertheless, as Cameron (2001) marked, early L2 exposure at the primary levels is said to be very fruitful and have some advantages that older learners are deprived of. According to him, those benefits include particularly developing the receptive skills (especially listening comprehension skill) and pronunciation.

These were just a few individual variations among learners and, of course, there are still others not developed here like personality, language aptitude, and memory.

1.3. Teacher's Role

Formerly, language teaching used to be approached teacher-centredly; in simpler terms, teachers used to be in an absolute authoritative position inside the classroom all

the session-long, without much care for, or even knowledge of, the students' possible individual differences which very often interrupt the transmission of information. However, with the recent teaching approaches that give more importance to the learner, teachers are in charge not only of teaching and delivering information, but also of transmitting it and making sure that learners have taken it in; or else, the teaching process is deemed to failure if learning does not happen. Therefore, teachers are expected to account for all of those differences in for the learning to take place. This is achievable through using modern methods and approaches to teaching, that have proven much more utility and efficacy in responding to the differing individual needs and differences of learners.

1.3.1. Adopting a Differentiated Approach

The U.S. Department of Education, in the 2010 Education Technology Plan (as cited in Bray & McClaskey, n.d.) noted that differentiation is about tailoring and accommodating instruction so as to suit a wide variety of learning preferences. According to Bray and McClaskey, the differentiated approach is teacher-centred in nature. However, the teacher-centeredness meant here differs from what is commonly known of it. Bray and McClaskey (n.d., p. 6) explained that "Differentiation is responsive teaching rather than "one size fits all" teaching where teachers proactively plan varied approaches to what different groups of learners need to learn,..." Accordingly, in a differentiated classroom, the teacher is concerned with responding to and catering for the learners' needs through applying different methods and approaches to achieve the same, unified, and predefined goals and objectives. Such approaches include the flipped classroom, kinaesthetic, and inquiry-based approaches, for example. Thus, the teacher centrality in this approach lies in that he/she is the responsible for facilitating learning for learners

through the relevant tools and materials, and applying the different approaches to check which ones work and which ones do not.

In addition, such an approach appears to have promising outcomes, especially, in the elementary level contexts for a couple of reasons, if applied appropriately. Generally, young learners are characterised by being naturally active, energetic, and, therefore, from time to time very chaotic, somewhat undisciplined, and uncooperative; which means that so much guidance is needed. However, with the flexibility of this approach and the teacher being central to the class, he/she can manage all of that chaos by giving instructions and assigning roles to pupils, depending on the requirements of the teaching/learning situation, and orient all of that excessive energy towards achieving better learning outcomes. Above all, Harmer (2001) emphasised that young learners respond to meanings without understanding words, are curious and learn directly by discovering and interacting with their surrounding environment, need teacher's attention, like to talk about themselves, have limited attention span, and easily get bored. Taking into consideration all of these qualities of children and how they learn, Harmer (2001, p. 38) concluded that "good teachers at this level need to provide a rich diet of learning experiences..." Ur (2012) introduced some tips that teachers can use to provide that rich diet, these include using pictures, stories, games, songs, ...etc.

1.4. Developing Materials for Language Learning

Tomlinson (2011) noted that when the talk is about materials, it is, mistakenly, exclusively, thought of textbooks or coursebooks, that most teachers tend to confine themselves to while they can, additionally or alternatively, use a lot of other things like: videos, DVDs, emails, Youtube, dictionaries, grammar books, readers, workbooks or

photocopied exercises,... and everything that teachers use inside the classroom to enhance learners' understanding. Hence, as just mentioned above, it is also possible to think of using pictures, stories, games, and songs as instructional materials.

Tomlinson (2011, p. 2) defined materials development in two ways: as a field of study and as a practical undertaking. Apart from being an area or a field of study, and on the basis of the previous definition of materials, materials development as a practical undertaking refers to:

Anything which is done by writers, teachers, or learners to provide sources of language input, to exploit those sources in ways which maximise the likelihood of intake and to stimulate purposeful output: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning.

Once again, according to Tomlinson (2011), when developing materials for language learning, developers, and even teachers who ever need to supplement some materials, should be aware enough of what is going on in the SLA research because they bear in mind that particular, related conditions and principles are met. He tackled many of those. For featuring a few, materials should:

- Achieve impact: through drawing learners' attention and stimulating their curiosity which are, in turn, achieved by: novelty (unusual topics, illustrations and activities), variety (breaking the unit routine), attractive presentation (attractive colours and photographs and lots of white spaces), appealing content (topics of interest to the target learners, topics which offer the possibility of learning

something new, engaging stories, universal themes, and local references), and achievable challenge (topics which challenge the learners to think).

- Help learners feel at ease: because being anxious or under pressure is known to disable, or at least affect, the learning process. This is achieved if the materials, chiefly written, contain enough white spaces and texts and illustrations inspired from the target learners' cultural background and if they help learners learn without always testing them.
- Expose learners to language in authentic use: mainly because most researchers have reached the conclusion that authenticity is necessary and essential, though they disagreed about sufficiency, for acquisition in that learners need experience of the typical use of the target language. In addition, authentic materials provide authentic input which, if taken in, becomes authentic output;...

1.5. Textbooks

A textbook is defined in Oxford Learner's Pocket Dictionary (2008, p. 459) as "a book that teaches a particular subject, used especially in schools, etc." In Cambridge Dictionary of English (n.d.), it is "a book that contains detailed information about a subject for people who are studying that subject". According to these two definitions, a textbook generally refers to any of those books that contain a lot of information about a specific subject and that are used by learners at schools to learn that subject. The term "textbook" is stated in Longman Dictionary of Contemporary English (n.d) as the American equivalent for the British "coursebook".

The term was also defined by many authors and researchers. Richards and Schmidt (2010, p. 604) wrote "a book on specific subjects used as a teaching/learning

guide, especially in a school or college." They carried on "textbooks for foreign language learning are often part of a graded series covering multiple skills (listening, reading, writing, speaking, grammar) or deal with a single skill (e.g. reading)." In other words, a foreign language learning textbook is often divided into smaller pieces or a group of other sub-textbooks, rather than only one-piece textbook, organized and graded according to specific principles as outlined by Richards (2001): simple and complex, chronology, need, prerequisite learning, whole to part or part to whole, or spiral sequencing; and as Tomlinson (2011, p. 11) asserted, usually including "work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking." For Maurya (2022, p. 205), a textbook is "a book containing a comprehensive compendium of content in a branch of study with the intention of explaining it." That is, such a book is designed to provide a comprehensive overview of a particular subject or discipline, often including detailed explanations.

Commonly, textbooks come in form of packages. According to Cunningsworth (1995), a coursebook package should consist minimally of a student's book (which is commonly known as textbook or coursebook) and a teacher's book. Other additional and optional components can be a workbook (activity book) and cassettes (these were used back then; nowadays CDs and flash disks are more common); however, cassettes are perceived by Cunningsworth as quite essential because they allow for authentic language exposure.

1.6. Textbooks' Role Debate

Hutchinson and Torres (1994, p. 315) stated that "the textbook is an almost universal element of ELT teaching." At first glance, this might imply that textbooks are

of vital importance for, and have a big role in English as a foreign language (EFL) and English as a second language (ESL) classrooms; however, that is not absolutely true. The role of textbooks in English language teaching (ELT) has been so much controversial that it raised a lot of talk among methodologists. Sheldon (1988) held that there has been a fluctuation and division of feelings and reactions into two opposing extremes, concerning textbook use. Some view textbooks as advantageous and useful to rely on in ELT classes. Others, including even those in favour of it, consider it useless and we should cease to use them for they are full of disadvantages.

1.6.1. Advantages

Textbooks have not gained their popularity out of nothing; instead, there is definitely a plenty of benefits for using them. The simplest of all, as held by Hutchinson and Torres (1994) and Ur (1996), is that they are convenient and practical; that is, they are portable and well-stuck mass of paper so that to stay in order. They are also the cheapest and least expensive which makes them highly and easily accessible and the choice number one for poor families.

Ur (1996) advocated that a coursebook provides a clear framework for both teachers and learners. That is, they never get lost because it contains full and useful descriptions of the what-to-do-nexts, which helps to keep the teaching-learning process ongoing and, thus, learners will have a sense of progress. Furthermore, he argued that textbooks can act as a syllabus and afford enough guidance and support for inexperienced teachers and teachers who lack confidence in their linguistic knowledge. They contain ready-made texts and tasks that are just appropriate for most learners' level, which saves so much time for teachers and, in a way or another, promotes and develops

autonomy in learners. The aspect of 'time saving' is further asserted by Richards (2001) who noted that using a textbook allows the teacher to dedicate more time and effort to teaching and facilitating learning, rather than material preparation. In addition, it can offer some sort of training on lesson-planning and teaching, as well as formats that teachers can use. More importantly, Richards mentioned that textbooks help standardize instruction. Thus, students will be exposed to the same content and tested the same way.

As a widely used teaching material in ELT, Cunningsworth (1995) assigned to textbooks multiple roles. They act as a resource for presenting materials, a source of activities for practice and a reference (grammar, vocabulary, pronunciation, etc). Moreover, it is a source of stimulation and ideas for language activities, a syllabus, a resource for self-directed learning, and a support for inexperienced teachers.

O'Neill (1982) and Harmer (2001), on their part, had the belief that textbooks are helpful for learners to catch up with their classmates if they ever happen to miss a lesson, as well as to prepare for upcoming lessons in advance. O'Neil added that one of the most unfairly discussed reasons for using textbooks, is that of appearance and the quality of presentation. According to him, they are colourful and have good feel, size and shape which makes them good value for money in terms of paper. Finally, he suggested that they permit teachers and learners to adapt the content as well as helps to even improvise during the class.

1.6.2. Disadvantages

In spite of the many benefits of using a textbook in ELT settings, there still exist some undeniable limitations and drawbacks. According to Ur (1996), one drawback might be homogeneity. A textbook is homogenous when it fails to cater for the different

learners' learning needs, styles and strategies. Thus, it would be irrelevant because not all learners find the topics dealt with in the textbook interesting. Hence, this chain ends with a larger problem which is inadequacy of textbooks as a teaching material because there is no way a textbook can be suited to the whole class.

Richards (2001), Ur (1996), and Cunningsworth (1995) conceived textbooks as a hindrance for the teaching/learning process because they deskill teachers and lock up their creativity due to the teacher's excessive dependence on the textbook as his/her primary source of teaching. This will possibly result in a lack of variety in teaching methods and techniques, learners' needs are not met, and, last but not least, the teacher will end up just passively mediating between the learner and textbook's content.

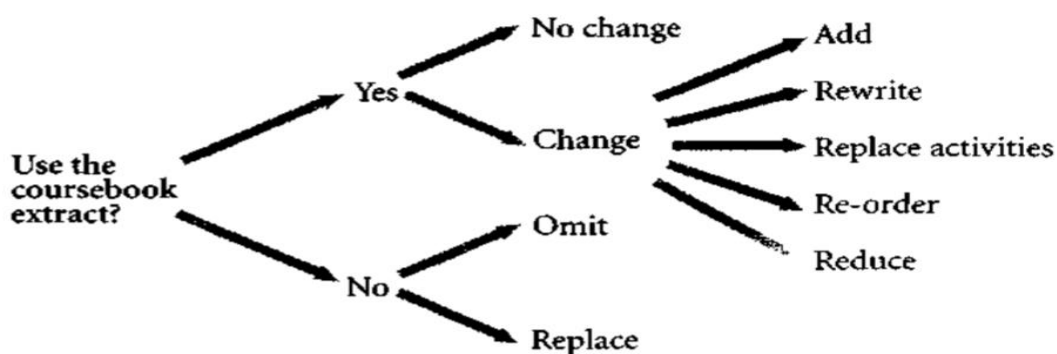
Swan (1992) envisioned textbook as "bridge or wall", depending on the teacher's use of it. He warned that it can take over easily if not used carefully. This happens when the text or task steals all focus so that to be treated as a goal itself or "destination", rather than a means of achieving a skill or transmitting information. He even expressed his displeasure with the text-questions-on way of presenting information, saying it is as old as "day is followed by night". Just like Ur above, Swan (1992) also explained irrelevance but from another angle; the topics tackled (sport, music,...) are seen by students as boring and lame because they are consumed and very repeated and, therefore, learners' needs are not well-taken care of. He concluded that textbooks, especially those used at elementary levels, are far away from reality and treat learners as retarded through the silly jokes, illustrations, and stories, the characters of which never get serious.

1.6.3. *Compromise*

To compromise, it should be acknowledged that textbooks still provide potentially acceptable value for their very reasonable prices, especially when compared to modern technological materials. In addition, according to Hutchinson and Torres (1994) and Harmer (2001), it is even harder to teach without them as they are representative of the whole syllabus and are good assistants for teachers, through equipping them with ready input and lifting off them the burden of planning when they do not have enough time to. Simultaneously, it must be admitted that textbooks turn extremely negative especially in instances of blind dependence and overreliance which hinder the achievement of the overall cherished aim behind a textbook, which is taking the learner's level to the next stage (and that is only by fulfilling his/her needs). The solution, then, is to apply a "do-it-yourself" approach (Block, 1991; Maley, 1998; as cited in Harmer, 2001) through the use of in-house materials, supplementation, and modification of the textbook's content so as to obtain satisfactory results. Cunningsworth (1995) also held this view of supplementing and adapting materials.

Figure 1

Options for Coursebook Use



(Harmer, 2001, p. 306).

This solution is usually reached as a conclusion of an evaluation conducted on the textbook in use. Evaluation helps discover a wider range of problems and drives the decision-making process towards either supplementation or quitting using the textbook; yet more often offers valuable insights for improvements.

1.7. Textbooks Evaluation

In Cambridge Learner's Dictionary (n.d), "to evaluate" literally means "to consider or study something carefully and decide how good or bad it is." Hutchinson and Waters (1987, p. 96) considered evaluation as "a matter of judging the fitness of something for a particular purpose." Whereas according to Richards and Schmidt (2010, p. 206), it is "in general, the systematic gathering of information for purposes of decision making."

Therefore, textbook evaluation would be a process that involves an organised accumulation of data about a textbook, careful study of the data, and, finally, making an informed judgement of how fit and suitable that textbook is for both teachers and learners' needs. Tomlinson (2011, p. 2) stated that "materials [textbooks] evaluation refers to attempts to measure [their] value."

Harmer (2001) differentiates between coursebook assessment and coursebook evaluation. He explained that the former is held beforehand a textbook is implemented in order to make the decision as to whether or not that textbook will perform well. Whereas the latter is carried out after a textbook has been used to make the judgement as to whether it was useful or not.

1.8. Importance of Textbook Evaluation

Because there is some kind of a wide consensus over the unlikelihood of having a perfect textbook as, for an example, stated in (O'Neill, 1982, p. 108; Hutchinson and

Waters, 1987, p. 96), textbook evaluation stands out as the best available and the most effective solution for getting a closer analytical vision of any textbook's merits and flaws.

In this context, Sawin (1990, p. 258- 259) emphasised that

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

Rea-Dickins and Germaine (1992) maintained that evaluation is just to the core of education with the quality information it ends up with to be used in course planning, task and student management, and orienting the whole classroom practice. In addition, Rea-Dickins and Germaine (1992) and Cunningsworth (1995) also asserted that materials evaluation serves several purposes such as: adopting a new coursebook, identifying the strengths and weaknesses of an already used coursebook, teacher development, accountability (value for money), curriculum development and betterment,..etc.

1.9. Types of Evaluation

Cunningsworth (1995) suggested three types of materials evaluation: pre-use, in-use and post-use evaluations. Pre-use evaluation is undertaken before the material is used. It is considered the most difficult of all due to the absence of the concrete basis to build on; and that is the lack of experience about the material. In-use evaluation is the

evaluation held at the same time as the material is still being used. An example of its purpose would be replacement: replacing an old textbook with a new one after the new one has proved more effectiveness. Post-use evaluation is the one conducted after finishing using a material. For example, after having gained enough experience and knowledge of a textbook, such an evaluation helps point out both its points of strength and weakness for either continuous use in the future or dismissal.

Ellis (1997) made the differentiation between two types of materials evaluation: predictive evaluation and retrospective evaluation. The former is designed to help teachers select from a variety of materials which will be best compatible with their purposes. To carry out this type of evaluation, it is possible for a teacher to rely on previous evaluations done by expert reviewers. Otherwise, they can do it by themselves using one of the many checklists available. The latter, however, is to be done after the complete use of the material and if the teacher felt it necessary to examine the material's performance throughout the period of usage. It can be done either impressionistically or empirically.

Richards (2001) highlighted three types of evaluation, namely, formative, illuminative and summative evaluation. First, a formative evaluation is integrated in an on-going process of programme development and enhancement through materials' performance monitoring, materials adaptation and modification, and problem addressing and solving. Second, illuminative evaluation is the one that seeks to explain how the different aspects of a programme function and work together. It is "illuminative" because it illuminates the evaluator's brain with a deeper understanding of the teaching and learning process. Unlike the formative evaluation, it does not necessarily involve any

change in the course. The last one is summative evaluation which aims at deciding about the worth of the curriculum. In other words, it concerns itself with determining the programme's effectiveness, efficiency and, in a lesser degree, with its acceptability.

1.10. Approaches to Materials Evaluation

According to Cunningsworth (1995), there are, basically, two approaches to evaluating materials in ELT: impressionistic overview and in-depth evaluation.

1.10.1. Impressionistic Overview

This approach involves having a quick and superficial look at the textbook's main and outstanding features, to get a general impression on its design, appearance, layout, package components,...etc. It is more effective when having to select from a wide range of textbooks, as well as when through another material with the intention to adopt it.

This approach, however, has limitations. It is neither able to identify important omissions and weaknesses, nor is it able to provide a detailed analysis to guarantee the textbook's suitability to the teaching/learning situation requirements.

1.10.2. In-Depth Evaluation

This approach seems to complement the previous one because it makes up for its limitations. In other terms, it dives deeper between the lines and pages of the textbook revealing, in detail, how learners' learning needs are treated, how language aspects are dealt with, syllabus requirements,...etc.

Other approaches are also talked of. These are "macro and micro evaluation" by Ellis (2001) and "external and internal evaluation" by McDonough et al (2003). Although these approaches, including the two elaborated above, do differ in names and may differ in the detailed description of how exactly evaluation is carried out in each, they still

share similar general principle (one is deeper and more detailed than the other).

1.11. Evaluation Checklists

As defined by Mukundan et al. (2011, p. 21), a checklist is "an instrument that helps practitioners in English Language Teaching (ELT) evaluate language teaching materials, like textbooks." It can be qualitative or quantitative. A qualitative one makes use of open-ended questions. Whereas a quantitative one contains a number of close-ended questions, usually divided and grouped into categories or criteria. According to Sheldon (1988) and Cunningsworth (1995), those questions are often up to the teacher to decide on, based either on his/her priorities and purposes for making the evaluation or on particular requirements of the teaching-learning context.

There are many examples of checklist models and criteria for materials selection and evaluation proposed by different authors. For illustration, a few are going to be discussed.

1.11.1. Daoud & Celce-Murcia (1979).

They suggested five main criteria in their checklist, each of which contains a set of questions to be answered:

A. Subject matter

1. Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the text book is intended (urban or rural environment; child or adult learners; male and/or female students)?
2. Is the ordering of materials done by topics or themes that are arranged in a logical fashion?
3. Is the content graded according to the needs of the students or the requirements of the

existing syllabus (if there is one)?

4. Is the material accurate and up-to-date?

B. Vocabulary and structures

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

6. Are the vocabulary items controlled to ensure systematic gradation from simple to complex items?

7. Is the new vocabulary repeated in subsequent lessons for reinforcement?

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

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

10. Does the structure gradually increase in complexity to suit the growing reading ability of the students?

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

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

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

C. Exercises

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

15. Do the exercises involve vocabulary and structure which build up the learners' repertoire?

16. Do the exercises provide practice in different types of written work (sentence

completion, spelling and dictation, guided composition)?

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

18. Do the exercises promote meaningful communication by referring to realistic activities and situations?

D. Illustrations

19. Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?

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

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

E. Physical make-up

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

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

24. Does the size of the book seem convenient for the students to handle?

25. Is the type size appropriate for the intended learners?

1.11.2. Williams (1983)

A. General

1. Takes into account currently accepted methods of ESL/EFL teaching.
2. Gives guidance in the presentation of language items.
3. Caters for individual differences in home language background.
4. Relates content to the learners' culture and environment.

B. Speech

5. Is based on a contrastive analysis of English and LI sound systems.
6. Suggests ways of demonstrating and practising speech items.
7. Includes speech situations relevant to the pupils background.
8. Allows for variation in the accents of non-native speakers of English.

C. Grammar

9. Stresses communicative competence in teaching structural items.
10. Provides adequate models featuring the structures to be taught.
11. Shows clearly the kinds of responses required in drills (e.g. Substitution).
12. Selects structures with regard to differences between LI and L2 cultures.

D. Vocabulary

13. Selects vocabulary on the basis of frequency, functional load, etc.
14. Distinguishes between receptive and productive skills in vocabulary teaching.
15. Presents vocabulary in appropriate contexts and situations.
16. Focuses on problems of usage related to social background.

E. Reading

17. Offers exercises for understanding of plain sense and implied meaning.
18. Relates reading passages to the learners' background.
19. Selects passages within the vocabulary range of the pupils.
20. Selects passages reflecting a variety of styles of contemporary English.

F. Writing

21. Relates written work to structures and vocabulary practiced orally.
22. Gives practice in controlled and guided composition in early stages.

23. Relates written work to the pupils' age, interests, and environment.
24. Demonstrates techniques for handling aspects of composition teaching.

I. Technical

25. Is up-to-date in the technical aspects of the textbook production and design.
26. Shows quality in editing and publishing (cover, typeface, illustrations, etc.).
27. Is durable and not too expensive.
28. Has authenticity in language and style of writing.

1.11.3. Harmer (2001)

This checklist numerates twelve criteria in the following order: 1) price (of coursebook components), 2) availability, 3) layout and design, 4) instructions, 5) methodology, 6) syllabus type, selection, and grading, 7) language study activities, 8) language skill activities, 9) topics, 10) cultural acceptability, 11) usability, and 12) teacher's guide.

1.11.4. Litz (2005)

He proposed seven criteria as follows:

A. Practical considerations

1. The price of the textbook is reasonable.
2. The textbook is easily accessible.

B. Layout and design

3. The layout and design is appropriate and clear. T
4. The textbook is organised effectively.

C. Activities

5. The textbook provides a balance of activities.

6. The activities encourage sufficient communicative and meaningful practice.
7. The activities incorporate individual, pair, and group work.
8. The grammar points and vocabulary items are introduced in motivating and realistic contexts.
9. The activities promote creative, original, and independent responses.

D. Skills

10. The materials include and focus on the skills that I (student) need to practice.
11. The materials provide an appropriate balance of the four language skills.
12. The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.

E. Language type

13. The language used in the textbook is authentic - i.e. like real-life English.
14. The language used is at the right level for my current English ability.
15. The progression of grammar points and vocabulary items is appropriate.
16. The grammar points were presented with brief and easy examples and explanations.
17. The language functions exemplify English that I will be likely to use in the future.
18. The language represents a diverse range of registers and accents.

F. Subject and content

19. The subject and content is relevant to my needs as an English language learner.
20. The subject and content is generally realistic.
21. The subject and content is interesting, challenging, and motivating.
22. There is sufficient variety in the subject and content.
23. The materials are not culturally biased and they do not portray any negative

stereotypes.

G. Overall consensus

24. The textbook raises my interest in further English language study.

25. I would choose to study the textbook again.

1.11.5. Ur (2012)

He listed a total number of twenty basic criteria for evaluation. They are:

A. Objectives: The objectives are clearly explained in the introduction, and implemented in the material.

B. Approach: The approach is educationally and culturally acceptable to the target students.

C. Layout: The layout is clear and the print is easy to read. If digital, then it is easy to navigate from page to page.

D. Appearance: The material is attractive.

E. Interest: The texts and tasks are interesting.

F. Variation: The texts and tasks are varied, appropriate for different learner levels, learning styles, interests, etc.

G. Instructions: Instructions are clear.

H. Syllabus: There is an explicit syllabus, which is covered systematically.

I. Organisation: Content is clearly organised and graded.

J. Review and test: There are regular review and test sections.

K. Pronunciation: There are pronunciation explanations and practice.

L. Vocabulary: There are vocabulary explanations and practice.

M. Grammar: There grammar explanations and practice.

N. Listening, speaking, reading, and writing: There are tasks that activate the students in listening, speaking, reading and writing.

O. Learner independence: The material encourages learners to develop their own learning strategies and to become independent in their learning.

P. Teacher's guides: There is adequate guidance for the teacher.

Q. Audio recordings: There are audio recordings available.

R. Visual materials: There are visual materials available: posters, video, flash cards, etc.

S. Website: There is a coursebook website, with guidance and supplementary materials available.

T. Availability: The material is easily available and not too expensive.

It should be noted that the criteria, according to which the textbook *"My Book of English"* will be evaluated, are inspired by and carefully selected from the aforementioned ones in a way that is concordant with the main goal of this study which is investigating the effectiveness of primary school textbook of English.

Conclusion

To wrap up, this chapter covered a variety of concepts connected with language learning. It kicked off with establishing the similarities and differences between learning and acquisition, then, turned to materials evaluation practices where it was found that not all textbooks are good; yet not all of them are bad, too. Just like Sheldon (1988, p. 237) described them, they are "necessary evils". They are "necessary" for the features they provide and "evils" for the drawbacks they have; however, subjecting them to systematic evaluation helps in spotting each, making full and best use of the former and minimising

the latter. Teachers also should be critical when using textbooks because, in many instances, they turn evil when misused or used unqualifiedly enough by teachers.

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Introduction

The second chapter represents the practical part of the present dissertation. After having reviewed some literature related to the theme of this dissertation research, it is time for setting the ground as to how the research will be done and for exploring its findings. So, coming up in this chapter are clarifications in detail about this research methods and samples. Then, there will be a detailed analysis of the research instruments as well as interpretations and discussions of the results obtained. Finally, comes the general conclusion, general recommendations, and the limitations of the study.

2.1. Research Methodology

The present research is conducted in an attempt to evaluate *"My Book of English"* coursebook, being used at the primary schools in response to the sudden ministerial decision to introduce the English language as a subject at the elementary level. To carry out this study, both qualitative and quantitative approaches, represented in the use of a questionnaire and a test, are used. The rationale behind choosing these approaches is, respectively, to cater for the different viewpoints that the respondents may have to explain, as well as to have concrete, hands-on statistical data, for ending up with a convincing answer for the main question of this study: The extent to which *"My Book of English"* is effective. In the data analysis phase, concerning the questionnaire, it will be needed to refer to the textbook at some points for making useful comments and checking how concordant the data are with it, in case there will be any misleading data.

2.2. Population and Sampling

This study aims at measuring the effectiveness of the primary school textbook of English. Therefore, the research population is the third year primary school (3PS) pupils

and their teachers. As for sampling from teachers, a probability sampling method, based on simple random sampling, is used. The participating teachers were randomly selected from different cities in the state of Mila. As for the sample from pupils, they are selected using a non-probability sampling method, based on convenience sampling. They are selected from neighbouring primary schools, namely, Ahmed Boudjeb, Ferdjioua, and Zerrafi Abdallah, Mila City. The total sample size is 10 teachers and 40 pupils.

2.3. Research Means

This study is carried out using two different types of research tools, namely, a questionnaire and a test.

2.3.1. The Teacher's Questionnaire

2.3.1.1. Description of the Questionnaire. The questionnaire consists of three sections: general information, evaluation checklist, and further suggestion, with a total number of 41 questions. The first section is made up of 6 questions aimed at accumulating general information like teachers' highest degree obtained, their experience in teaching,.... The second section consists of 34 statements to be measured using the Likert scale. Altogether, those statements make up the evaluation checklist, according to which the textbook "*My Book of English*" is going to be evaluated. The present checklist is adapted from several criteria and checklists suggested and developed by famous researchers in the domain of materials evaluation. It contains 9 criteria for inspection including: appearance/layout, content/topics, goals/objectives, methodology, grammar/vocabulary, skills, tasks/activities, illustrations, and textbook's package. In the last section, teachers are asked to provide their opinions and thoughts for the improvement and the betterment of the textbook (see appendix A).

2.3.1.2. Administration of the Questionnaire. By virtue of the knowledge they have got from their experiences in teaching using the textbook, the ultimate goal sought for through this questionnaire is to find out how primary school teachers' views towards textbook would be like; that is, more accurately, to carry out an evaluation of it based on teachers' experiences. Thus, the questionnaire is administered to a selected sample of 10 primary school teachers at Mila. The questionnaire was handed to the teachers who submitted it back face to face. The administration spanned from April 27 until May 9, 2023.

2.3.1.3. Analysis and Interpretation of the Questionnaire

Section One: General Information

Q 1: Which system are you a graduate of ?

Table 1

Teachers' Graduation

Teachers' Graduation	Participants	Percentages (%)
L.M.D.	1	10%
E.N.S.	9	90%
Translation and Interpretation	0	0%
Magister	0	0%
Total	10	100%

Although this question does not really serve the overall aim of this study, it is still useful to have some information about the teachers who are going to teach with the concerned textbook. Not surprisingly, only 10% of the teachers are graduates of the L.M.D. system while the overwhelming majority (90%) are holders of a degree in teaching English as a second or foreign language (TESL/TEFL) from the national Algerian E.N.S. colleges, which are famous for teacher-training programmes and

graduating skilled teachers.

Q 2: How long have you been teaching English?

Table 2

Teachers' Experience in Teaching

Teaching Experience	Participants	Percentages (%)
From 1 – 3 years	0	0%
From 3 – 6 years	0	0%
More than 6 years	0	0%
No experience (this is my first year in teaching)	10	100%
Total	10	100%

This question is intended for gathering data about teachers' experience in TESL/TEFL because experience can make a difference as to how a teacher may use a textbook. The table says that all of the respondents (100%) have no experience in teaching and they are teachers for the first time in their careers.

Q 3: Did you use any English textbook in teaching prior to the primary school's "My Book of English"?

Table 3

Teachers' Experience in Teaching with Textbooks

Responses	Participants	Percentages (%)
Yes	0	0%
No	10	100%
Total	10	100%

Being familiar with textbooks will definitely help teachers make the best of the "My Book of English" textbook. However, this question should be eliminated because, logically, it is dependent on the previous one. The table shows that 100% of teachers have no such experience in teaching with textbooks because they genuinely have no

experience in teaching, too.

Q 4: Are you currently teaching using the *"My Book of English"* textbook? If no, why?

Table 4

Teachers' Use of "My Book of English"

Responses	Participants	Percentages (%)
Yes	4	40%
No	6	60%
Total	10	100%

This question is considered as the drive of the present study. It is driven by the rumours that went around that many teachers are not using *"My Book of English"*. However, those rumours have turned out to be true. The table shows that only 40% of the respondents are teaching with the textbook while 60% of them are not mainly for the reasons that it is not practical, does not provide guidance, activities are not well-designed and pupils do not show much interest in doing them, and, above all, it is time-consuming.

Q 5: To what extent do you find your experience using the textbook satisfactory? Justify.

Table 5

Teachers' Satisfaction Degree about Using the Textbook

Degree of Satisfaction	Participants	Percentages (%)
Great	0	0%
Good	3	30%
Average	1	10%
Poor	6	60%
Total	10	100%

The table reveals that *"My Book of English"* does not provide teachers with really satisfying experience. It shows that not a single teacher (0%) has given the impression of having a *great* experience using the textbook, 30% of them have had *good* experience,

only 10% have had an average experience, whereas more than half of the respondents (60%) have had poor experience with it.

Q 6: How much is the average number of the pupils in the classrooms you are assigned to?

Ideally, the most suitable number of learners in a classroom is between 15 and 20 max, as many would answer if asked such a question. Some would like even a lesser number. Therefore, this question is intentionally left open-ended in order to get accurate numbers, with the goal behind it being to give consideration to the fact that large classes are hard to handle, which might have potentially negative impact on the implementation of the textbook. Just as the vast majority of the Algerian schools, the classes are too much crowded as the following table reveals:

Table 6

The Number of Pupils in the Classrooms

Ranges	Repetition
[25-34]	3
[35-44]	7
Total	10

N.B. The lowest number is 27 and the highest number is 42.

Section Two: The Evaluation Checklist

In this section, teachers are asked either to: strongly agree, agree, take a neutral position, disagree, or strongly disagree with the corresponding statements.

A. Appearance/Layout (S1 – S5)

S 1: The cover is informative and well-designed so that to attract the target group of learners.

Table 7*Textbook's Cover Informativeness and Attractiveness*

Response Scale	Participants	Percentages (%)
Strongly Agree	0	0%
Agree	0	0%
Neutral	4	40%
Disagree	2	20%
Strongly Disagree	4	40%
Total	10	100%

Since it is the very first thing that catches the users' eyes, the cover of "*My Book of English*" is the first item to be investigated under the criterion of *appearance/layout*. In the table, 40% of the teachers took a neutral stance about the textbook's cover's informativeness and attractiveness for the young learners, 20% disagreed, and the rest 40% strongly disagreed. Thus, the cover design failed.

S 2: The font size and type are acceptable and visually convenient.

Table 8*The Fonts Acceptability*

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	4	40%
Neutral	3	30%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

The fonts are another important item in the category of *appearance/layout*. They are so because they contribute to clarity and the reader's visual convenience. What appears from the table is that the used font's type and size are fine and acceptable since

10% of the respondents strongly agreed on its fineness and suitability, 40% agreed, 30% kept neutral, and only 20% disagreed. This means that the item of fonts succeeded.

S 3: There are enough white spaces to allow for more concentration.

Table 9

The Availability of Enough White Spaces

Response Scale	Participants	Percentages (%)
Strongly Agree	4	40%
Agree	2	20%
Neutral	1	10%
Disagree	1	10%
Strongly Disagree	2	20%
Total	10	100%

In addition to the fonts, leaving a sufficiency of white spaces through the pages of any textbook is highly recommended, specially when the intended group is young learners at their elementary grades, because it helps in concentration. In fact, this matters even for adolescents and adults. The table exhibits this point is well-cared for in "*My Book of English*"; a total of 60% of teachers showed positive impressions about it. Thus, another item succeeded.

S 4: There is a table of contents.

Table 10

The Availability of a Table of Contents

Response Scale	Participants	Percentages (%)
Strongly Agree	2	20%
Agree	0	0%
Neutral	2	20%
Disagree	3	30%
Strongly Disagree	3	30%
Total	10	100%

The data offered by teachers about this points are weird. The table expresses that among the 10 teachers asked, only 20% strongly agreed while 60% of others are beneath the row of neutrality, arguing against the existence of a table of contents in *"My Book of English"*.

The data are weird because a table of contents in any book serves as the compass that facilitates navigation through its pages and *"My Book of English"* does have one. Although it is presented in form of an orientation page with illustrative bubbles, drawings, and colours rather than a table, it still counts.

S 5: There is a full, comprehensive Pictionary or glossary of vocabulary items at the end of the textbook.

Table 11

The Availability of a Pictionary or Glossary of Vocabulary

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	0	0%
Neutral	0	0%
Disagree	3	30%
Strongly Disagree	6	60%
Total	10	100%

Pictionary or glossaries of vocabulary in textbooks are used for recapitulative purposes; that is, to review what has been learned of new words. The table above denotes the absence of such components from *"My Book of English"*. Merely 10% of the teachers are with the availability of this component and the rest 90% are all in total disagreement.

Once again weird data delivered but this time maybe due to the statement itself; it highlights *"at the end"* while the textbook does have a Pictionary at the end of each

sequence.

B. Contents/Topics (S6 – S11)

S 6: They are well-organised, well-graded, and well-sequenced.

Table 12

Content and Topics Organisation, Gradation, and Sequencing

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	0	0%
Neutral	3	30%
Disagree	5	50%
Strongly Disagree	1	10%
Total	10	100%

This table reflects teachers' thoughts concerning the organisation, gradation, and sequencing of the topics in *"My Book of English"*. Unarguably, it clearly reveals that the topics organisation, gradation, and sequencing do not work out well with most learners since most of the teachers (60%) ticked in the disagreement columns.

However, at this point, it should be said that content in *"My Book of English"* is a topical one; i.e. it is sequenced through topics. It contains 6 topics, which are:

- **Topic 1:** Me, my family and my friends
- **Topic 2:** My school
- **Topic 3:** My home
- **Topic 4:** My playtime
- **Topic 5:** My pets
- **Topic 6:** My fancy birthday

With these being the construct of the textbook, and in this very order, it is hard to believe that it is not organised.

S 7: There are no biases or inappropriate contents.

Table 13

The Content Appropriateness and Freedom from any Biases

Response Scale	Participants	Percentages (%)
Strongly Agree	4	44.44%
Agree	3	33.33%
Neutral	1	11.11%
Disagree	1	11.11%
Strongly Disagree	0	0%
Total	9	100%

The appropriateness of the content is a crucial factor in the success of any textbook. As regards to *"My Book of English"*, topics as those mentioned previously do not sound to hold any biases or inappropriate contents. This is just what teachers' responses assert. As displayed in the table, a sum of 77.77% of the teachers find the content appropriate and safe for their learners while just 11.11% disagree with its appropriateness and 11.11% others are neutral.

S 8: The topics covered are suitable in terms of level.

Table 14

The Suitability of Topics Level

Response Scale	Participants	Percentages (%)
Strongly Agree	2	20%
Agree	1	10%
Neutral	2	20%
Disagree	4	40%
Strongly Disagree	1	10%
Total	10	100%

Topics appropriateness in terms of level is also another key for textbooks' success.

The data provided in this table state that 20% of the teachers strongly agree that topics are of the target learners' level and 10% agree; this makes 30% of them. Meanwhile, 50% others find the topics beyond the level of their pupils although they do not seem so.

S 9: They are related to pupils real lives to be easy to understand.

Table 15

Topics Relatedness to Pupils' Real Lives

Response Scale	Participants	Percentages (%)
Strongly Agree	2	20%
Agree	1	10%
Neutral	4	40%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

The topics dealt with in *"My Book of English"*, are definitely representative of the daily life and routine of the majority of the Algerian children. Nevertheless, this table indicates a balance in the opinions expressed by teachers on this item. Excluding the 40% who reserved answer, makes it fifty-fifty between agreement and disagreement.

S 10: They are appealing and engaging for your learners.

Table 16

Topics Appealingness and Engagingness

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	1	10%
Neutral	1	10%
Disagree	5	50%
Strongly Disagree	2	20%
Total	10	100%

If the topics appeal to learners and engage them, the learning outcomes will increase for sure. In the case of *"My Book of English"*, however, teachers have reported completely the opposite. As shown in the table above, 10% of the teachers strongly agree and 10% others agree that this point is achieved while another 10% are neutral. In contrast, 50% of them disagreed and, additive to them, 20% others strongly disagreed with this point.

S 11: The language used is authentic and understandable for your pupils.

Table 17

Language Authenticity and Understandability

Response Scale	Participants	Percentages (%)
Strongly Agree	0	0%
Agree	1	10%
Neutral	1	10%
Disagree	5	50%
Strongly Disagree	3	30%
Total	10	100%

The table indicates that teachers are not really happy with the language used to introduce the textbook's content because it lacks authenticity and is not understood by learners. Only 10% of them agreed that the language is authentic, accurate, and understandable. 10% others preferred to keep neutral. The remaining answers of 80% of the teachers are divided between disagreement and strong disagreement.

C. Goals/Objectives (S12 – S14)

S 12: Objectives are clearly stated for each lesson.

Table 18

The Clear Statement of Objectives

Response Scale	Participants	Percentages (%)
-----------------------	---------------------	------------------------

Strongly Agree	2	20%
Agree	2	20%
Neutral	0	0%
Disagree	3	30%
Strongly Disagree	3	30%
Total	10	100%

Any textbook must be clear about the aims and objectives that learners would achieve through studying it because, otherwise, learning will become aimless. According to the table, *"My Book of English"* does not provide clear statements of its goals and objectives as responded by 60% of disagreeing and strongly disagreeing teachers.

S 13: They are logical and realisable.

Table 19

The Logicality and Realisability of Goals and Objectives

Response Scale	Participants	Percentages (%)
Strongly Agree	0	0%
Agree	0	0%
Neutral	3	30%
Disagree	4	40%
Strongly Disagree	3	30%
Total	10	100%

Not only the clear statement of course goals and objectives that matters, but also they need to be logical and within learners reach. As reported by 70% of the teachers, the goals and objectives in *"My Book of English"* are neither logical nor achievable which is a serious problem because pupils progress cannot be measured.

S 14: They match pupils' needs.

Table 20

The Goals and Objectives Match for Pupils' Needs

Response Scale	Participants	Percentages (%)
-----------------------	---------------------	------------------------

Strongly Agree	0	0%
Agree	2	20%
Neutral	0	0%
Disagree	5	50%
Strongly Disagree	3	30%
Total	10	100%

Usually, the goals and objectives of any teaching/learning situation are based on an analysis of the learning needs of learners. Together with the previous ones, they serve to create effective learning goals and objectives. In this respect, teachers overwhelmingly disagree (80%) as made clear in the table. Hence, the whole criterion of *goals/objectives* fails.

D. Methodology (S15 – S17)

S 15: The approaches, methods, and techniques implemented through the textbook are up-to-date.

Table 21

The Modernity of Approaches, Methods, and Techniques

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	3	30%
Neutral	4	40%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

Methodology is one of the major demands in all language textbooks. The recent methodologies and practices in language teaching have proven far better outcomes. In Algeria, the used teaching approach is the Competency-Based Approach (CBA) which has been adopted since the educational reform in 2003. CBA is obviously not very new. However, having 10% strongly agreeing and 30% others agreeing with the statement,

points straight to the fact that CBA is still working with most learners in the year 2023. 40% of neutrality and 20% of disagreement do not make a difference because they can represent the 6 teachers who do not use the textbook (table 4).

S 16: They are relevant to the needs of the teaching/learning situation.

Table 22

The Relevance of the Methodology

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	4	40%
Neutral	2	20%
Disagree	1	10%
Strongly Disagree	2	20%
Total	10	100%

In learning and teaching, there is a wide range of approaches and methods. Each of these works in particular contexts, with particular groups, and for particular ends and it differs with the difference of these variables. The inspected textbook fulfils this condition and CBA is still relevant to the current requirements of the teaching/learning environment in Algeria, as approved by responses of 60% of the teachers, as shown in the table.

S 17: They apply to your pupils.

Table 23

Methodology Applicability to the Target Group of Learners

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	4	40%
Neutral	3	30%
Disagree	0	0%
Strongly Disagree	2	20%

Total	10	100%
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40% of the teachers agree and 10% others strongly agree that the methodology used in the textbook is suitable to their pupils. 20% others seem to have experienced hard times trying to apply and fit it to their pupils, so they strongly disagree. The remaining 30% are not sure about it so they are neutral. Since agreement is expressed by the majority, this condition is said to be met. Thus, for a general judgement on the methodology of the textbook, based on the data shown in the tables 21, 22, and 23, it can be commented that it is successful.

E. Grammar/Vocabulary (S18 – S22)

S 18: The grammatical items are of your pupils' level.

Table 24

The Grammatical Items Level Appropriateness

Response Scale	Participants	Percentages (%)
Strongly Agree	0	0%
Agree	1	10%
Neutral	2	20%
Disagree	4	40%
Strongly Disagree	3	30%
Total	10	100%

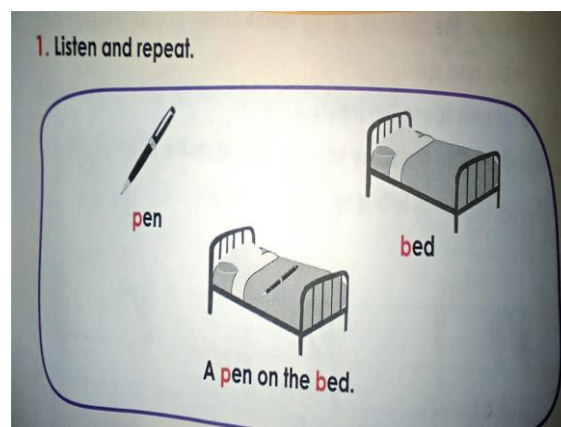
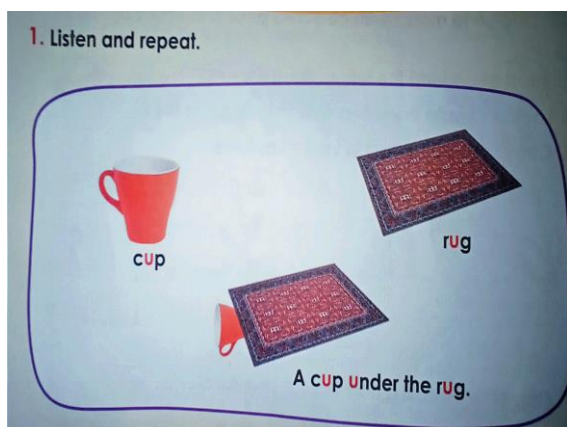
First, it should be noted that the items of grammar introduced in the textbook are the auxiliaries "to be" and "to have", the prepositions of place (in, on, under, next to, opposite), and the articles "a" and "an". In this table, there is some sort of obvious consensus that these grammatical rules are beyond the level of a beginner young learner. As 70% of the teachers report, their pupils find it very challenging to grasp the grammatical units while only 10% report the opposite.

S 19: Grammar is taught implicitly.

Table 25*The Implicit Teaching of Grammar*

Response Scale	Participants	Percentages (%)
Strongly Agree	2	20%
Agree	2	20%
Neutral	2	20%
Disagree	3	30%
Strongly Disagree	1	10%
Total	10	100%

This statement is neither supported by the results nor is it negated. According to the table, there is a division into two opposing parties, with 40% in each, concerning whether or not the grammatical items are presented in an implicit way or not. This is, honestly, a rather unwanted result because it does not help. A useful result, instead, should have pointed either to an agreement or disagreement. Moreover, the textbook does incorporate implicit grammar teaching integrated in work on pronunciation. These extracts are for evidence.



S 20: The vocabulary items are simple and not abstract.

Table 26*The Vocabulary Simplicity and Non-Abstractness*

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	2	20%
Neutral	2	20%
Disagree	4	40%
Strongly Disagree	1	10%
Total	10	100%

For a beginner young learner, the vocabulary load should be simple and concrete to be easy to make sense of. The table does not denote that. The results reveal that only 30% agree with this point. By contrast, 50% of the teachers are between disagreement and strong disagreement about this point. However, opening *"My Book of English"* on the beginning of any sequence, one finds a big drawing, spreading from the top to bottom of the page, containing the main vocabulary items to be covered. For example, the first sequence's drawing introduces a family with how to call each member (father, mother,...), in the second sequence's, there is comprehensive illustration of the tools that learners use at school (book, pen, chair,...), and so on.



S 21: The vocabulary is fair and reasonable in quantity.

Table 27*The Reasonability of the Vocabulary Load Quantity*

Response Scale	Participants	Percentages (%)
Strongly Agree	0	0%
Agree	0	0%
Neutral	2	20%
Disagree	2	20%
Strongly Disagree	6	60%
Total	10	100%

This is an absolute disagreement with the statement. 20% of the teachers disagreeing, joined by 60% others strongly disagreeing, and with 0% of agreement definitely confirms that pupils strive to recall all of the vocabulary they learn. The total of the main vocabulary load ranges from six to ten new words in each sequence of the textbook. However, some sequences introduce extra words as they progress. For example, in sequence 2, after introducing school items as the main vocabulary, pupils secondarily learn the days of the week and the names of the different subjects they study. The same in sequence 5; after learning the names of some animals, they learn some of those animals' parts (tail, bill, fin,...).

S 22: There is enough practice and recycling of the vocabulary learned.

Table 28*The Vocabulary Practice Sufficiency*

Response Scale	Participants	Percentages (%)
Strongly Agree	0	0%
Agree	1	10%
Neutral	0	0%
Disagree	3	30%
Strongly Disagree	6	60%
Total	10	100%

Once more, an absolute strong disagreement by 60% of the teachers accompanied by 30% others disagreeing that the textbook does not afford enough practice of the learned words. Indeed, based on the findings in the previous table and given that "*My Book of English*" has in total sixty-two pages, with a maximum number of 10 pages for each of the six sequences, the obtained results in this concern are very logical and expected.

F. Skills (S23 – S24)

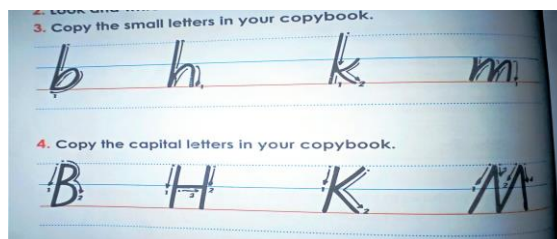
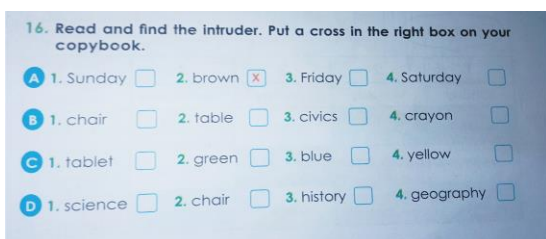
S 23: All of the four skills are introduced throughout the textbook.

Table 29

The Introduction of the Four Skills

Response Scale	Participants	Percentages (%)
Strongly Agree	4	40%
Agree	1	10%
Neutral	1	10%
Disagree	2	20%
Strongly Disagree	2	20%
Total	10	100%

The results are again not very helpful. Responses to the statements involving the existence and absence of items should be crystal clear and free from any ambiguity. The table shows that the results are very close; 50% in the agreement columns against 40% in the disagreement columns and just 10% of neutrality. Going back to the textbook, it is found that practice in all of the skills is supported, with significantly huge focus on the listening skill. The following are some extracts from the textbook for exemplification.



S 24: There is more focus on the skills that pupils need to develop more at certain points.

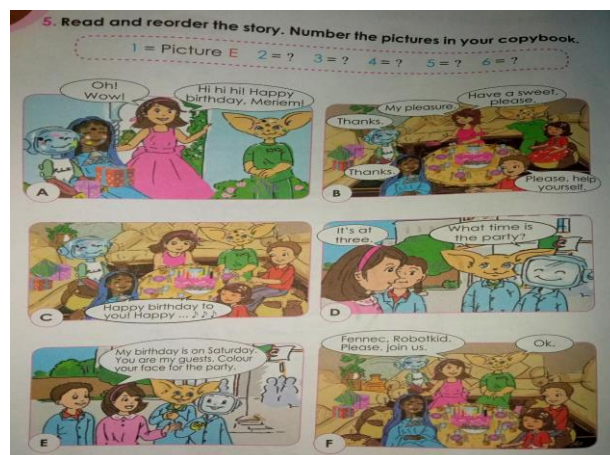
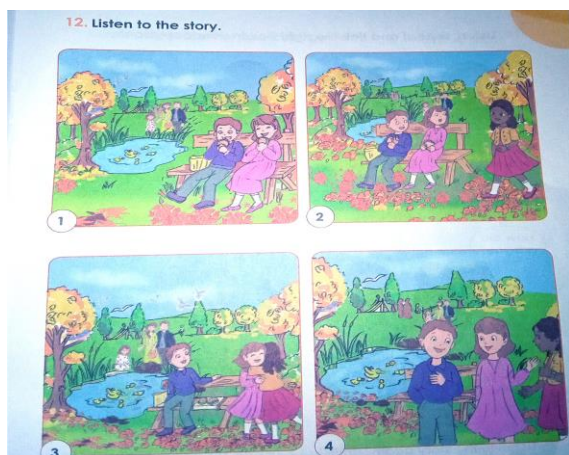
Table 30

Highlighting Specific Skills at Certain Points of Time

Response Scale	Participants	Percentages (%)
Strongly Agree	0	0%
Agree	3	30%
Neutral	3	30%
Disagree	2	20%
Strongly Disagree	2	20%
Total	10	100%

The table shows that teachers are still not sure about the presentation of the four language skills in "My Book of English". 30% agree with the statement, 40% are between disagreement and strong disagreement, and 30% are neutral. Now, what the textbook says of itself, the change in focus from one skill to another is hardly noticeable but still existent because it evolves bit by bit. The extracts below are an example of this. The one in the left is story told by the teacher while pupils just listen. The other is a story that learners have to read by themselves. The first is in page (13)

while the second is in page (54).



G. Tasks/Activities (S25 – S28)

S 25: The tasks and activities are effective and answerable for your learners.

Table 31

The Tasks and Activities Effectiveness and Answerability

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	4	40%
Neutral	2	20%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

The textbook's tasks and activities must be easy to answer and effective in retaining information at the same time. This is just what the table reports. 50% of the participants appear to have sensed in their pupils the outcomes of those two factors. 20% others seem to have some doubts about it, so they reserved answer and kept neutral. The remaining participants do not find this point strongly present in the textbook.

S 26: Your pupils are likely to choose doing more of them.

Table 32

The Likelihood of Pupils' Preference of The Textbook's Tasks and Activities

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	2	20%
Neutral	1	10%
Disagree	4	40%
Strongly Disagree	2	20%
Total	10	100%

A majority of 60% of the teachers voted against the statement. The results are quite different from what has been reported in the previous table but it is completely normal. It can neither be considered a contradiction nor a weakness in the textbook. In the end, it is naturalistic that learners, whether youngsters or adults, hate to do activities or perform tasks.

S 27: They are varied so that to meet the different learning needs of your pupils.

Table 33

Variation of Tasks and Activities

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	3	30%
Neutral	3	30%
Disagree	1	10%
Strongly Disagree	2	20%
Total	10	100%

Variation of tasks and activities is essential to reach to all learners and help them make a progress. *"My Book of English"* comprises a considerable variety of tasks and activities for sure. However, there is not so much creativity since most of them are repeated. Still, 40% of the teachers find them useful and reliable to cater for all of their

pupils' needs. Whereas 30% others find them insufficient which compels them to set out in search of tasks and activities that are more beneficial for their learners.

S 28: They incorporate games and motional exercises.

Table 34

Incorporation of Games and Motional Exercises

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	1	10%
Neutral	2	20%
Disagree	1	10%
Strongly Disagree	5	50%
Total	10	100%

The table points at an absolute, resolute, and strong disagreement expressed by 50% participants, reinforced by the disagreement of 10% others, that "*My Book of English*" incorporates motional activities and games. Meanwhile, only 20% agree with the statement. With all honesty, the 20% are right while those 60% participants are right and wrong at the same time. They are wrong because there do exist exactly four activities requiring body movement. And they are right because only one activity is a game while the rest are roleplays, which may not be favourable for many learners. However, only four of them is apparently not enough.

H. Illustrations (S29 – S30)

S 29: The illustrations are placed near the content to boost pupils' understanding of it.

Table 35

Illustrations Placement near the Content

Response Scale	Participants	Percentages (%)
Strongly Agree	1	11.11%
Agree	1	11.11%

Neutral	4	44.44%
Disagree	2	22.22%
Strongly Disagree	1	11.11%
Total	9	100%

As shown in the table, 44.44% of the teachers, who construct a majority, took neutral stances about whether or not the textbook's illustrations are placed near the content they illustrate. The values 22.22% and 33.33% represent the viewpoint of the agreeing and disagreeing teachers, respectively. Actually, this appears to be achieved in *"My Book of English"*. However, it is all dependent on pupils' understanding without the teacher's interference and their ability to retain the illustrated information.

S 30: They are appropriate, simple, and informing enough of the content.

Table 36

Illustrations Appropriateness, Simplicity, and Informativeness

Response Scale	Participants	Percentages (%)
Strongly Agree	1	10%
Agree	0	0%
Neutral	3	30%
Disagree	3	30%
Strongly Disagree	3	30%
Total	10	100%

Illustrations also need to be appropriate in reference to the sensitivities of the society, simple but attractive, and informing for having a lasting effect. The major proportion of teachers (60%) are against that the illustrations in *"My Book of English"* have the mentioned qualities and they are right to some extent. Moreover, apart from whether or not they are useful, they do not look like they are really worked on and they could have been way better.

I. Textbook's Package (S31 – S34)

S 31: The textbook is accompanied with a teacher's guide.

Table 37

The Availability of a Teacher's Guide

Response Scale	Participants	Percentages (%)
Strongly Agree	7	70%
Agree	0	0%
Neutral	1	10%
Disagree	1	10%
Strongly Disagree	1	10%
Total	10	100%

70% teachers strongly agreeing is enough to confirm the statement. However, it is an inconsistent result again that only those 70% who have received their teacher's guide while the 30% others have not.

S 32: The guide affords enough guidance for both experienced and inexperienced teachers.

Table 38

The Guide's Affordance of Enough Guidance for Teachers

Response Scale	Participants	Percentages (%)
Strongly Agree	3	30%
Agree	2	20%
Neutral	0	0%
Disagree	3	30%
Strongly Disagree	2	20%
Total	10	100%

As its name denotes, a teacher's guide is meant to assist teachers in figuring out how the textbook, that it accompanies, works in order to get the best results possible from it. This table points to an opposition on this matter. Whereas 50% of the teachers find the guide helpful, 50% others are still not able to manage with it.

S 33: It provides supplementary materials.

Table 39

Providing Supplementary Materials through the Guide

Response Scale	Participants	Percentages (%)
Strongly Agree	0	0%
Agree	5	55.55%
Neutral	2	22.22%
Disagree	2	22.22%
Strongly Disagree	0	0%
Total	9	100%

Another important feature in the teacher's guide is to give lots suggestions of materials and exercises to supplement from whenever needed. This is agreed by 55.55% of the sampled teachers.

S 34: The textbook is accompanied with auditory or audio-visual aids.

Table 40

The Textbook's Accompaniment with Auditory or Audio-Visual Aids

Response Scale	Participants	Percentages (%)
Strongly Agree	2	20%
Agree	6	60%
Neutral	0	0%
Disagree	1	10%
Strongly Disagree	1	10%
Total	10	100%

It is a modern requirement that language textbooks must be supported by audios and audio-visual materials for authentic language exposure. As asserted by 80% of the teachers, *"My Book of English"* fulfils this requirement.

Section Three: Further Suggestions

Q 1: What suggestions or recommendations would you give for the sake of improving and enhancing the textbook?

This question was set with regards to giving a space for teachers to share their perspectives and points view for amelioration and betterment. All in all, they called for the following:

1. A better internal and external design with more attractive visuals
2. Lesser number of units, lesser vocabulary items, and easier, more effective, and engaging activities.
3. Clearer and more authentic audios.
4. More time allocation.

2.3.1.4. Discussion of the Results. After analysing the questionnaire, significant results have been revealed. In the first section, it is found that all teachers are new ones having no experience in teaching. The analysis has also shown that most of them are not using "*My Book of English*" because they are neither satisfied about it, nor convinced with the instructional value it offers. This is apparent from the reasons they reported for not being in favour of using the textbook.

The second section has shown that there are some inconsistencies in the teachers' evaluation of the textbook. Their answers were awkward and contradicted with the textbook; as some would agree, some others would disagree about the presence or absence of some conspicuous items in the textbook like table of contents. It has also shown that the concerned instructional material has remarkable strengths like the methodological supports as well as undesirable weaknesses and deficiencies, chiefly in grammar and vocabulary and goals objectives, as well. Generally speaking, the results of the teachers' evaluation of the textbook can be labelled as negative. The final sheet of the evaluation checklist (see Appendix B) has revealed that out of 34 statements divided

on 9 criteria for investigation, only 15 statements are ticked (sign for being achieved) while 17 statements are crossed over (sign for being unachieved) and 2 statements are left untouched (sign of uncertainty). Thus, adapting and supplementing external materials is inevitable to make up for the limitations.

In the final section of the questionnaire, it is concluded that not only the textbook which has deficits and needs improvements. Teachers also demanded allocating more time. Knowing that English as a subject is taught twice a week with only 45 minutes per session, teachers are right about that. Such time limitation is bad for teachers and learners both. It is bad for teachers because they are always in a hurry to finish the lessons demanded of them. And for learners, it is bad because it does not allow for more frequent exposure.

2.3.2. The Pupil's Test

2.3.2.1. Description of the Pupil's Test. The test is aimed at investigating the textbook's effectiveness and enduring impact on learners. To start with, the test scope covers mainly the lessons dealt with during the second trimester and up to the most recent ones, one week before administration on May 7th. This is mainly for the reason that the target group are still too young and tend to forget too much of what they learn in English with what they learn in French. Furthermore, the test is composed of five activities and scored out of 10; 2 points for each activity. In addition, the activities can be divided by their focus as follows:

- Activity 1 and 2 → vocabulary
- Activity 3 → spelling
- Activity 4 → grammar

- Activity 5 —————> "Yes/No" responses (see Appendix C)

Finally, the means of the two groups' full scores are going to be the judge as to whether or not the textbook is effective.

2.3.2.2. Administration of the Test. The test is distributed to two groups of 3PS pupils who are, in the normal course of events, in their eighth year of age, in the period spanning from May, 7th till May, 13th. The two samples are selected from two different schools on the basis that one group (A) is said to be taught with supplementary materials and without any reference to the textbook; the other group (B) is said to be taught with full implementation of the textbook. The test was distributed to Group A's pupils with our presence and under our supervision. Whereas for Group B, it was handed to their teacher to distribute it to them. Finally, the total number of the pupils involved is 40; 20 in each group.

2.3.2.3. Analysis of the Pupil's Test

Table 41

Activity One Groups A and B's Scores

	Group A	Group B
Student 1	2	2
Student 2	2	2
Student 3	2	2
Student 4	2	2
Student 5	2	1
Student 6	2	2
Student 7	2	2
Student 8	2	2
Student 9	2	2
Student 10	2	2
Student 11	2	2
Student 12	2	2
Student 13	2	2

Student 14	2	2
Student 15	2	1
Student 16	2	2
Student 17	2	2
Student 18	1	2
Student 19	2	1
Student 20	1	0.5

As stated before in the description, the first activity is about vocabulary. Pupils are asked to match the four words with the relevant pictures. This activity is intended to measure which source contributes better to the pupils attainment of the vocabulary words: Is it *"My Book of English"*, as in Group B? Or is it the supplemented sources, as in Group A?

The table tells that both sources are useful for teaching vocabulary. Nearly all pupils got the full mark (2/2) although some of them from both groups sound to have gotten confused a little bit.

Table 42

Activity Two Groups A and B's Scores

	Group A	Group B
Student 1	2	2
Student 2	1.5	1.5
Student 3	1.5	2
Student 4	1.5	2
Student 5	1.5	2
Student 6	1	2
Student 7	2	1.5
Student 8	1.5	1
Student 9	1	2
Student 10	2	1
Student 11	1.5	1.5
Student 12	2	2
Student 13	1.5	1.5
Student 14	2	1.5

Student 15	2	0.5
Student 16	1.5	1.5
Student 17	1.5	2
Student 18	1	1.5
Student 19	1.5	1
Student 20	0.5	0.5

The second activity also tests vocabulary but it is completely different and much harder. Here, pupils are given four sets of words and are asked to figure out the intruder among four words that are different in meaning, yet similar in structure. In addition, there are no pictures in this activity and they have to rely on their listening and word-spelling skills to carry out the activity.

The results are expectedly lower than the previous ones. However, they are also surprisingly acceptable, too. The majority of pupils from both groups did not get full marks. At the same they were not very disappointing because most of them missed only one correct answer.

Table 43

Activity Three Groups A and B's Scores

	Group A	Group B
Student 1	2	2
Student 2	2	2
Student 3	2	2
Student 4	2	1.5
Student 5	2	1.5
Student 6	2	0.5
Student 7	2	1
Student 8	1	2
Student 9	1	0
Student 10	2	1.5
Student 11	1.5	2
Student 12	1	1.5
Student 13	0.5	0

Student 14	0	1.5
Student 15	0	2
Student 16	0	2
Student 17	1	0
Student 18	1	0
Student 19	1	0.5
Student 20	1	2

This activity is intended for checking their spelling skills and whether or not they differentiate between capital and small letters or not. They are given four letters (M, m, N, n) and four incomplete words, with their corresponding pictures, to fill in. And again they need to rely on teachers' pronunciation and their own listening skill with some previous knowledge.

The results reveal that half of the pupils from both groups face difficulties in the distinction between when to capitalize and when not to. Some of them differentiate between the sounds /m/ and /n/.

Table 44

Activity Four Groups A and B's Scores

	Group A	Group B
Student 1	2	2
Student 2	2	2
Student 3	2	1
Student 4	2	1
Student 5	2	2
Student 6	2	2
Student 7	0.5	2
Student 8	2	2
Student 9	2	2
Student 10	0.5	2
Student 11	1	0.5
Student 12	1	0
Student 13	1	2
Student 14	0.5	0

Student 15	0.5	0.5
Student 16	2	0.5
Student 17	0.5	0.5
Student 18	1	0.5
Student 19	0	1
Student 20	0	0

The fourth activity is aimed at testing learners' knowledge of grammar, namely, prepositions of place. There are four prepositions (in, on, under, next to) and the question is to fill in the blanks in four incomplete statements, with their corresponding and illustrative pictures for some help.

According to the results obtained, there are considerably low marks on both sides, as the table shows. However, maybe it is due to some confusion or lack of understanding or even lack in concentration because there are many perfect marks; which reflect that pupils can realise a level of true competence and mastery of the grammatical items introduced through both of the textbook and supplemented materials.

Table 45

Activity Five Groups A and B's Scores

	Group A	Group B
Student 1	2	2
Student 2	2	1.5
Student 3	2	2
Student 4	2	2
Student 5	1.5	2
Student 6	2	2
Student 7	2	2
Student 8	2	1.5
Student 9	2	2
Student 10	1.5	1.5
Student 11	1.5	2
Student 12	1.5	1
Student 13	2	1

Student 14	2	1
Student 15	2	2
Student 16	1	0
Student 17	1.5	1
Student 18	2	1
Student 19	1.5	1.5
Student 20	2	0.5

The last activity is designed with the goal of inspecting the pupils' understanding of speech. It involves responding with "yes or no". In a four-column-table, a learners are given four pictures in the first columns to the left. Next to them, in the second column, there is a question on each picture. Respectively, the third and fourth columns contain, full "yes" and "no" statements. Learners are asked to hear the question and respond by circling the right answer.

It should be admitted that both groups gave really good impressions with their reactions. Not all of them got the full mark but the results are still acceptable especially of Group A.

Table 46

The Full Test Scores Ranked from the Highest to the Lowest

	Group A	Group B
Student 1	10	10
Student 2	9.5	9
Student 3	9.5	9
Student 4	9.5	8.5
Student 5	9	8.5
Student 6	9	8.5
Student 7	8.5	8.5
Student 8	8.5	8.5
Student 9	8	8
Student 10	8	8
Student 11	7.5	8
Student 12	7.5	6.5

Student 13	7	6.5
Student 14	6.5	6
Student 15	6.5	6
Student 16	6.5	6
Student 17	6.5	5.5
Student 18	6	5
Student 19	6	5
Student 20	4.5	3.5
<i>The Mean</i>	7.7	7.22

It is notable that Group A, which has been taught via materials supplemented from different sources, did better than Group B, which has been taught using the textbook. Each learner from the first list has scored better than their counterparts in the second list. However, the scores of both groups of learners are very close in level in spite of the slight difference of 0.48 only.

2.3.2.4. Discussion of the Results. The test's findings simply indicate that Group A, which makes use of supplementary materials, did better than Group B, which uses the textbook *"My Book of English"*. The former has succeeded in making a mean of 7.7 out of 10 against a mean of 7.22 for the latter. Nevertheless, it should be confessed that the results were unexpectedly positive for the textbook users. Being outscored with a hardly remarkable difference is not a big deal. Actually, it could never be indicative of the textbook's uselessness, or even usefulness if Group B were winners. The results have shown that pupils' performance is acceptable on the overall group level. On the individual level, unevenness is the prevalent as their marks ranged from 3.5 and 4.5 till 10/10 in both groups. Indeed, only two pupils who got the lowest mark in their groups while the rest are all above the average and the majority of them are above 8. Thus, it is worth saying the test was quite confirmatory that the textbook is not that much of a

bad one because the effectiveness that needs to be addressed in this sense entails the necessity not to let any learner fall behind.

The conclusion that can be drawn here is that there are no perfect materials to suite to all learners. Thus, the teacher who is using the textbook is the first and last variable to achieving that. It is their duty to decide when stick to their standard documents and when to use external ones, based on what they think to be more needed by their pupils.

General Conclusion

This dissertation is themed with evaluating the English language coursebook "*My Book of English*", being used at the Algerian primary schools in response to the sudden ministerial decision to introduce the English language as a subject at the elementary level. Ever since the beginning, the aim of the paper was, and is still unchanged, to make a reasoned judgement concerning the effectiveness of the mentioned textbook.

After analysing the research instruments and examining the findings, important facts have been unveiled. But, first of all, the research questions should be answered and the hypothesis should be confirmed or disconfirmed.

The main question investigated in this research is: To what extent is "*My Book of English*" effective? To find out, it was subdivided into three smaller and much simpler questions because it is too much general to handle. The first one was about the textbook's usefulness and helpfulness from teachers' perspectives. The findings from the teacher's questionnaire have shown that teachers have significantly negative impressions on the textbook and that they are generally upset about it. This is firstly echoed through the majority's response that they are not using it. Then, when asked why, they reported

strong reasons of being neither helpful for them in doing their job, nor is it useful for their pupils. They repeatedly addressed the points of impracticality, misguidance, and time consumption.

The second subquestion was for checking if the textbook was constructed with some essential criteria. The findings have proved that the textbook has some strong aspects, some weak ones, and some others in between. However, as revealed in the shortcut of the evaluation checklist (appendix B), the textbook has exactly fulfilled fifteen evaluative statements, failed in seventeen, and two others were neither proved nor negated. Mathematically speaking, the number of deficiencies is higher, so the answer to this question is no.

The last subquestion suggested that if the textbook was effective, learners should be able to refer to what they have learned for making effective output. Here the findings of the test have exhibited somewhat different information from what offered by the teacher's questionnaire. The result was that pupils did good job. As a group, they achieved a very acceptable mean (7.22). As individuals, of course, there were the excellent, the very good, the acceptable, the medium, and even the weak. Yet, on the overall estimation and as an answer to the question, it can be said that learners are capable of reflecting what they learn into effective output.

Going back to the research hypothesis, it was conditional that the textbook must be in full cohesion with the previous questions. Among the three requirements, the only one fulfilled is the last one, which dictates that there must be an effective output by the pupils. However, the other two requirements of usefulness and helpfulness for teachers

and comprisal of a good textbook's criteria are not met. This leads to the fact that the research hypothesis is not confirmed.

Hence, for an answer to the main question of the research, it is concluded that the textbook "*My Book of English*" is not so well-designed and effective to the extent that it perfectly satisfies all the parties in direct contact with it. Indeed, the concept of perfectness is relative and its perception is dependent on the angle from which people see things. So, no one can claim it to any teaching/learning material unless they have concrete evidence obtained by examining the material from different perspectives and reactions. In the current case, teachers have the perception that the textbook is not suitable based on the fact that it does not help them as teachers. Pupils, however, revealed the opposite with the scores they got. Thus, the textbook's effectiveness is limited to the extent of helping learners, though not all of them, achieve some competence in English that is acceptable in their current level and achieve good grades at school.

General Recommendations

Based on the results, the recommendations that can be thought of for development and better experiences are the following:

1. Allocating more time English either by extending the timing of sessions or increasing the frequency on the timetables to thrice a week or even more.
2. Increasing the overall guidance afforded by both textbook and teachers' guide.
3. Enhancing the textbook's overall design with more eye-catching cover.
4. Redesigning topics and reorganising and sequencing them in a way that they will be easier and more interesting for pupils.

5. Restating the goals and objectives aimed at with each lesson and simplifying them for purposes of clarity, achievability, and matching with the pupils' needs.
6. Minimizing the vocabulary load and rethinking of the grammatical items that should be introduced and which to introduce first.
7. Creating better tasks and activities with regards to the different learner preferences.
8. Designing more creative illustrations.

Limitations of the Study

This research does has some limitations. First, representativeness of its results is limited to the relatively small samples it is conducted on because the whole population is way larger. Second, the factor of time was the major constraint throughout all of the phases of the study. Third, during the questionnaire's data analysis phase, there were some contradictions which we may have not treated as professionally as required. Thus, the results might have ended up with some subjectivity.

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Appendices

Appendix A

Teachers' Questionnaire

Dear Teacher,

This questionnaire is a fundamental part in our research study. It seeks to investigate and establish the effectiveness and value of the newly designed primary school English textbook "**My Book of English**" that you are actually using. So, you are kindly requested to contribute to this research, which we view as important, through the valuable experience you have gained so far from your daily usage of, and contact with the textbook. Please, provide your answers to the following questions by ticking (✓) in the relevant box to the right answer, or by making full statements where necessary. Your answers are enormously crucial to achieve the main objective of this research study.

Thank you in advance for your collaboration, cooperation, and the precious time you have given us.

Section One: General Information

1. Are you a graduate of:

- a) L.M.D. b) E.N.S. c) Translation and Interpretation
 d) Magister

2. How long have you been teaching English?

- a) From 1 to 3 years
 b) From 3 to 6 years
 c) More than six years
 d) No experience (this is my first year in teaching)

3. Did you use any English textbooks in teaching prior to the primary school's "My Book of English"?

- a) Yes b) No

4. Are you currently teaching using the "My Book of English" textbook?

- a) Yes b) No

If no, why?

.....

.....

5. To what extent do you find your experience using the textbook satisfactory?

a) Great b) Good c) Average d) Poor

Justify?

.....

.....

.....

6. How much is the average number of pupils in the classrooms you are assigned to?

.....pupils.

Section Two: *The Evaluation Checklist*

This section follows the "Likert Scale". Read each item and tick (✓) in the column that best reflects your opinion.

Strongly agree (SA), agree (A), neutral (N), disagree (D), strongly disagree (SD).

<i>Statements</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>
A. Appearance/Layout					
1. The cover is informative and well-designed so that to attract the target group of learners.					
2. The font type and size are acceptable and convenient visually.					
3. There are enough white spaces to allow for more concentration.					
4. There is a table of contents?					
5. There is a full, comprehensive Pictionary or glossary of vocabulary items at the end of the textbook.					
B. Topics/Content					
6. They are well-organised, graded, and sequenced.					
7. There are biases or inappropriate contents.					
8. The topics covered are appropriate in terms of level.					

9. They relate to pupils' real lives to be easy to understand.					
10. They are appealing and engaging.					
11. The language used is authentic and understandable for your pupils.					
C. Goals/Objectives					
12. The objectives are clearly stated for each lesson.					
13. They are logical and realizable.					
14. They match pupils' needs.					
D. Methodology					
15. The approaches, methods, and techniques implemented are up-to-date.					
16. They are relevant to the needs of the teaching/learning situation.					
17. They apply to your pupils.					
E. Grammar/Vocabulary					
18. The grammatical items are of the pupils' level.					
19. Grammar is taught implicitly.					
20. The vocabulary items are simple and not abstract.					
21. They are fair and reasonable in quantity.					
22. There is enough practice and recycling of the vocabulary learned.					
F. Skills					
23. All of the four skills are introduced throughout the textbook.					
24. There is more focus on the skills that pupils need to develop more at a certain points.					
G. Tasks/Activities					
25. The tasks and activities are effective and answerable.					
26. Your pupils are likely to choose doing more of them.					
27. They are varied so as to meet the different learning needs					

Appendix B

A. Appearance/Layout

1- 2- 3- 4- 5-

B. Contents/Topics

6- 7- 8- 9- 10- 11-

C. Goals/Objectives

12- 13- 14-

Methodology

15- 16- 17-

D. Grammar/Vocabulary

18- 19- 21- 21- 22-

E. Skills

23- 24-

F. Tasks/Activities

25- 26- 27- 28-

G. Illustrations

29- 30-

H. Textbook's Package

31- 32- 33- 34-

 - Achieved

- Unachieved

- Unsure

Appendix C

Test

Activity 1: Match.

Pen ; Ball ; Feather ; Dog



Activity 2: Find the intruder.

- ❖ Bedroom , kitchen , classroom , bathroom.
- ❖ Ruler , sharpener , eraser , feather.
- ❖ Opposite , on , Arabic , under.
- ❖ Sunday , Monday , today , Wednesday.

Activity 3: Write: M - m - N - n.



Co.....puter



Trai...



...ine



...ouse

Activity 4: Write: in / on / under / next to.



a. The girl is the table.



b. The cat is the ball.







c. The boy is sitting the table.



d. The cat is the box.

Activity 5: Circle the correct answer.

	<p>Are these six goldfish?</p>	<p>Yes, they are.</p>	<p>No, they are not.</p>
	<p>Is this a kitchen?</p>	<p>Yes, it is.</p>	<p>No, it is not.</p>
	<p>Is this a garden?</p>	<p>Yes, it is.</p>	<p>No, it is not.</p>
	<p>Is this a light?</p>	<p>Yes, it is.</p>	<p>No, it is not.</p>

Appendix D

Samples of Pupils' Answers

Pupil 1

Test

Activity 1: Match.

Pen ; Ball ; Feather ; Dog

Activity 2: Find the intruder.

- ❖ Bedroom , kitchen , ~~classroom~~ , bathroom.
- ❖ Ruler , sharpener , eraser , ~~feather~~.
- ❖ ~~Opposite~~ , on , Arabic , under.
- ❖ Sunday , Monday , ~~today~~ , Wednesday.

Activity 3: Write: M - m - N - n.

Co.**h**.puter Tra**h**in **A**girl **M**ouse

Activity 4: Write: in / on / under / next to.

a. The girl is **u**nder the table.

b. The cat is **w**ith the ball.

c. The boy is **o**n the table.

d. The cat is **i**n the box.

Activity 5: Circle the correct answer.

	Are these six goldfish?	Yes, they are.	No , they are not.
	Is this a kitchen?	Yes , it is.	No, it is not.
	Is this a garden?	Yes , it is.	No, it is not.
	Is this a light?	Yes, it is.	No , it is not.

Pupil 2

Test

Activity 1: Match.

Pen ; Ball ; Feather ; Dog

Activity 2: Find the intruder.

- ❖ Bedroom , kitchen , ~~classroom~~ , bathroom.
- ❖ Ruler , sharpener , ~~eraser~~ , feather.
- ❖ Opposite , on , ~~Atopic~~ , under.
- ❖ Sunday , Monday , ~~today~~ , Wednesday.

Activity 3: Write: M - m - N - n.

CoMputer TraiN m.ine m.ouse

Activity 4: Write: in / on / under / next to.

a. The girl is in the table.

b. The cat is next to the ball.

c. The boy is under the table.

d. The cat is on the box.

Activity 5: Circle the correct answer.

	Are these six goldfish?	<u>Yes, they are.</u>	No, they are not.
	Is this a kitchen?	<u>Yes, it is.</u>	No, it is not.
	Is this a garden?	Yes, it is.	<u>No, it is not.</u>
	Is this a light?	Yes, it is.	<u>No, it is not.</u>

Pupil 3

Test

Activity 1: Match.

Pen ; Ball ; Feather ; Dog

Activity 2: Find the intruder.

- ❖ Bedroom , kitchen , ~~classroom~~ , bathroom.
- ❖ Ruler , sharpener , eraser , feather.
- ❖ Opposite , on , ~~Arabic~~ , under.
- ❖ Sunday , Monday , ~~today~~ , Wednesday.

Activity 3: Write: M - m - N - n.

Co.~~m~~puter Train~~h~~ ~~N~~ine Mouse

Activity 4: Write: in / on / under / next to.

a. The girl is ~~in~~ ^under the table.

c. The boy is ~~on~~ ^under the table.

b. The cat is ~~to~~ ^under the ball.

d. The cat is ~~in~~ ^under the box.

Activity 5: Circle the correct answer.

	Are these six goldfish?	Yes, they are.	<u>No, they are not.</u>
	Is this a kitchen?	<u>Yes, it is.</u>	No, it is not.
	Is this a garden?	<u>Yes, it is.</u>	No, it is not.
	Is this a light?	Yes, it is.	<u>No, it is not.</u>

ملخص

يتمحور موضوع هذا البحث حول محاولة لتقييم كتاب اللغة الإنجليزية المقرّر للصفّ الثالث الإبتدائيّ في الجزائر، والذي يحمل عنوان "*My Book of English*". يهدف البحث إلى تسليط الضوء على مدى فاعلية هذا الكتاب عن طريق معرفة مدى فائدته في توجيه ودعم ومساعدة المعلمين، بالإضافة الى معرفة ما إذا كان مصمّمًا وفق المعايير المعترف و الموصى بها عالميًا حتّى يرقى لمصاف الكتب الجيدة، وكذا عن طريق قياس مستوى كفاءة التلاميذ بعد تدريسهم بواسطته. لجمع البيانات اللازمة والوصول الى النتيجة المنشودة، تم اعتماد وسيلتين هما استبيان يتضمّن لائحة تقييم لمحتويات الكتاب، بالإضافة الى اختبار للتلاميذ. تم توزيع الاستبيان على عينة من عشرة معلمين في المدراس الإبتدائية، كما ورّع الإختبار على عينة من أربعين تلميذا تم تقسيمهم إلى مجموعتين، حيث تم تدريس إحدى المجموعتين باستعمال الكتاب واستخدمت مصادر تعليمية متنوّعة لتدريس المجموعة الأخرى، وهذا من أجل مقارنة بسيطة لنتائج كلّ مجموعة. في الختام أظهرت البيانات أن الكتاب لم يكن ذا فائدة كبيرة للأساتذة، بل وكان مخيبا لآمالهم. وعلى النقيض تماما من هذا، كشف الاختبار أن التلاميذ الذين درسوا باستخدام الكتاب قد تمكنوا من تحقيق تقدم مقبول في مستوى لغتهم الإنجليزية، بالرغم من بطئه.

Résumé

Cette dissertation a pour thème la tentative d'évaluation du manuel scolaire algérien de troisième année du primaire, intitulé "Mon Livre d'Anglais". Son objectif est de trouver des réponses quant à son efficacité en abordant son utilité et son utilité pour les enseignants, son respect des mesures universellement admises et recommandées pour les bons manuels scolaires, et en mesurant le niveau de compétence des élèves après l'avoir suivi. Pour répondre à toutes ces questions, une méthode descriptive a été suivie. Pour la collecte des données, un questionnaire intégrant une liste d'évaluation et un test ont été utilisés. Le questionnaire a été soumis à un échantillon de 10 enseignants du primaire, et le test a été distribué à un échantillon de 40 élèves répartis en deux groupes, dont l'un a été enseigné avec le manuel et l'autre avec d'autres matériaux, dans le but de comparer leurs résultats. Les résultats finaux ont révélé que le manuel n'était pas utile ni d'une grande aide pour les enseignants, et qu'il a déçu leurs attentes. Cependant, le test a montré que les élèves qui l'ont utilisé ont pu montrer une progression acceptable, bien que lente, dans leur niveau de compétence linguistique.