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Evaluating the Effectiveness and Suitability of Third-Year Primary School Textbook Pronunciation Content

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

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Abstract

This dissertation attempts to carry out an evaluation of the Algerian third-year primary school textbook entitled "My book of English" in terms of its many and varied pronunciation content. It fundamentally aims at finding answers pertaining to the its effectiveness and suitability as far as pronunciation instruction is concerned. The questions that this study has addressed are; 1.To what extent is pronunciation content effective in the Algerian third-year primary school textbook? 2. Does the textbook of third-year primary school comprise the requisite properties of a good textbook in terms of pronunciation? 3. Do the tasks and activities specific to pronunciation of third-year primary school textbook provide knowledge and practice in terms of pronunciation? To answer these questions, a mixed method approach which contains both quantitative and qualitative methods of data collection, was deployed. For dada gathering, a questionnaire and an evaluation checklist were deployed. The questionnaire was administrated to a sample of nine primary school teachers, and the evaluation checklist was given to five teachers affiliated with different primary schools in Mila province. The main findings revealed that the textbook and scrutiny succeeded in covering only one aspect of pronunciation to small extent. Stated more explicitly, the textbook' activities and tasks provide to small extent practice and knowledge in terms of pronunciation. So, the textbook is not so effective and suitable in terms of its overall pronunciation content. This undertaking study concluded with a number of suggestions and recommendations in order to shed the light on pronunciation and give it more attention.

Keywords: Algerian primary school, Pronunciation, Textbook, Textbook evaluation**,** third-year

Dedication 1

In the name of Allah, The Most Compassionate, The Most Merciful.

I dedicate this modest work:

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

Dad (MEKKI) and Mom (MASSIKA).

To my husband, who has walked every step of this journey with me.

To my son Ousseid, the light of my life.

To my second Mom Zakia.

To my dearest sister and brothers: Nesrine, Mouhamed and Mahdi.

To my second sisters: Hanan, Habiba, Faiza, Dalal and their families

To my grand brother Abdelouahid and his families

To my   dearest grandmother Fatma

To my uncles and aunts: Saida, Halima, Dounia

To my wonderful friends with who I have shared the life with its light and shadows: Soumia, Sabrina, Asma, Bouchra, Chaima, Houssna, Nadjla, Aya, Sara…

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

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

I dedicate this work.

Zeghmar Youssra.

Dedication 2

I dedicate this modest work to

My candles who have always enlighten my life, thank you for all your supports that you have given to me in all my life's challenges and decisions dad and mom

To my dearest sisters and brothers who always were there for me whenever I need

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List of Abbreviations

BBC: British Broadcasting Corporation

CBA: Competency Based Approach

EFL: English as a Foreign Language

ELT: English Language Teaching

Q: Question

RP: Received Pronunciation

S: Statement

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General Introduction

1. Statement of the Problem

Teaching English in Algeria has gained prominence in recent years due to the increasing demand for English language skills in global communication, business, and education. In 2022, the Algerian government eventually made the move and announced that English would be taught in primary schools alongside French. As for 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 the middle school and high schools, entitled "My Book of English."

Teaching and learning English as all the languages relies mainly on the use of textbooks. The latter is considered a key component and crucial material for both teachers and learners alike. As Sheldon (1980, p. 238) stated that, "coursebooks are perceived by many to be the roadmap of any ELT programs". Grant (1987) claimed that the perfect book does not exist. This denotes that every textbook has weaknesses, although it is published by a trusty publisher. Therefore, textbooks should go through an evaluation. Evaluating the textbook is a very important task, as Hutchinson and Waters (1987) stated, "Evaluation involves judging the fitness of something for a particular purpose". The first relationship between the teacher and primary school pupils, who are children, it is the listening-speaking relationship. Therefore, when choosing the right textbook, the focus should be on selecting appropriate pronunciation content first.

2. Research Questions

Our modest study addresses a number of questions. The main questions that we have attempted to answer in our study is:

- To what extent is pronunciation content effective in the Algerian third-year primary school textbook?

The other supporting questions are:

- To what extent does the third-year primary school textbook cover pronunciation aspects?

- Does the textbook of third-year primary school comprise the requisite properties of a good textbook in terms of pronunciation?

- Do the tasks and activities specific to pronunciation of third year primary school textbook provide knowledge and practice in terms of pronunciation?

3. **Hypothesis**

It can be hypothesized that the pronunciation content of the textbook is effective and suitable to some extent.

4. **Research Aims**

The present study aims to evaluate the third-year primary school textbook effectiveness and suitability in terms of its pronunciation content. This general aim may be subdivided into:

- Evaluating the coverage of pronunciation aspects in third-year primary school textbook.

- Assessing the knowledge and the practice in term of the pronunciation training provided by the tasks and activities specific to pronunciation in third year primary school textbook.

5. **Research Methodology**

5.1. **Participants**

The sample consists of fourteen (14) English teachers in separate primary schools in Mila. Nine teachers were asked to answer the questionnaire's questions, while five (5) teachers were chosen to fill the evaluation checklist.

5.2. **Materials**

The selected textbook for evaluation is the third-year primary school textbook, "My Book of English."

5.3. **Research Methods and Tools**

The necessary data for the study was collected using two methods. First, a questionnaire was held with a sample of teachers of English in primary schools in Mila province to get their perspectives and views about third-year primary school textbook in terms of pronunciation

content. Second, an evaluation checklist was adapted to collect data based on previous checklists devised by other researchers.

5.4. **The Structure of The Study**

The present dissertation contains two main chapters. The first chapter is the theoretical part, which includes two sections. The first section, addresses textbook evaluation. It discusses what is meant by textbook, the importance of the textbook, and approaches to textbook evaluation. The second section is devote to pronunciation. It deals with pronunciation features, approaches to teaching pronunciation, as well as competency-based language teaching. The second chapter is practical, which summarizes the methodology used in this research, the participants, the tools for data collection, the analysis, interpretations, and the results. In addition, it covers the limitations of the study and the general recommendation. In the end, the dissertation concludes with a general conclusion.

Chapter One

Theoretical Framework

Introduction

The teaching of pronunciation has long been a contentious aspect of the many language education philosophies and practices. Throughout history, something may have been viewed as unimportant in one perspective but as crucial in another. When it comes to what components of pronunciation to teach, how to implement them, and how much emphasis is to place on each on of them in language instruction programs, professionals frequently take varied approaches to pronunciation. This chapter presents the theoretical part of the study. It is divided into two sections. The first one deals with textbook evaluation. What is a textbook, the importance of textbook, characteristics of good textbook, and the drawbacks of the textbook will be addressed. In addition, it contains a presentation of evaluation and its types, approaches, and models. The second section deals with pronunciation per se. Definition of pronunciation, the features of pronunciation, the importance of pronunciation, and the most prominent language teaching approaches of pronunciation will be dwelt upon.

Section one: Textbook Evaluation

1. What is Textbook?

A textbook has been defined as an instrument of instruction that facilitates the teaching - learning process. There are many definitions of the term textbook in many dictionaries. In the Advanced Learner's Oxford Dictionary (2010, p. 1544), " a textbook is a book that teaches a particular subject and that is used especially in schools and colleges". A textbook is any subject-specific handbook that serves as the foundation for instruction, according to Webster's dictionary. Also, different definitions of the term textbook have been provided by many specialists. Richards and Schmidt (2002, p. 550) defined it "as a book on a specific subject

used as a teaching/learning guide, especially in a school or college". The term textbook in the words of Sheldon (1987), is a published book created to help students develop their language and communication skills. According to Tomlinson (1998, p. ix), " a textbook which provides the core materials for a course ". So, textbooks plays significant roles in the foreign language classroom, in the professional life of the teachers, and in the everyday life of learners. In addition, Hutchinison and Torres (1994, p.315) contend that " textbook is an almost universal element of ELT teaching ". In the same sense " textbook is the visible heart of any English language teaching program " (Sheldon, 1988, p.237).

2. The Importance of Textbook

There are several reasons why textbooks are essential for both learning and teaching processes. Firstly, "textbooks are perceived by many to be the route map of any ELT program". (Sheldon,1988 p.38). They make it possible for the teacher to more effectively oversee and organize the learning process. They give direction to lessons. Sheldon (1988) suggested that textbooks not only represent the visible heart of any ELT program, but also offer considerable advantages for both the student and the teacher when they are used in the ESL/EFL classroom. Secondly, the textbook provides useful guidelines along which the teachers can plan his/her day-to-day teaching; it also acts as a reference book for teachers who are actually in the classroom and offers ideas for certain assignments, suggests activities to be done both inside and outside of the classroom. Ur (1988) pointed out that textbook serves as a source of direction and support for inexperienced teachers who lack confidence in their ability to teach and who are self-conscious about their language proficiency. In the same sense, Harmer (1995) states that the textbook is crucial to a teacher's self-assurance. Textbooks are cost -and time -effective resources, according to O'Neill (1982), Sheldon (1988), and Ur (1988). It means that the textbooks reduce time in material preparation, so teachers can devote more hours to teaching. Thirdly, a textbook serves as the pupil's most convenient guide, trustworthy reference, and

constant companion. The pupil uses the textbook to get ready for class by using it as a resource. Textbooks offer a range of learning tools, provide a variety of learning resources, and can be a useful source of language models and input (Cunningsworth , 1995). A good textbook could encourage learning e.g. a student may get interested in a topic that was introduced in class and want to know more about it. So, he/she consults the textbook and, in this way, not only increases knowledge but also prepares in advance for the next lesson in class. Furthermore, the pupils learn to be independent learners in this way. According to Hycroft (1998), the psychological benefit of the textbook consumption for the students is that is allows for the concrete measurement of their growth and accomplishment. Finally, the textbook tasks at the end of each lesson help students practice, remember, and apply the information to different situations. The same tasks help the teacher in giving homework, assignment and for revision purposes. Textbook can also facilitate the introduction of an innovation and can serve as agents of change (Hutchinson & Torres ,1994).

3. Characteristics of a Good Textbook

A textbook is considered good if it has both physical and academic features. The physical features include some aspects that should be taken into consideration. First, the size of the textbook should be appropriate for pupils and fits them without being overly large or tiny. It should be convenient in handling and carrying. This is especially true about textbooks intended for the primary school. Second, the Printing of the book should be orderly and precise. It should be devoid of all mistakes. Also, spacing between the words, line, and paragraph should be even and satisfactory. Every chapter should start on a new page. In addition, length of line should be within the eye span of child. Third, The textbook paper should be adequately thick, durable and smooth. It should be of a reasonable good quality. Finally, the price of textbook should be reasonable and suit the pockets of majority of parents. From an academic perspective, a quality textbook should have the some features. Firstly, The way the content is presented and organized

should be taken into account. The title of each lesson should be brief meaningful and suitable. In addition to that, the style of presentation is simple and clear. Length of each lesson should suit the learners. Reading material also should be graded in order of difficulty. The subject matter should be too divided in to convenient units. Secondly the textbook textual language should be appropriate for the student's mental level. The language used should be correct. Thirdly, Textual exercises in book should help the teacher to evaluate achievements of the pupils. Every lesson is followed by exercises, and these exercises should be purposeful and adequate. In addition to that, the instructions to do exercises should be clear. Finally, the illustrations (visual aids) used in textbook should be developed, interesting and motivate the pupils. The pictures used in the textbook should be drawn well.

4. Drawbacks of The Textbook

Yes, there are some drawbacks in using textbooks. Among these drawbacks is that the massive use of textbook can be seen as an educational failure (Swales, 1980). It means too much dependence on the textbooks gives temporary bookish knowledge. Teaching and learning becomes very rigid. The teacher has to teach whatever is given in the book exactly; The textbook may hinder a teacher's initiative and creativity because of its set structure and sequence. Many textbooks contain cultural and social biases, and many of them are not authentic. Unnatural language and dialogues in many textbooks can make them inappropriate for students (Skierso ,1991; Ur, 1991). In the same sense, Richards (2001) stated that the textbook may provide learners with inauthentic language, include distorted content, and ignore students' needs or deskilled teachers. Ur (1998) stated that textbooks do not usually provide a wide range of levels of ability and knowledge of learning styles and strategies since they tend to be based on their own singular teaching/learning approach. Textbooks cannot meet the different needs of learners around the world. (Allwrigh, 1981). In other words, textbooks are inadequate in terms of suppling every learner's learning needs. (Ur,1998). So, there is no

perfect textbook that meets the needs of all students, teachers and curricula. The textbooks sometimes replace the teacher. When the student finds material better explained in the textbook, they do not show due regard to the teacher.

5. Definition of the Textbook Evaluation

The perfect book does not exist (Grant, 1987). It means that every textbook might also have weaknesses although it is published by a trusty publisher. As a result, textbooks used in the classroom should go through an evaluation. Textbook evaluation is a crucial topic as it has an impact on teaching /learning from the early stage of material design to the more concrete classroom activities. It has been defined by many scholars and researchers. Rea – Dickens and Germaine (1994, p.18) defined evaluation "as the means by which we can gain a better understanding of what's effective, what's less effective, and what appears to be no use at all". Lynch **(**1996**, p.**2**)** gave the following definition of evaluation "Evaluation is defined here as the systematic attempt to gather information in order to make judgements or decision. As such, evaluative information can be both qualitative and quantitative in form, and can be gathered through different methods, such as observation or the administration of pencil – and tests". Nevo (197, p.127) stated that " Evaluation refers to the process of delineating, obtaining, and providing information on the merit of goals, designs, implementation, and outcomes of educational product during the process of its development, and/or demonstrate the merit of the final product when its development is completed". Also, Nunan (1992, p. 185) claimed that "evaluation involves not only assembling information but interpreting that information making value judgements". In the same sense, evaluation is a process whereby information is collected, analyzed and interpreted (Genesee, 2001**)**. In addition, Brown (1995) stated that the heart of the systematic approach to language curriculum design is evaluation: The part of the model that includes connects, and gives meaning to all the other elements. Tomlinson (2011, p.2) stated that " materials [Textbook] evaluation refers to attempts to measure [their] value"**.**

So, an evaluation is a systematic process that is used to ascertain the positive and negative aspects of the subject of the evaluation, it usually leads to the formulation of a value judgement.

6. The Importance of Textbook Evaluation

Evaluation plays a key role in education and it is important for the teacher since it can offer useful information for improving classroom practices in the future course design, and student work management. Sawin (1990 pp.258-259) maintained that "evaluation studies can shed light on the points of strengths and weaknesses of the syllabus in order to enhance what is good and deal with the areas that may need to be improved. "Evaluation is to eliminate gaps and unnecessary repetition, to provide a smoother development of content through the various grade levels to remove inconsistencies among several textbooks in different subjects and in different levels, and in general to provide a program of instruction in English more in line with the needs of the students". In different words, systematic evaluation helps to realize the weaknesses and strengths of a textbook and to arrive to a more informed judgement. Thus, a comprehensive textbook evaluation is of paramount importance to select the most effective textbook. Luttejohn (1990) noted that the review of textbooks aims to determine whether the materials technique and content are suitable for a certain language education situation. Cunningsworth (1995) suggested that we should ensure that "careful selection is made, and that the materials selected closely reflect [the needs of the learners and] the aims, methods, and value of the teaching program" (p.7). Rea- Dickins and Germain (1994, p.4) stated that "evaluation is an intrinsic part of teaching and learning."

7. Types of Evaluation:

Formative and summative evaluation are the main types of evaluation. The formative evaluation is an ongoing, in-course evaluation and contributes to the modification of the course if necessary (Richard, 2001). The summative evaluation is the end of – course evaluation and

it helps the teacher in determining whether the objectives are truly accomplished and whether the internal procedures and strategies have been effective in achieving the objectives. The aim of summative evaluation is not to provide feedback for on-going modification (Richard, 2001).

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

According to Ellis (1997), there are two types of evaluation, namely predictive evaluation and retrospective evaluation. Predictive evaluation is designed to make a decision regarding what material to use. Teachers who have to complete a predictive evaluation decide which resources or materials are most appropriate for their needs. After the materials have been utilized, additional assessment may be carried out to see whether the materials have been beneficial to them; this kind of assessment is known as retrospective evaluation.

8. Participants in the Evaluation

Insiders and outsiders are the two types of participants involved in evaluation, according to Richard (2001). Teachers, students, and everyone else interested in enhancing and implementing a program make up the former group. In other words, individuals who are a part of the teaching and learning setting are considered insiders. On the one hand, formative evaluation is frequently carried out by teachers in order to assess how courses are developed, the difficulties that may arise during the teaching process, and the degree to which the materials are successful. On the other hand, summative evaluation focuses primarily on student who will

give feedback on the course, and what they need to do to achieve language competency. For the latter, Richard (2001) stated that the outsiders are those who are not enrolled in the course .In other words, outsiders who are not directly involved in the context of teaching and learning like consulters, inspectors, and administers. According to Richard (2001), they supplement the teachers perception of what happened in a course with dependent observation and opinion.

9. Approaches to Textbook Evaluation
9.1 The Impressionistic Approach

"The impressionistic approach is characterized by its receptive nature in that all what is worthy and interesting is the most important. It tends to get an overview of the coursebook's possibilities, strength and weaknesses without omissions in the coursebook's" (Cunningsworth, 1995 p. 2-3). This approach to evaluation tries to find out what it calls " what the books say about themselves". Impressionistic evaluation takes into account the textbook's principal goals, intended audience, competency level, content of use, layout, and any potential cultural bias. Other scholars introduce the impressionistic approach initial evaluation, or CATLYST for short. The initial letters of the acronym stand for: Communicative, Aims, Teachability, Available Adds- on, Level, your impression, Student, Tries to tested, As its name suggests, the impressionistic approach gives us the general introduction to the coursebook in the sense that it helps us to form a general impression for a coursebook fairly and quickly.

9.2 In- Depth Approach

This approach is a detailed examination of the textbook as the title suggests. Ideally, the evaluator needs to examine just one or two textbook units/chapters. According to Cunningsworth (1995), the in- depth approach is by its very nature an active approach. It provides a thorough analysis of the textbook, paying particular attention to the sections that address the needs of the students. All of this is done to determine whether or not teachers should

continue using the textbook and how appropriate it is. Nevertheless, there are many disadvantages to use this method: it takes a lot of time and requires specialized expertise; selected units could not be representative of the entire book, providing just a partial assessment (Mc. Grath, 2002).

9.3 Checklist Approach

"[Evaluation of textbook] is fundamentally a subjective rule of thumb activity, and that no neat formula, grid or system will ever produce a definite yardstick …" (Sheldon 1988, p145). It means that the evaluation of the textbook is subjective, and no one set of criteria is appropriate in every situation. Consequently, numerous scholars within the domain established their own criteria against which textbooks are assessed. Sheldon (1988), Skierso (1991), Cunningsworth (1995), Ur (1996), Brown (2001), Mc Donough and Shaw (2003), and the last but not the least Litz (2005) used the checklist-based approach in evaluating ELT textbook.

9.3.1 Definition of Checklist

According to **Stufflebeam** (2000), the checklist is " valuable evaluation devices when carefully developed, validated, and applied. A sound evaluation checklist clarifies the criteria that at least should be considered when evaluation somethings in a particular area; aids the evaluator not to forget important criteria; an enhances the assessment's objectivity, credibility, and reproducibility ". The checklist is used as a tool for material evaluation or selection on internal criteria of textbook itself. Byrd (2001 ; p.416) maintained that " checklist method is systematic in the way that the criteria on the list are checked off in a certain order." According to McGrath (2002), checklists are economical and efficient, allowing for the quick collection of date while ensuring that all factors deemed significant are taken into account. Additionally, checklist can offer a standard structure for making decisions.

9.3.2 Models of Checklists

Checklists are a method that several researchers have created to assess the value of textbooks. A few of those checklists will be taken into account, Sheldon's checklist, Skierso's checklist, Cunningsworth's checklist, Ur's checklist, and Litz's checklist.

9.3.2.1 Sheldon's Checklist

Sheldon (1988) introduced a checklist that contains two main categories: factual details and factors. The factual details includes the textbook's title, author, publisher, price, level, physical size, length, target skills, target learners, and target teachers. Some of the factors involved that are of interest to the study are:

a) **Rationale**

This factor considered some question:

- Why was the book written in the first place, and what gaps is it intended to fill?

- Are you given information about the needs analysis or classroom piloting that were undertaken ?

- Are the objectives spelt out?

b) **User's definition**

- Is there a clear specification of the target age range, culture, assumed background, probable learning preferences, and educational expectation?

- Are entry / exit language levels precisely defined, e.g. by refernational "Standards" such as the **ETLS** , **ACTEL** or **Council** of **Europe** scales, a by reference to local or country specific examination requirement ?

- In case of an ESP textbook, what degree of specialist knowledge is assumed (of both learners and teachers)?

c) **Accessibility**

- Is the material clearly organized?

- Can the student find his or her location in the material at any point i.e. is it possible to have a clear view of the progress made, and how much still needs to be covered?

- Are there indexes, vocabulary lists, section heading, and other methods of signposting the content that allow the student to use the material easily , especially for revision or self- study proposes?

- Is the learner (as opposed to the teacher) given clear advice about how the book and its content could be most effectively exposed?

d) Authenticity

- Is the content obviously realistic, being taken from L1 not initially intended for ELT purposes?

- Do the tasks exploit language in a communication or " real- world" way?

- If not are the texts unacceptably simplified or artificial (for instance, in the use of whole – sentence dialogue)?

e) Selection and grading

- Does the introducing practice, and recycling of new linguistic items seen to be shallowed deep enough for students?

- Is there a discernable system at work in the selection and grading of these items?

- Is the linguistic inventory presented appropriate for your purposes, bearing in mind the L1 back ground (s) of your learners?

f) Flexibility

- Can the book accommodate the practical constraints with which you must deal, or are assumptions made about such things as the availability of classroom audio-visual equipment, pictorial material, class size, and classroom geography; does the material make too many demands on teacher's preparation time and students homework time?

- Is there a full range of supplementary aids available?

g) Guidance

- Are the teachers notes useful and explicit?

- Are there advices about how to supplement the course book, or to present the lessons in different ways?

- Has there been an inordinate delay between the publication of the students and teachers books which has meant that teachers have had to find for themselves in exploiting the material?

9.3.2.2   Skierso's Checklist

A fifty -nine- criteria checklist divided into six categories was created by Skierso (1991). Some of the categories are as follows:

- **Bibliographical Data** contains:
  - Author qualifications.

  - Availability of accompanying materials.

  - Completeness.

  - Quality of supplementary materials.

- **Aims and goals**
  - Targeted pupils' specification.

  - Matching to pupils needs.

  - Matching to syllabus requirements.

  - Compliance with overall educational concerns.

  - Feasibility.

- **Exercises and activities**
  - Effectiveness

  - Sequencing toward communication.

- Meaningful communication.

- Satisfaction of syllabus objectives.

- Fulfillment of student objectives.

9.3.2.3 Ur's Checklist

Ur (1996) established criteria for evaluating textbooks that sought to determine whether the following were present:

a) Objectives are clearly defined and carried out in the content.

b) Relevant visual resources are provided.

c) Interesting topics and tasks are available.

d) Topics and tasks are varied to address learners level styles and interests.

e) There is a systematic coverage of syllabus.

f) Instructions are clear or not.

g) Content I clearly organized and graded (sequenced by difficulty).

h) A goof pronunciation explanation and practice are taken into account.

i) Teachers are guided.

9.3.2.4 Litz's checklist

Litz (**2005**) proposed seven criteria as follows:

a) **Practical considerations**
- The price of the textbook is reasonable.

- The textbook is easily accessible.

b) **Layout and design**
- The layout and design is appropriate and clear.

- The textbook is organized effectively.

c) Activities

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

- Promotion of communicative and meaningful practice.

- Balance between individual / pair and group work.

- Promotion of creative, original, and independent responses.

- Realistic and motivating contexts for grammar and vocabulary points.

d) Subjects and contents

- Subject and content relevant to learners needs.

- Subject and content is realistic.

- Subject and content is interesting, challenging and motivating.

- Sufficient variety in the subject and content.

- Materials are culturally unbiased and do not negative strategies.

- The materials include and focus on the skills that the learner need to practice.

- The materials provide an appropriate balance of the four language skills.

- The textbook pays attention to sub-skills -i.e. Listening for gist, course note-taking, skimming for information, etc.

e) Language type

- The language used in the textbook is authentic.

- The language used is at the right level for learner current English ability.

- The language represents a diverse range of registers and accents.

- The grammar points were presented with brief and easy examples and explanations.

f) Overall consensus

- The textbook raises the learner interest in further English language study.

- The learner would choose to study the textbook again.

9.3.2.5 Cunningsworth's Checklist

Cunningsworth (1995) proposes an evaluation framework. Among its criteria are the following:

a) **Aims and approaches**

- Do the aims of the course book correspond closely with the aims of the teaching program and with the need of the learners?

- Is the course book suited to the teaching / learning situation?

b) **Language content**

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

- Does the course book deal with the structuring and conventions of language use above the sentence level?

Section two: Pronunciation

Introduction

Language is mainly a means of communication between human beings. Communication is primarily speaking and listening before reading and writing. Hence, people cannot communicate with the language if they cannot play with it's words fluently. So, you can not say that your language is good until you reach fluency and speak it naturally. The vocabulary that one knows is less effective when communicating without correct pronunciation (Brown, 2007).

1. Definition

Pronunciation refers to the way in which we speak the words. It is the production of sounds that we use to make meanings. It involves attention to the particular sounds of language (Roach ,2000). Cook states that pronunciation is a set of habits of producing a sound. The habit of

producing a sound is acquired by repeating it over and over and by correcting it when it is mispronounced (2008). It is the form in which the elementary symbols of language, speech sounds or segmental phonemes, appear and are arranged in pitch patterns, duration and loudness. In the simplest model of the communication process in language, English pronunciation is one of the most difficult skills to acquire and learners have to spend a lot of time to improve their pronunciation (Gracia,2000) Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly speak RP (Received Pronunciation), which is an accent often used on the BBC and other media and in some course materials for language learners, but it is common to hear a variety of regional accents of English used across the world (Cambridge dictionary,2003).

2. Phonetic and Phonology

Phonetics" is the study of how sounds are produced and how the position of the mouth can be changed to produce different sounds" (Avery and Ehrlich ,1992). According to Hayes (2009), phonology is a subfield in linguistics which deals with the cognitive and abstract aspects of speech sounds in a specific language. It includes the organization of sounds into phonemes, their distribution and the rules which govern their alternation and combination. It is the systematic organization of speech sounds in language. The latter is concerned with the structures that govern the sound system of a particular language including phonemes, phonological rules ,allophones...etc .Chomsky and Halle state that "phonology is the study of the sound systems of languages, or more specifically of the abstract cognitive aspect of the sounds within a particular language" (Goldsmith,1990).

3. Pronunciation Features

Segmental and suprasegmental features are two areas in the pronunciation of English which need to be highlighted. Segmental features In linguistics refer to the individual speech sounds that make up spoken language. Segments are minimal units known also as phonemes. A segment in word can be substituted by another and can construct a different word ."any pair of words that differ by one segment only is called a minimal pair (Poole,1999, p.41). Segments in English consist of vowels and consonants. Vowels are speech sounds produced with an open vocal tract where the air flows freely without any obstruction. They are characterized by the vibration of the vocal cords. Vowels play a very significant role in building blocks of words in spoken languages and in the syllable structure. They fall into three categories: simple vowels (single sound) e.g. (a), diphthongs (a glide of two vowels) such as (ei) (ai) and the third one is thriphongs (glide of diphthongs and the shwa sound), for example (aia). In Englich, there are 12 simple vowel phonemes and 8 diphthongs (Poole,1999, p, 60). A consonant is a speech sound produced when the air flow restricted in the vocal tract ,with articulators like the lips, tongue, teeth,....etc .It involves some degree of closure. Various articulatory features contribute in the classification of consonants for example place of articulation ,and manner of articulation. There are 24 consonant phonemes in English which can be categorized into :(4) approximants (L,r,w,j,), 2 africates (tz,DZ),6 oral stops (p,b,t,d,k,g,) 3 nasals stops and 9 affricatives(f,v,s,z,s,3,ø,ā,h). Suprasegmental features in linguistics refers to the aspect of speech that extends beyond individual segments, such as, stress intonation, rhythm, ...etc. A suprasegmental feature is a phonological element whose domain is larger than a single segment and whose phonetic realization can only be described by reference to adjoining domains in the same utterance "(Trask ,1996,p,343). Among them we mention the following:

Rhythm: in the language context, rhythm refers to the patterns of stressed and unstressed syllables in speech, music ,poetry, and which creates a sense of timing ,and movement. The latter includes the alteration of weak and strong beats (Roach ,2009).

Sentence Stress: Refers to the focus placed on some syllables in a sentence to convey meaning, contrast, ...etc. It involves promoting certain syllables with greater pitch and force. It helps the audience understand the intended (hidden) meaning, and differentiate between sentence elements. It refers also to the different stressed elements of each sentence. (celce-muricia, Brinton, &Good ,win1996,p,152) . Stress in English sentences usually falls on: nouns, verbs ,adverbs, adjectives, question words and demonstratives. Function, words like auxiliaries, prepositions, articles. (Avery and ehrlich,1992). A word that consists of more than one syllable is known as a polysyllabic word, certain syllable will receive a higher degree of stress .Stressed syllables are produced with a stronger burst in initiatory energy. That energy leads to greater loudness .(Giegerich,1992).

Intonation : refers to the diversity in stress ,pitch, and rhythm patterns within spoken language .It plays an important role in conveying emotions and attitude ,while communicating. The latter involves the falling and the rising patterns in speech which can end up with different types of sentences such as comments , statements, questions,.....etc. It helps also in constructing discours (Brazil ,1997).

4. The importance of Pronunciation and Pronunciation Teaching

Pronunciation plays an important role in every day communication. Clear pronunciation leads to understanding and clarity between speakers, however mispronunciation can lead to misunderstanding and confusion in professional settings. In addition, mastering pronunciation is very important for building rapport in different contexts: personal, professional, academic...etc. Moreover, teaching pronunciation helps develop effective communication

skills. According to many researchers , emphasizing on pronunciation ameliorate language learners' overall confidence and proficiency, in the sense that pronunciation instruction improves learners' ability to be understood by native speakers .Moreover, mastering pronunciation earlier helps to prevent fossilization of errors, and build higher levels of fluency. In a nutshell incorporating pronunciation teaching in language instruction helps for more successful language acquisition outcomes (Brown, 2007).

5. What pronunciation Features to Teach?

In teaching pronunciation, a variation must be based on the language specific features. First, syllable structure and rhythm by explaining any rules for syllable structure which reflects the overall flow of speech. Second, stress and intonation by teaching intonation and stress patterns of language, which can change the meaning of words and sentences. In addition, linking and reduction by teaching how words are linked together and how sounds may be reduced in connected speech. Phonemes by teaching language sounds focusing on those which are different from the native language of the learner involving consonant and vowels and any unique sounds. Next, Accentuation by shedding light on any rules for accentuation such as pitch accent, word stress patterns …etc to help the learner sound more natural. Furthermore, Practice listening by providing a lot of listening practices in order to help the learner ameliorate their language sounds and combination. Moreover, correction and feedback: by offering correction and feedback in pronunciation errors to help the learners ameliorate their naturalness and accuracy.. Finally, learners can enhance and improve their pronunciation and sound more fluent in the language, in addition to reach accuracy by focusing on these features (Ladefoged and Johnson, 2010).

6. Most Prominent Language Teaching Approaches and Pronunciation

Language teaching styles have been changed over time, and the same is holds true for teaching pronunciation, which has been considered later extremely important, while it was previously given less attention. Recently, the focus in pronunciation teaching has been extremely on producing individual words and sounds correctly; not too much attention was given to the suprasegmental features of the language (Yoshida, 2016). Vocabulary and grammar were the most prominent aspect concerning foreign language teaching in the early centuries, whereas, teaching pronunciation was neglected. According to Celce-Muricia, Brinton and Goodwin (1996),because most language teachers understand grammar and vocabulary much better than pronunciation "Two general approaches to the teaching of pronunciation have been developed during this period known as the intuitive-imitative approach and the analytic linguistic approach. The intuitive _imitative approach was used before the late nineteenth century. According to Celce-Muricia, it depends on the learners ability to listen to and imitate the rhythms and sounds of the target language. The analytic _linguistic approach uses information and tools like phonetic alphabet and charts of the vocal apparatus. It emphasizes on the learners attention on the sounds and rhythm of the target language. This approach was not used to replace but rather to complement the intuitive imitative approach. The teaching of pronunciation was irrelevant in the field of foreign language teaching during the nineteenth century, under the influence of the grammar-translation method (Richard and Rodgers,2001). Foreign language teaching was not taught for everyday communication in this method. Pronunciation was not given attention and the speaking skills were not neglected. In the mid nineteenth century, and as a reaction to the grammar_ translation method, an opposition emerged due to the increased opportunities of communication. The Grammar_ translation method was rejected, and this rejection was followed by several efforts that worked towards reforming the teaching of foreign languages

(Richard and Rodger, 2001,p.11). By the end of the nineteenth century, teaching oral language skills started. In this method, pronunciation is taught through initiation and imitation. Students imitate a model which is the teacher and do their best to approximate the model through imitation and repetition. In the early part of the nineteenth century the direct method was declined (Richard and Rodgers,2002,p.13). By world war two, teaching pronunciation was given a second wind. The need for oral communication and proficiency was rather urgent which resulted in the appearance of the audiolingual approach in the situational language teaching in Britain. Much attention was given to spoken language, emphasizing listening and speaking from the early stages of learning via using drills and dialogues and corrective feedback. In the 1960s, pronunciation teaching gained much attention with the development of the cognitive approach. In the following period some changes were witnessed in the area of pronunciation teaching. This change leads to the appearance of two methods in 1970s : community language learning and the silent way.

Celce -Muricia et al (1996,p.6)noted that the silent way stressed the production of structures and sounds of the target language from the initial stage of instruction, like audiolingualism. However, learners 'attention was focused on individual combinations of words in phrases, stress and how they shape the production of an utterance without phonetic alphabet learning. On the other hand, community language learning was initiative and intuitive in its approach to pronunciation, like the direct method. During the same period other approaches such a,s the naturalistic method (total physical response and natural approach) have emerged. It does not give it priority but considered it as a natural outcome of learners' attempt to establish communication. In 1980s, the advent of the communicative approach brought "a reward urgency to the teaching of pronunciation "(Celce Murucia et al1996,p.7).With the appearance of The communicative approach, which emphasized language as communication, the focus on pronunciation in the context of discourse started to be advocated (Pennington and

Richards,1986,p207). This approach did not establish a set of strategies to approach communicative pronunciation teaching.as long as it brought pronunciation back to focus. So, teaching pronunciation remained problematic.

7. Communicative Language Teaching Approach

Communicative language approach is very significant in pronunciation teaching. It focused on pragmatic authentic and functional use of the language for meaningful purposes. The latter it is not a method; it rather   an approach for teaching in which language learning means how to communicate effectively in the world outside the classroom (Lindsay and knight ,2006). According to this approach, problems in oral communication will face non native speakers of English if they do not acquire the minimum level of intelligible pronunciation no matter how they master the two types of the language vocabulary and grammar. So, the communicative language approach deals with the basics of the language, of course by, teaching vowels and consonant sounds of the language and after that teaching connected speech. The latter is an approach to language teaching which assures the use of authentic language in meaningful communication. It focuses on the students 'ability to communicate effectively in life situation not just on linguistic accuracy. It helps also for developing communicative competence, including the capacity to use language appropriately in various contexts (Richard and Rodgers 2001).

7.1. Community Language Learning

In community language learning, several techniques and tools are used for treating pronunciation. The human computer technique, which allows the student to initiate pronunciation practice by deciding the amount of repetition needed and selecting the items to practice. It gives no overt correction for pronunciation. And the audiotape recorder which provides a way for student to distance themselves for what was said not only captures what is

said in the student generated utterances so that they can compare their pronunciation with that of the councilor (Curran,1976).

8. Competency Based Language Teaching

It is an approach to language instruction which focuses on ameliorating and enhancing the ability of learners to perform specific language tasks or functions. The latter identifies a set of language competencies and objectives that learners need to achieve (Richards and Rodgers,2014).

8.1. The Curriculum

The term curriculum originated rom the Latin word "currere" which means to Travers or to run ".It refers to a systematic plan for organizing and delivering instruction. This definition draws from different educational theorists such as Ralph Tylerwho ensure the importance of clear objectives and constancy. It involves the subject taught, assessment strategies, instructional methods, materials and learning objectives used within an educational program or course (Tyler,1947). According to Nunan (1990), "curriculum is concerned with the planning, implementation, evaluation, management and administration of education programs"(p,8). Kelly (1999) distinguishes the wide scope of curriculum and states that: any definition of curriculum if it is to be practically effective and productive must offer more than a statement about the knowledge content or merely the subjects which schooling is to teach "or to transmit". It must go far beyond this to provide explanation and indeed a justification of the purposes of such transmission and explanation of the effects that exposure to such knowledge and such subjects is likely to have or is intended to have on its recipients. Robinson (1999) assumes that "a curriculum involves the purposes, content processes, resources, and evaluation of all the learning experiences pupils undergo both in and out of the school and related programs. Still carter and Nunan (2001) define curriculum as involving "the aims, content methodology and

evaluation procedures of a particular subject taught in a particular situation or school system"
(p.21). According to all the previous definitions, curriculum involves the implementation,
planning, and evaluation of all the learning experiences of learners.

8.2. The Syllabus

It is an outline of the content and structure of a course. It includes the topics covered, the
assignments, grading criteria and other relevant information. It supplies a map for both
instructors and students to lead the course successfully (Brown ,1995). White state in a
direction that is drawn in Britain, syllabus refers to the totality of content to be realized within
one school or educational system. In USA the curriculum tend to be synonymous with "syllabus
"in the British sense(white,1988,p.4). According to Nunan, two views of syllabus design seem
to prevail; a broad one and a narrow one. The broad view extends syllabus design to
methodology. It means learning activities and tasks discount the distinction between
methodology and syllabus design. However, the narrow view of the syllabus is limited to the
statement of selecting and grading content in addition to learning objectives. (Nunan,1990).

8.3. Learning Objectives

They are specific statements which are used to articulate what learners should understand,
know ,and be able to do after completing a program or learning activity. Three terms are used
to refer to the more general term of objectives which are goals,aims and specific objectives.
(Cagné et al ,2005).

Goals: are hypotheses of things learners will be able to do at the end of a learning sequence.
They are statements of the intended general outcome of an instructional program.
(Taylor,1949).

Aims: it is a general statement which attempts to give both direction and shape to a set of more
detailed intentions for the future.(Ornestein and Hunkins,2013)

Objectives: Helps describe what students will think, feel or act at the end of a learning experience. It is a statement of one of several specific achievements which contribute to the attainment of the goal and several specific purposes (Mager ,1997).

8.4. Characteristics of Clear Objectives

A clear statement of the objectives has three essential characteristics to insure them, Conditions, criterion, and behavior. First, the conditions under which the learner will be expected to perform in the evaluation situation which references, tools or other aids will be provided (Cagné at al, 2005). Second, criterion which is an objective must make it clear how well a learner must perform to be judged. That can be made with a statement that indicates a degree of accuracy, quantity, ...etc (Marzno,2001). Finally, Behavior which is an objective that should describe the competency to be learned in the performance terms the selection of verbs is very essential here. The verb used in stating an objective should identify observable student behavior (Mager,1997).

8.5. Blooms Taxonomy

Bloom's Taxonomy is a hierarchical framework developed by Benjamin Bloom and other colleagues used for classification of educational learning objectives into levels of complexity and specificity. It was created by Benjamin Bloom in 1956 and revised later on 2000. The taxonomy is divided into three domains: cognitive, affective, and psychomotor. The cognitive domain is the most widely used and is divided into six levels, which describe the advancement of learning from basic knowledge to higher-order thinking skills (Anderson,2001).

Original Bloom's Taxonomy (1956) contains six levels: First, knowledge by recalling facts and basic concepts. Second, comprehension by understanding the meaning of information. Third, application by using information in new situations. Firth, analysis by breaking information into

parts to understand it better. Fifth, Synthesis by Combining parts to create something new. Finally, evaluation by Judging the value of information or ideas.

Revised Bloom's Taxonomy (2001): The revised version by Anderson and Krathwohl renamed some of the levels Remembering to retrieve knowledge from long-term memory. Understanding to construct meaning from instructional messages. Applying: using a procedure in a specific situation. Analyzin: to break the whole into parts and understand its structure. Evaluating: to make judgments based on standards. Creating Putting elements together to form a coherent sentence (Anderson,2001).

9. Competency Based Approach

It is structured around particular competencies and skills which the learner should acquire .The latter does not focus only on knowledge application, but rather on practical application. According to Grounlnd (2006). It means the skills that student's are expected to acquire by the end of a course rather than a set curriculum. The teacher may ask his/her student to submit a video. These types of assessment helps students in their understanding and comprehension of the subject which is the basic for competency based learning. The Competency- based approach has many synonymous terms, like competency education, proficiency-based learning mastery based learning, and performance based learning. Competency based education is based on a series of the outcomes that are derived from the analyses of the task in real-life situations. Aurebeach (1986) lists the essential features of the CBA focusing on successful functioning in society . the aim is to help students to become independent and responsible about their education. Outcomes which are made explicit a priori. Outcomes which are made by both the teacher and the learner. To start with task performance-centered orientation what students can do as a result of instruction. The focus is on behavior rather than knowledge. Then a focus on life skills rather than teaching language in isolation. In addition, modularized instruction here

objectives are broken into continuous and ongoing assessment. Assessment plays a major role in CBA implementation which is considered in ongoing instruction not just in exams. Besides, Individualized, student-centered instruction. Pace, level objectives in context are defined in terms of individual needs. In developing curricula prior learning and achievement are taken into consideration. According to Amezian et a,l there are additional characteristics that are relevant to this approach in addition to the ones mentioned previously. It is an action oriented which helps the learners in real life situation to become effective users. Also, It is a problem-solving approach since it puts the learners in situations where they check their capacity to overcome obstacles. It makes learners learn by doing. It is social constructivist, here it is maintained that social interaction with other people is helpful for acquiring learning. So the process of learning is concerned as a creative use of newly constructive knowledge through social interaction not just transmitting predetermined knowledge and know how to reproduce it in vitro (Aurebeach,1990).

The Algerian educational system uses this approach for teaching English and all the other remaining subjects.

10.Pronunciation Listening Activities

In my book of English There is a section called my phonic which aims for training the learner to pronounce in a correct way, and distinguish between different spellings and sounds.

Different types of activities contribute in building pronunciation like listening.

Listening: is a very significant activity in the process of acquiring pronunciation. Furthermore, learners will be provided with models for imitation and identifying English sounds through extensive exposure to English spoken examples. In addition to that learners will be motivated and their imagination will be fostered due to the used pictures associated with pronunciation

tasks. They are not always functional: for example, using flowers to represent the sounds in some tasks is not useful since they do not reflect the situation.

·Concerning the speaking skill, there is no a specific section for teaching this skill. learners learnt to speak by a set of tasks, such as dialogue, role plays, communication activities....etc. The role of these tasks is to help the learner to communicate using the language.

Conclusion

In this chapter we, have tried to tackle the most prominent aspects that can help us in the process of evaluating third year primary school textbook in terms of pronunciation content. We have attempted to cast light on the process of textbook evaluation as a whole, as well as providing a general overview about pronunciation.

Chapter two

Fieldwork

Introduction

Since textbooks are an essential component of teaching/learning, and no textbooks can fully satisfy the teaching requirement in all contexts, is important to subject the textbooks in use to evaluation in order to assess their suitability and relevance for a particular group of learners. The second chapter represents the practical part of the present dissertation. The aim of this chapter is to describe the collected data required to evaluate the effectiveness of third-year primary school textbook in term of pronunciation content in order to answer our research questions. The description of the methodology will take up the first section. It will cover the participants and data collection method (teachers' questionnaire and evaluation checklist). The results of both tools are presented in the second section, along with a general discussion of the findings.

1. Research Methodology

The present research is conducted in attempt to evaluate "My book of English" textbook, being used at the primary school in response to the new ministerial decision to introduce the English Language as a subject at the elementary level. To carry out this study, both quantitative and qualitative approaches represented in the use of questionnaire and checklist, are used. A questionnaire was used for getting the views of teachers towards this textbook in terms of pronunciation content in order to gain insight into the elements of the evaluation checklist and to help answer the research questions. The second method employed was content analysis. In this regard, a checklist was prepared and the textbook was analyzed against it. The findings of the two types of data were analyzed and on their basis interpretations, finding and recommendations have been presented.

1.1. Participants

This study aims to measure the effectiveness and suitability of third-year primary school textbook of English. Therefore, the participants consist of fourteen (14) teachers of English at fourteen separate primary schools in Mila. Five teachers were asked to help our study by filling the evaluation checklist. The other nine teachers were asked to answer the questionnaire. The participating teachers were randomly selected from different cities in the state of Mila.

1.2. Research Means

The present study uses two main data collection tools, namely, a questionnaire and an evaluation checklist.

1.2.1. The Questionnaire

1.2.1.1. Description Of The Questionnaire

For the purpose of evaluating the third-year primary school textbook in terms of its pronunciation content, a questionnaire with the teachers of English in nine (09) primary schools has been used. The questionnaire starts with a small introduction that presents the aim of the study. It contains twenty-four (24) questions divided between close-ended and open-ended questions. The questionnaire consists of three sections: general information, general textbook evaluation, and the evaluation of pronunciation. The first section is made up of seven (07) questions aimed at accumulating general information, like teachers' highest degree obtained, their experience in teaching, the number of pupils in the classroom…The second section covers nine (9) questions which are concerned with the teachers' general evaluation of the textbook. The third section, which represents the core of our study and is entitled "Detailed evaluation of textbook pronunciation content", covers eight (8) questions. Those questions aim to collect information about extent to which the textbook is effective in terms of pronunciation content as far as teachers are concerning. In the last question in this section, teachers are asked to provide their opinions and suggestions for the improvement and the betterment of the textbook in terms of pronunciation.

1.2.1.2. Analysis and Interpretation of The Questionnaire

Section one: General Information

Q1: What is your highest degree?

Table 01: Academic Degrees Held by Teachers

Teachers' graduation	Participants	Percentages ⁒
Bachelor's degree (four years +license)	3	33 ⁒
Bachelor's degree (LMD License)	1	11 ⁒
Master's PhD	5	55 ⁒
Total	9	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, so this question aims to know the teachers' highest degree of education. The result shows that **55⁒** of the targeted population has PhD Master and **33⁒** of the teachers have a Bachelor's degree (four years +license). Only **11⁒** of teachers have Bachelor's degree LMD License.

Q2: How long have you been teaching English?

Table 2: Teachers' Teaching Experience.

response	Participants	Percentage ⁒
Less than 5 years	8	89 ⁒
More than 5 years	0	0 ⁒
Ten years	1	11 ⁒
Total	9	100 ⁒

This question is intended for gathering data about teachers' experience in teaching English because experience can make a difference as to how a teacher may use a textbook. The table says that the majority of the respondents (89⁒) have less than 5 years' experience in teaching.

Q3: what level have you taught?

The aim behind this question is to know the level of expertise of teachers in the field. According to their answers, it seems that six teachers are new in the field: they have taught third year and fourth year in the primary school level. The other remaining teachers have taught in different levels starting from primary, middle, to secondary school which means that they have expertise in the domain.

Q4: How many pupils do you have in the class?

Table 3: The Number of the Pupils in the Class:

Response	Participants	Percentage ∕.
[20- 24]	1	11 ∕.
[25 – 30]	6	67 ∕.
[31 - 40]	2	22 ∕.

Table 3 reveals that the number of pupils within most of the classes is average and the highest percentage of pupils is the category between 25 and 30 which represent 67 ∕.. Generally, it means that the classes are suitable for both the teachers and learners to work.

Q5: which of the following aspects is difficult to teach?

Table 4: The difficult Aspect of Language to Teach?

Aspects	Participants	Percentage ∕.
Grammar	3	33∕.
Vocabulary	0	0∕.
Pronunciation	6	67∕.
Total	9	100∕.

This question seeks to know which of the aforementioned aspects of English Language is most difficult to teach. The table 4 shows that pronunciation is considered by most teachers to be the most difficult aspect to teach. 67∕. of the teachers stated that pronunciation is the most

difficult to teach, while 33٪ of respondents said that teaching grammar is the most difficult to be taught.

Q6: In your opinion, what is the most significant aspect of the English Language to teach in third year classroom and why?

In this question, teachers were asked to give their expertise in the domain about the most significant aspect of English Language to be taught. Amongst the teachers we asked, four teachers claimed that the most significant aspect to be taught is pronunciation since it is the key of communication. The main goal of the third-year primary school textbook is to enable the learner to speak the English Language, even if to a small extent only, and this is present on the last page of the textbook as a slogan "wow! we speak English now!". Three teachers answered that it is vocabulary. Teachers who stated that vocabulary is the most significant aspect to be taught claim that the third-year primary school pupils in this stage they should learn basic and easy terms in order to use them in the future. Only two teachers did answer that it was grammar. The two teachers started that grammar is the most important aspect to be taught, in the sense that grammar rules provide the structural framework for language. According to teachers answers pronunciation and vocabulary are the most important aspects to teach. However, grammar was ranked less important.

Q7: What is the most appropriate language level for starting pronunciation teaching?

Table5: Suitable Level for Starting Pronunciation Teaching.

Response	Participants	Percentage ٪
Beginners	8	89 ٪
Intermediate	1	11 ٪
Advanced	0	0 ٪
Total	9	100 ٪

The aim behind this question is to know the suitable level for introducing pronunciation. According to the results shown on the table 5 above, 89% from the targeted population claims that the suitable level for starting pronunciation teaching is from the start while 11% from them think that it is the intermediate level. So, introducing pronunciation in third -year primary school is suitable.

Section two: General evaluation of the textbook.

Q8: to what extent are you satisfied with the English third year primary school textbook?

Table 6: Teachers' Overall Impression of "My book of English".

Response	Participants	Percentage%
Extremely	2	22%
Significantly	1	11%
Moderately	6	67%
Not at all	0	0%
Total	9	100%

This question was addressed to know teacher's level of satisfaction with the textbook. Table 6 indicates that 67% of the teachers are moderately satisfied with "My book of English". It means that over half of the percentage of the teachers are moderately satisfied with it. Only 22% of the respondents are extremely satisfied with the book. This implies that the majority of third year primary school teachers are moderately satisfied with the book.

Q9: to what extent do you think your pupils find the textbook interesting?

Table 7: Learners' Evaluation of the Textbook?

Response	Participants	Percentage %
Extremely	0	0%

Significantly	3	**33**⁒
Moderately	6	**67**⁒
Not at all	0	**0**⁒
Total	9	**100**⁒

The results reveal that the majority of the teachers stated that more than half of the percentage choose Moderately (67⁒), while 33⁒ of the teachers thought that the textbook was significantly interesting. That is to say, that most of the pupils are moderately satisfied with their textbook from the teachers perspectives.

Q10: Are the textbook topics well-aligned with the different interests and personalities?

Table 8: Topic Content in the Textbook.

Response	**Participants**	**Percentage**⁒
Yes	8	**89**⁒
No	0	**0**⁒
Not all of them	1	**11**⁒
Total	9	**100**⁒

This question was given to investigate whether or not the topics of My book of English are well-aligned with the different interests and personalities of pupils. The results show that 89⁒ of the teachers claim that the textbook topics are well-aligned with the different interests and personalities. Only, 11⁒ of the teachers said that not all of the topics are well-aligned with the different interests and personalities. So, the textbook topics are well-aligned with different interests and personalities of the pupils. According the majority of teachers, the textbook succussed in this side.

Q11: Is every lesson given an appropriate title?

Table 9: The Suitability of Lessons' Title.

Response	Participants	Percentage⁒
Yes	9	100⁒
No	0	0⁒
Not all of	0	0⁒
Total	9	100⁒

Table 9 expresses that all the teachers asked are satisfied with the titles given to each lesson. They said that every lesson is given an appropriate title.

Q12: Is the textbook clearly structured and sequence of the textbook?

Tabe 10: The Structure and Sequence of the Textbook.

Response	Participants	Percentage ⁒
Yes	9	100⁒
No	0	0⁒
Total	9	100⁒

The question was addressed to know teachers' impressions about the structure and sequence of the textbook. All the teachers (09) said that the textbook is clearly structured and sequenced.

Q13: Does the textbook help the teacher minimize their preparation time? If no, why?

Table 11: Textbook Aid for Teachers Preparation Time.

Response	Participants	percentage⁒
Yes	6	67⁒
No	3	33⁒
Total	9	100⁒

This question was addressed to know if the textbook help teachers in their preparation and it saves their time or not. The table 11 reveals that 67⅟ of the teachers claim that the textbook help them minimize their preparation time, whereas 33⅟ of the targeted population said that the textbook does not help them mainly for the reasons that it is not practical, does not provide guidance and the activities are not well-designed. They mostly depend on other sources to prepare lessons. So, it is time consuming.

Q14: Is the language used in the textbook authentic and understandable for third-year primary school pupils?

Table12: Language Authenticity and Understandability

Response	Participants	Percentage⅟
Yes	6	67⅟
No	3	33⅟
Total	9	100⅟

This question was addressed to know whether the language used in the textbook is authentic and understandable for third-year primary school pupils or not. Table (12) indicates that the majority of teachers agree with the authenticity and understandability of the textbook's language. Moreover, the percentage 33⅟ represents those teachers who claim the language used in the textbook lacks authenticity and is not understood by learners.

Q15: Are the listening, speaking, reading and writing activities suitable for the level of third year primary school pupils?

Table 13: The Suitability of the Activities to the Pupils' Level?

Response	Participants	Percentage⅟
Yes	7	78⅟
No	0	0⅟

Not all of them	2	**22⅟**
Total	9	**100⅟**

This question was asked to know whether or not the listening, speaking, writing, and reading activities are suitable for the 3rd year primary school pupils' level. The data provided in this table (12) states that 78⅟ of the teachers find that the activities of the textbook are appropriated to the pupils' level, while 22⅟ of the teachers claim that not all of the activities are suitable: they find that same of activities are beyond the level of their pupils.

Q16: Does the textbook fulfill the general objectives of teaching English?

Table 14: Teachers' Evaluation of the Objectives in the Textbook.

Response	**Participants**	**percentage⅟**
Yes	6	**67⅟**
No	3	**33⅟**
Total	9	**100⅟**

The aim behind addressing this question is to know the teachers' perspectives towards the objectives. The results are shown in the table above. The percentage 67⅟ represent the teachers who agree that the textbook fulfills the general objectives of English language instruction in Algeria. However, 33⅟ of them had a disagreement response.

Section three: Evaluation of pronunciation.

Q17: Which aspect of pronunciation should be in the textbook of third year primary school?

This question is considered as the drive of the present study. The aim of this question is to know which phonetic features ought to be in the textbook of third-year primary school. Teachers agreed that the learners are unfamiliar with the language let alone that they are of quite a young age. The phonetic aspects that should be included ought to familiarize the learners

with the basic of the new language. Therefore, teachers claim that third-year primary school textbook should involve individual language sounds (consonants and vowels). It should, likewise, cast light on the points that English letters do not always match the sounds in order to help pupils build inventories that will help them in the recognition of new sounds as well as interact in the language. It should also add some aspects of stress and intonation, but in implicit ways if possible.

Q18: What are the appropriate teaching pronunciation techniques for primary school learners?

The aim behind this question is to get an idea about what teachers think are the most appropriate pronunciation teaching techniques. The techniques that teachers think should be used to teach pronunciation are:

- Phonetic awareness and phonics. For example; Break down words into individual sounds (phonemes) and practice them separately. Also, use games that involve matching sounds to letters and words, helping pupils understand the relationship between spelling and pronunciation.
- Modeling and repetition are other techniques which are used in teaching pronunciation.
- Visual and auditory aids by using flash cards and audio recording.
- In addition, using songs, mouth movements and hand gestures. Finaly, they think also minimal pairs (e.g., "ship" vs. "Sheep") is an appropriate technique for teaching pronunciation to primary school learners.

Q19: Which suggested techniques in the course book do you use to teach pronunciation in class and why?

The purpose of the question is to know which technique the teachers actually use and why they have chosen that specific technique. Also, to gauge whether there's a common technique

teachers rely on or does each have one specific to his/her pupils. The majority of the teachers use drills and dialogues. However, each teacher has his/her own preferences. Six teachers said that they prefer to use dialogues and role plays. These techniques help in improving learners' likelihood to retain faster rather than when using other techniques. Three teachers along with their use of role plays and dialogues in the classroom. They also use songs and tongue twisters. Songs will develop in learners a sense of musical awareness while listening to the foreign language. And the tongue twisters will help pupils to pronounce the foreign language with the actual training of the vocals.

Q20: Do pupils have sufficient activities to practice the learned pronunciation?

Table 15: Sufficiency of the Pronunciation Items.

Response	Participants	Percentage ٪
Yes	3	33٪
No	6	67٪
Total	9	100٪

The aim behind this question is know whether the activities promoting pupils' performance in the language are enough or not. Table 14 reveals that 67٪ of the teachers claim that the textbook lacks activities that help pupils to practice the learned pronunciation items, while 33٪ of target population support the textbook activities, and they said they are enough for practice the learned items of pronunciation.

Q21: Are the materials used in the textbook enough for teaching pronunciation?

Table 16: Sufficiency of Materials

Response	Participants	Percentage
Yes	8	89
No	1	11
Total	9	100

The purpose behind using this question is to know if the materials specific to teach pronunciation are enough or do the teachers need to resort to extra materials other than the ones in the textbook. It is a modern requirement that language be supported by audios and audio-visual materials for authentic language exposure. As asserted by 89⁄ of the teachers, "My book of English" fulfils this requirement.

Q22: Are there specific objectives that are dedicated only to pronunciation?

Table17: Objectives of Pronunciation.

Response	Participants	Percentage⁄
Yes	8	89⁄
No	1	11⁄
Total	9	100⁄

The aim behind asking question is to get an idea about whether or not there are particular objectives that are dedicated only to pronounciation. According to the results shown on the table abovem, the majority of the teachers (89⁄) claim that there are specific objectives that are devoted only to teaching pronounciation to introduce the English language for them from the beginning so that they get the basics of speaking only. However, only 11% of the teachers asked disagree with the availability of specific objectives that are dedicated to pronounciation.

Q23: How much time is devoted for teaching pronunciation?

This question was used to know how much time is dedicated to teaching pronunciation. This depends on the teachers' focus on the linguistics resources for pronunciation, whether they integrate it into other competencies for pupils to practice or they focus on it as a sub competency. Among the teachers we have asked, six teachers claim that they dedicate a sequence directly because this type of course needs much time. Three other teachers state that they dedicate only from 20 to 30 seconds.

Q24: What changes do you suggest to be added to the textbook in relation to teaching pronunciation?

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

- Clearer and more authentic audios.

- More time allocation.

- More activities to practice the pronunciation items.

- More technology incorporation

- Introduce more interactive activities that engage pupils in hands-on pronunciation practice.

- Include more visual aids, such as diagram of mouth and tongue positions for producing specific sounds.

- Making four units instead of 06 units and giving chance to other lessons specialized in phonetics.

- Mainly the used language and spelling are British English and avoid some American English words.

- Create the English book activity for better practice.

1.2.1.3. The Discussion of The Questionnaire's Results.

The analysis of the questionnaire led do the unfolding of many facts about the value of the textbook of third-year primary school. First, in section one which is about the general information, it indicates that the majority of the teachers lack experience, because experience can make a difference as how a teacher may use a textbook and evaluate it. Also, the number of the pupils in the class in the region of Mila is suitable for using audio materials and practicing the pronunciation items. In addition, all the teachers' opinions were anonimous in saying that teaching pronunciation is essential and difficult at the same time for third-year primary school pupils. Second, in section two, which is about the general evaluation of the textbook, it becomes clear for us that the majority of the teachers are moderately satisfied with the textbook. It means that the textbooks succeed to some extent in some aspects, such as the alignment   textbook's topic with different interests and personalities of learners, the suitability of lessons title-it is clearly structured and sequenced, the authenticity and understandability of language, and the suitability of activities to the level of learners. Finally, in section three, which is about the evaluation of the pronunciation, it shows that the majority of the teachers claim that the textbook should include the individual language sounds (consonants and vowels); it should involve a maximum of English sounds. Also, the teacher should teach stress and intonation patterns implicitly through the practice. In addition, there are some effective techniques for teaching pronunciation items such as phonetic awareness, repetition, songs, games and   by using audiovisual materials. In this section also we notice that the activities for practice the learned pronunciation items are not enough, and they are not interesting and engaging to learners to some extent. The same thing for the materials of pronunciation although it is available, it is not of high quality. Another problem raised by the teachers is the lack of sufficient time for teaching pronunciation. According to the asked teachers, there are clear

statements of the objectives that are dedicated to pronunciation. Finally, this section concluded by some suggestions of the participants which are as the following:

- Include more interactive activities that engage pupils in hand - on pronunciation practice.

- Include more visual aids and clearer authentic audios.

- Provide more time.

- Make 04 units instead of 06 units and give chance to add another lessons specialized in phonetics.

- Mainly, the used language and spelling are British English and avoid some American English words.

- Create the English book activity for better practice.

- Include more or all the English sounds and teach stress and intonation implicitly.

1.2.2. The evaluation Checklist

1.2.2.1. The Description of The Checklist

In order to answer the research questions, a qualitative method was followed to develop the checklist and refine it. The developed checklist in this study is an adaptation following the principles set by many scholars. A checklist must be economical. It means it must be precise and short. Therefore, this checklist is composed of 26 items of evaluation. These 26 items were divided into 4 sections; General Attribute, Objectives and Materials, Learning and Teaching. The first section was divided into two parts; 1) Appearance/Layout (03 items), 2) the textbook in relation to the syllabus 02 items. The second section was divided also into 2 parts; 1) Objectives (06 items), 2) materials (03 items). The third and the last section is also divided into 3 parts; 1) Coverage of pronunciation 04 items, 2) Tasks and activities in relation to pronunciation (05 items),3) textbook package include (3 items).

1.2.2.2. The Analysis and Interpretation of The Checklist

In this section, teachers are asked either to **Strongly agree (S A)**, **Agree (A), Neutral (N), Disagree (D), Strongly disagree(S D)** with the corresponding statement.

1- **General Attribute**
a) **Appearance and Layout**

S1: **The cover is attractive and well designed. Hence, it easily attracts the learner's attention.**

Table18: Textbook Cover Attractiveness and Informativeness.

Response	Participants	Percentages
S A	0	0⁒
A	0	0⁒
N	1	20⁒
D	1	20⁒
S D	3	60⁒
total	5	100⁒

Because the cover is considered as the first thing which attracts the learners' attention, the cover of my book of English is the first thing to be investigated under appearance and layout. In the table above the percentage of 80% represent the teachers who disagree (20⁒ disagree and 60⁒ strongly disagree) with the textbook attractiveness and informativeness. 20% are neutral. Here, the cover design failed.

S2: **There are more enough white spaces to allow for concentration:**

Table19: The Availability of White Spaces.

Response	participants	Percentage
S A	3	60⁒

A	1	20⁒
N	1	20⁒
D	0	0⁒
S D	0	0⁒
total	5	100⁒

Leaving a sufficiency of white spaces through the pages of any Textbook is highly exhorted especialy for young learners since it helps for concentration. According to the percentages presented on the table it seems to us that the majority of the teachers (80%) showed positive impressions about it,wheras 20% are neutral.

S3: The font type and size are acceptable and convenient visually.

Table 20: The Fonts Acceptability:

Response	Participants	Percentage
S A	1	20⁒
A	3	60⁒
N	1	20⁒
D	0	0⁒
S D	0	0⁒
Total	5	100⁒

Another important item in the category of layout and design are fonts. They are essential for facilitating effective learning experiences. They contribute to clarity and learners' visual convenience. According to what is delivered on the table, the size and the fonts used are acceptable in the sense that 20% from the targeted population strongly agreed and 60% agreed. 20% of participants are neutral. This means that the item of font size is acceptable.

b) The textbook in relation to the syllabus:

S4: The textbook matches the specification in the syllabus in terms of pronunciation.

Table 21: Syllabus Aligned Textbook.

Response	Participants	Percentage
S A	0	0٪
A	3	60٪
N	0	0٪
D	2	40٪
S D	0	0٪
Total	5	100٪

Based on the percentages shown on the table; it seems that most teachers find the textbook to be aligned with the syllabus. A totality of 60% teachers agree with the alignment of the textbook with the syllabus with clear explanations and exercises that are mostly appropriate. However, just 40% of them disagree.

S5: The textbook has a complet and detailed table of content including the items of pronunciation of each sequence.

Table 22: The Availability of Complet and Detailed Table of Content Including the Items of Pronunciation in Each Sequence.

Response	Participants	Percentage٪
S A	0	0٪
A	0	0٪
N	0	0٪
D	2	40٪
S D	3	60٪
Total	5	100٪

The table of content in any book serves as the compas that facilitates navigation through its pages and "My book of English" has one. All the teachers are disagree with the existence of a table of content including pronunciation items in each sequence in "My book of English".

2- Objectives and Materials
a) Objectives

S6: The textbook includes clear and specific pronunciation objectives

Table23: The Clear and Specific Pronunciation Objectives

Response	Participants	Percentage ⁒
S A	2	40⁒
A	2	40⁒
N	0	0⁒
D	1	20⁒
S D	0	0⁒
Total	5	100⁒

Any study will be ineffective if the textbook is not clear and specific about the objectives, and aims that learners will be able to achieve through studying it. According to the results presented in the table above, My Book of English provides a clear and specific pronunciation objectives as responded by 80% (agreeing and strongly agreeing teachers.)

S7: The textbook objectives match the syllabus in terms of pronunciation

Table 24: The Alignment of Textbook with what is Outlined with the Syllabus for Pronunciation.

Response	Participants	Percentage⁒
S A	0	0⁒
A	3	60⁒

N	0	0⁒
D	2	40⁒
S D	0	0⁒
Total	5	100⁒

Opinions of teachers may vary, but generally textbooks for third year primary school should align with the syllabus for pronunciation. However, the effectiveness of alignment could depend on factors, such as the students needs, teaching methods, and specific curriculum. 60% from the sample we have asked find that the textbook adequately covers pronunciation topics outlined in the syllabus, while 40% of teachers are disagree.

S8:The objectives of the textbook are presented in the pronunciation exercises

Table25: The Objectives Presentation in Pronunciation Exercises

Response	Participants	Percentage
S A	0	0⁒
A	4	80⁒
N	0	0⁒
D	1	20⁒
S D	0	0⁒
Total	5	100⁒

Each exercise in the textbook is considered as a means to achieving the broader objectives of the curriculum. In fact, the textbook objectives are presented in pronunciation exercises. like listening, minimal pairs, tongue twisters,…etc. The percentages presented in the table above shown that the majority of the teachers (80%) agree that the textbook objectives are presented in pronunciation exercises. However, 20%   disagree.

S9: The objectives specific to pronounciation are measurable

Table26: The Objectives Measurability

Response	Participants	Percentage
S A	0	0∕.
A	3	60∕.
N	1	20∕.
D	1	20∕.
S D	0	0∕.
Total	5	100∕.

Textbook objectives can be measurable if they are clearly aligned and defined with specific learning outcomes. In fact, some factors can be considered there like observable behaviour, feedback, specifity…etc.   The table shows that 60% from the targeted population agree. However, 20% disagree, and 20∕. are neutral.

S10: The objectives specific to Pronunciation teaching are relevant

Table27: The Objectives Pertinence

Response	Participants	Percentage∕.
S A	3	60∕.
A	1	20∕.
N	0	0∕.
D	0	0∕.
S D	1	20∕.
Total	5	100∕.

The pertinence of pronunciation objectives of third - year primary school textbooks depends on various factors, such as the teaching approach, learners' proficiency level ,the language curriculum ‹the learners proficiency level …etc. According to the results shown on

the table, a totality of 80% teachers are in between strongly agree and agree, 20% strongly disagree.

S11: the objectives specific to Pronunciation are timely

Table 28 : The Timelines of pronunciation Objectives

Response	Participants	Percentage
S A	4	80℅
A	0	0℅
N	0	0℅
D	1	20℅
S D	0	0℅
Total	5	100℅

The timelines of pronunciation objectives in third-year primary school depends on various factors. In fact, balancing the timing of pronunciation objectives with other language learning goals is a key for providing a comprehensive and effective language education. 80% from the targeted population strongly agree with the timelines of pronunciation objectives. However,20% of them disagree.

b) Mateials

S12: The textbook is supported efficiently by audio materials

Table29: The Textbook Accompaniment with Audio Materials

Response	Participants	Percentage℅
S A	2	40℅
A	2	40℅
N	0	0℅
D	1	20℅

S D	**0**	**0⁄**
Total	**5**	**100⁄**

Language textbooks must be supported by audio materials for authentic language exposure. As stated by 80% of teachers, My book of English fulfills this requirement.

S13: The flash cards and slides to be used in the classroom are available and suitable.

Table 30: Availability and Suitability of Flash Cards and Slides

Response	Participants	Percentage ⁄
S A	**0**	**0 ⁄**
A	**0**	**0 ⁄**
N	**0**	**0 ⁄**
D	**5**	**100 ⁄**
S A	**0**	**0⁄**
Total	**5**	**100⁄**

All the teachers disagree with this statement. The flash cards and the slides are not available.

S14: There is an available useful teachers guides to aide the teacher

Table 31: The Availability of Teachers Guide

Response	Participants	Percentage ⁄
S A	**0**	**0⁄**
A	**4**	**80⁄**
N	**0**	**0⁄**
D	**1**	**20⁄**
S D	**0**	**0⁄**
Total	**5**	**100⁄**

Teachers guides' assist teachers in figuring out how the textbook, that it accompanies, works in order to get the best results possible for it. 80% of the sample agree with the statement above. However, only 20% disagree.

3- Learning and teaching

a) Coverage of pronunciation

S15: The textbook offers practice and information on the sounds of English language

Table 32: Practice and Information About the Sounds of English Language

response	Participants	Percentage ⁒
S A	4	80 ⁒
A	0	0 ⁒
N	0	0 ⁒
D	0	0 ⁒
S D	1	20 ⁒
Total	5	100 ⁒

It is common for textbooks of third-year primary school to involve practice and sections about the sounds of the English language. These sections mainly cover pronunciation, phonetics, listening and other aspects aligned with developing language and comprehension. Offering activities and information helps pupils understand and produce English sounds accurately. According to the results delivered on the table above, the majority of teachers strongly agree with this statement. However, 20⁒ of them strongly disagree.

S16: The textbook offers practice and information on the stress at the word level

Table 33: Availability of Stress

Response	Participants	Percentage ⁒
S A	0	0 ⁒
A	0	0 ⁒
N	0	0 ⁒
D	3	60 ⁒
S D	2	40 ⁒
Total	5	100 ⁒

The table shows that all the teachers disagreed with the statement that claims the textbook offers practice and information on the stress at the word level. It means they are happy for the textbook to ignore this aspect, because it is difficult for the pupils. They said that they try to teach pupils stress patterns implicitly (when they pronounce words).

S17: **The textbook provides information and practice regarding intonation patterns**

Table 34: Availability of Intonation

Response	Participants	Percentage ⁒
S A	0	0 ⁒
A	0	0 ⁒
N	0	0 ⁒
D	4	80 ⁒
S D	1	20 ⁒
Total	5	100 ⁒

My book of English provides knowledge and practice regarding intonation patterns is disagreed on by all teachers because the intonation patterns are above the level of primary school pupils. Like the stress, the intonation patterns can also be taught implicitly.

S18: The textbook provides information and practice regarding phonetic transcription

Table34: Availability of Phonetic Transcription

Response	Participants	Percentage⁄
S A	0	0⁄
A	0	0⁄
N	0	0⁄
D	0	0⁄
S D	5	100⁄
Total	5	100⁄

The table shows that 100⁄ of the participants strongly disagree with the statement. They are satisfied with the textbook for ignoring this aspect, because phonetic transcription is above the level of the pupils.

b) **Tasks and activities in relation to pronunciation**

S19: The textbook provided a balance between free and controlled exercises

Table 35: The Balance Between Free and Controlled Exercises

Response	participants	Percentage ⁄
S A	3	60⁄
A	0	0⁄
N	0	0⁄
D	1	20⁄
S D	1	20⁄
Total	5	100⁄

The balance between free and controlled exercises in a textbook can vary depending on the teaching approach and specific curriculum. In fact, textbooks aim to make a balance between

providing controlled structured exercises for offering opportunities for creativity and offering free expression to enhance language proficiency. According to the results shown on the table, 60⁒ from the targeted population strongly agree, whereas a totality of 40⁒ strongly disagree and disagree.

S20: The activities can be modified or complemented easily

Table36: The Activities Modification and Complementation

Response	participants	Percentage⁒
S A	1	20⁒
A	3	60⁒
N	0	0⁒
D	1	20⁒
S D	0	0⁒
Total	5	100⁒

The textbook's tasks and activities must be modified and complemented. This is just what the table reports. It shows that 80⁒ of the teachers agree with the activities in the textbook and can be modified and complemented easily, while 20⁒ of the teachers disagree. They claim that there are activities in the textbook that do not accept modification or too difficult to be readily complemented.

S21: The activities highlight the practice of natural language

Table37: The Practice of Natural Language

Response	Participants	Percentage ⁒
S A	1	20 ⁒
A	2	40 ⁒
N	1	20 ⁒

D	1	20 ∕
S D	0	0 ∕
Total	5	100 ∕

The activities in the third-year primary school textbooks typically emphasize the practice of natural language. The table points 66out that more than half (20∕ strongly agree + 40∕ agree) of the participants are with this statement. Meanwhile, 20∕ of the teachers disagree. The remaining participants kept neutral with all honesty, the 60∕ of the teachers are right because most of the activities highlight the practice of natural language; The activities are designed around everyday life (interacting with family and friends).

Table38: The Tasks and Activities Effectiveness and Answerability

Response	Participants	Percentage ∕
S A	0	0∕
A	3	60∕
N	1	20∕
D	1	20∕
S D	0	0∕
Total	5	100∕

The textbook's tasks and activities must be easy to answer and effective in retaining information at the same time. This is what the table reports. The table reveals that 60∕ of teachers agree with the effectiveness and answerable of the pronunciation activities, while 20∕ of the teachers disagree with this statement. According to them, the tasks and activities of the pronunciation in the textbook are effective but not sufficiently engaging or interesting to learners. The remaining participants kept neutral.

S23: The tasks and activities incorporate games

Table 39: Incorporation of Games

Response	participants	percentage⁒
S A	0	0
A	1	20
N	0	0
D	0	0
S D	4	80
Total	5	100

Incorporating games into pronunciation tasks and activities in third-year primary school textbook is an effective way to engage pupils and improve their language skills. The majority of the participants (80⁒) strongly disagree with the textbook incorporating games, while 20⁒ agree with the statement.

c) **Textbook package**

S24: The textbook is accompanied with well-detailed teacher's guide

Table 40: The Variability of Well-Detailed Teacher's Guide

Response	Participants	Percentage⁒
S A	4	80⁒
A	0	0⁒
N	0	0⁒
D	0	0⁒
SD	1	20⁒
Total	5	100⁒

The majority of the teachers strongly agreeing is enough to confirm the statement. It means 80⁒ of the teachers have received teacher' guide while the 20⁒ other have not.

S25: The guide affords enough guidance for both experienced and inexperienced teachers

Table 41: The Guide's Affordance of Enough Guidance for Teachers

Response	Participants	Percentage∕.
SA	2	40∕.
A	2	40∕.
N	0	0∕.
D	1	20∕.
SD	0	0∕.
Total	5	100∕.

A teacher' 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. 80∕. of the teachers (40∕. agree + 40∕. strongly agree) find the guide helpful, while 20∕. others are still not able to menage with it**.**

S26: The textbook is accompanied with auditory aids or audio-visual

Table 42: The Textbook' Accompaniment with Auditory or Audio-Visual Aids

Response	Participants	Percentage ∕.
S A	0	0∕.
A	3	60∕.
N	0	0∕.
D	2	40∕.
S D	0	0∕.
Total	5	100∕.

This statement is agreed upon by 60∕. of the teachers

1.2.2.3 The Discussion of The Checklist's Results

After analyzing the checklist, significant results have been revealed. Here, the participants were asked to give their degree of agreement with the items in the checklist. In the first section "general attribute", exactly in the appearance and layout, the textbook succeeds in some aspects

such as availability of white space and the acceptability of the font. It failed, however in the cover design, according to the evaluators. In the second part, in its relation to syllabus in terms of pronunciation, the third year primary school textbook succeeded in its alignment with syllabus, and at the same time it failed to contain a detailed table of contents including the items of pronunciation in each sequence of course, according to the evaluators. In section two, which deals with the objectives and materials, the textbook provides clear and specific pronunciation objectives, put in its guide. The objectives of the textbook in terms of pronunciation are relevant, and they are presented in the pronunciation exercises. In the view of the teachers who were evaluating the textbook through the checklist, in the first part of the last section which deals with the coverage of pronunciation . It is right the textbook offers practice and knowledge on the sounds of English, but in a small way; it lacks to more practice and should include more individual sounds (consonants+vowels). Also, the textbook ignored the knowledge and practice about stress, intonation and transcription patterns, because they are above the level of the pupils. In the second part, tasks and activities, the textbook provides a balance between free and controlled exercises. The pronunciations activities in the textbook can be modified, and they are effective and answerable. In addition to that, they highlight the practice of natural language. These activities and tasks do not, however, incorporate games (lack of learners interest and engagement), and they are still not enough. Finally, the textbook is accompanied with teacher's guide that affords enough guidance for teachers, especially for inexperienced ones. Also, it is accompanied with auditory and audio-visual aids, but they do not have high quality. So, the textbook is good in general according to the evaluation.

General Conclusion

In order to evaluate third-year primary school textbook in terms of pronunciation content two methods have been used, namely teachers' questionnaire and an adopted evaluation checklist focusing on pronunciation. The quetionnaire was used to explore teachers' attitudes and views concerning pronunciation in third -year primary school English textbook. A checklist was adapted to evaluate the effectiveness and suitability of third year primary school textbook in terms of pronunciation content.

After analysing the research instruments-generated data and examining the findings, significant facts have been unveiled. First of all, the research questions should be answered and the hypothesis should be confirmed or disconfirmed.

"To what extent is pronunciation content effective in the Algerian third year primary school textbook?" is the main question which has been investigated in this research. This question is too general to handle, for that it was subdivided into subquestions.

The first one was about the textbook's coverage of pronunciation aspects. The findings from the teacher's questionnaire have shown that the textbook succeeded in covering only one aspect of pronunciation which is the sounds of English language, but to a small extent; it did not address all the English sounds (all the consonants and vowels) in explicit ways. The textbook addressed them in implicit ways through practice (listen, say, repeat). This was confirmed by the checklist. The textbook neglected the other aspects of pronunciation (stress, intonation, transcription), perhaps because they are difficult for pupils .

The second subquestion was about whether the textbook's activities and tasks specific to pronunciation provide knowledge and practice or not. The findings have proved that the activities and tasks provide to some extent practice and knowledge, but they are still not

enough. Also, they lack to enjoyment, because most of them do not contain games. These are the findings of two instruments.

The last subquestion ascked whether the textbook comprised the criteria of a good textbook in terms of pronunciation content or not. Here the findings of both instruments show that the textbook has some shortcomings. These shortcomings relate to the quality of its materials (audio and audio-visual materials), lack of enjoyable activities, lack of practice and knowledge about pronunciation items. On the other hand, it has some positive points like simplicity and clarity in the activities and illustrations, flexibility of the activities, matching the objectives of the syllabus in terms of pronunciation. So, the textbook is good to some extent in terms of pronunciation, but it needs work on its shortcomings.

Going back to the research hypothesis, according to the answers given to the subquestions, the hypothesis was not fully confirmed and they were not entirely disconfirmed in the same time.

Hence, for an answer to the main question of this dissertation, it is concluded that the textbook is not so effective and suitable to the extent that it perfectly satisfies all the parties in direct contact with it.

General Recommendations

The results of this study apply only to Algerian teachers who teach English in primary school in Mila State, which raises other questions about whether these results can be generalized in other regions or not, or whether teachers in different states have different opinions. Based on the result of this study, there are some recommendations which aim to enhance the effectiveness of pronunciation instruction in the textbooks.

- Include more interactive and enjoyable (incorporate games) activities that engage pupils in hands-on pronunciation practice.

- Include more visual aids and clearer authentic audios.

- More time.

- Make for 04 units instead of 06 units and give chance to add another lesson specialized in phonetic.

- Create the English book activity for better practice.

- Include more or all the English sounds and teach stress and intonation imlicitly.

- Increase the amount of time dedicated to English pronunciation instruction by either extending the duration of sessions or adding more classes.

- The objectives related to pronunciation within primary school textbooks should not be left to the discretion of individual teachers, as this may lead to deviation from the syllabus objectives.

Limitations of The Study

Our study faced some restrictions. Some of these restrictions are worthy to be mentioned for the benefit of future research. First, the factor of time was the major constraint throughout all of the phases of the study. The second limitation is related to the setting in which the study was conducted. The number of primary schools covered is limited. In addition to that, they are located in one region only. Consequently, this study is somewhat limited in its scope. Third, the most teachers are not familiar with the answering process via e-mail, which made it difficulty for collecting date. Also, difficulty of reaching to the primary school teachers, because each teacher is required to teach at three schools in different places and in different periods of time. We didn't find teachers who had enough experience to evaluate the textbook by using a checklist. Finally, during the questionnaire data analysis phase, there were some contradictions which we may have not treated as professionally as required. Thus, the results end with some subjectivity.

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Appendices

Appendix A

Teacher's Questionnaire

Dear teachers,

You are kindly requested to complete this questionnaire, which aims to assist us in evaluating the effectiveness and suitability of the third-year primary school textbook in terms of pronunciation content, through the case study of third-year primary school pupils.

Please put a tick (✓) into the box of the corresponding chosen answer, and write out full statements whenever necessary.

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

Section one: General Information

1. What is your highest degree?

  - Bachelor's degree (four-year license) [ ]

  - Bachelor's degree (LMD license) [ ]

  - Master's degree [ ]

2. How long have you been teaching English?

  - Less than five years [ ]

  - More than five years [ ]

- Ten years [ ]

- More than ten years [ ]

3. What levels have you taught?

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4. How many pupils do you have in the class?

- 20-24 **[]**

- 25-30 **[]**

- 31-40 **[]**

5. Which of the following aspects is difficult to teach?

- Grammar.   **[]**

- Vocabulary   **[]**

- Pronunciation **[]**

6. In your opinion, what is the most significant aspect of the English language to teach in an EFL class and why?

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7. What is the most appropriate language level for starting pronunciation teaching?

- Beginners **[]**

- Advanced **[]**

- Intermediate **[]**

<u>Section two</u>: **General evaluation of the textbook.**

8. To what extent are you satisfied with the English third-year primary school textbook?

  - Extremely [ ]

  - Moderately [ ]

  - Significantly [ ]

  - Not at all [ ]

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

  - Extremely [ ]

  - Moderately [ ]

  - Significantly [ ]

  - Not at all [ ]

10. Are the textbook topics well-aligned with the pupils' different interests and personalities?

  - Yes [ ]

  - No [ ]

  - Not all of them [ ]

11. Is every lesson given an appropriate title?

 - Yes [ ]

 - No [ ]

 - Not all of them

12. Is the textbook clearly structured and sequenced?

  - Yes [ ]

  - No [ ]

13. Does the textbook help the teacher minimize lesson preparation time?

  - Yes [ ]

  - No [ ]

If no, why?

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14. Is the language used in the textbook suitable for third-year primary school pupils?

  - Yes [ ]

  - No [ ]

15. Are the listening, speaking, reading, and writing activities suitable for the level of third-year primary school pupils?

  - Yes [ ]

- No [ ]

- Not all of them [ ]

16. Does the textbook fulfill the general objectives of teaching English in Algeria?

- Yes [ ]

- No [ ]

Section Three: Evaluation of textbook's pronunciation.

17•Which aspects of pronunciation should be included in the textbook for third-year primary school?

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18•What are the appropriate teaching techniques for primary school learners?

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19•Which suggested technique in the course book is best for teaching pronunciation in class, and why?

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20•Do pupils have sufficient activities to practice the learned pronunciation items?

Yes [ ]

No [ ]

21• Are the materials suggested for teaching pronunciation in the textbook sufficient?

Yes [ ]

No [ ]

22• Are there specific objectives dedicated only to teaching pronunciation?

Yes [ ]

No [ ]

23• How much time is devoted to phonetic lessons per sequence?

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24. What changes do you suggest to be added to the textbook in relation to teaching pronunciation?

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Appendix B

Textbook evaluation checklist

Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly disagree (SD)

Statements	SA	A	N	D	SD
1- General Attribute : **a) Appearance Layout.**					
The cave is informative and well designed. Hence, it easily attracts the learners' attention.					
1- There are enough white spaces to allow for more concentration.					
2- The font type and size are acceptable and convenient visually.					
b) The textbook in relation to the syllabus.					
3- The textbook matches the specification in the syllabus in terms of pronunciation.					
4- The textbook has a complete and detailed table of content including the items of pronunciation of each sequence.					
2- Objectives and materials: **a) Objectives :**					
5- The textbook includes clear and specific pronunciation objectives.					
6- The textbook' s objectives match the syllabus in terms of pronunciation.					
7- The objectives of the textbook are presented in the pronunciation exercises.					

8- The objectives specific to pronunciation teaching are measurable.					
9- The objectives specific to pronunciation teaching are relevant.					
10- The objectives specific to pronunciation are timely.					
b) Materials:					
11- The text book is supported efficiently by audio materials.					
12- The flash cards and slides to be used in the classroom are available and suitable.					
13- There is an available useful teachers guides to aide the teacher..					
3- Learning and teaching:					
a) Coverge of pronunciation :					
14- The textbook offers practice and information on the sounds of the English language.					
15- The textbook offers practice and information on the stress at the word level.					
16- The textbook provides information and practice regarding intonation patterns.					
17- The textbook provides information and practice regarding phonetic transcription.					
b) Tasks and activities in relation to pronunciation :					
18- The textbook provides balance between free and controlled exercises focusing on both accuracy and fluency.					

19- The activities can be modified or complemented easily.					
20- The activities highlight the practice of natural language.					
21- The tasks and activities are effective and answerable/doable.					
The tasks and activities incorporate games.					
c) Textbook package:					
22- The textbook is accompanied with a well-detailed teachers' guides.					
23- The guide affords enough guidance for both experienced and inexperienced teachers.					
24- The textbook is accompanied with auditory aids.					

Résumé

Ce mémoire vise à évaluer le manuel scolaire de troisième année de l'école primaire algérienne intitulé "Mon livre d'anglais" en ce qui concerne son contenu varié et nombreux sur la prononciation. Son objectif fondamental est de trouver des réponses concernant son efficacité et sa pertinence en matière d'enseignement de la prononciation. Les questions auxquelles cette étude a été confrontée sont : 1. Dans quelle mesure le contenu de la prononciation est-il efficace dans le manuel scolaire algérien de troisième année ? 2. Le manuel de l'école primaire de troisième année comprend-il les propriétés requises d'un bon manuel en termes de prononciation ? 3. Les tâches et activités spécifiques à la prononciation du manuel de l'école primaire de troisième année fournissent-elles des connaissances et de la pratique en termes de prononciation ? Pour répondre à ces questions, une approche mixte comprenant à la fois des méthodes de collecte de données quantitatives et qualitatives a été utilisée. Pour la collecte de données, un questionnaire et une liste d'évaluation ont été utilisés. Le questionnaire a été administré à un échantillon de neuf enseignants d'écoles primaires, et la liste d'évaluation a été donnée à cinq enseignants affiliés à différentes écoles primaires dans la province de Mila. Les principales conclusions ont révélé que le manuel examiné a réussi à couvrir un seul aspect de la prononciation dans une faible mesure. Plus précisément, les activités et tâches du manuel fournissent dans une certaines mesures une pratique et des connaissances en termes de prononciation. Ainsi, le manuel n'est pas très efficace et approprié en termes de contenu global de prononciation. Cette entreprise s'est conclue par un certain nombre de suggestions et de recommandations afin de mettre en lumière la prononciation et de lui accorder plus d'attention.

ملخص

تحاول هذه المذكرة تقييم كتاب المدرسة الابتدائية الجزائرية للصف الثالث بعنوان "كتابي في الإنجليزية" من حيث محتواه المتعلق بالنطق بأشكاله وأنواعه المتنوعة. تهدف الرسالة بشكل أساسي إلى إيجاد إجابات تتعلق بفعالية وملاءمة التعليم في النطق. وقد تناولت الدراسة ثلاثة أسئلة رئيسية: إلى أي مدى يكون محتوى النطق فعالًا في كتاب المدرسة الابتدائية الجزائرية؟ هل يحتوي كتاب المدرسة الابتدائية للسنة الثالثة على الخصائص اللازمة ليكون كتابًا جيدًا في تعليم النطق؟ هل توفر المهام والأنشطة المحددة للنطق في كتاب المدرسة الابتدائية للسنة الثالثة المعرفة والتمرين في مجال النطق؟ وللإجابة على هذه الأسئلة، استخدمت المذكرة نهجًا مختلطًا يشمل كل من الأساليب الكمية والنوعية لجمع البيانات. وتم استخدام استبيان وقائمة تقييم لجمع البيانات، حيث تم توزيع الاستبيان على عينة من تسعة معلمين في المدارس الابتدائية، وتم تقديم قائمة التقييم لخمسة معلمين يعملون في مدارس مختلفة في ولاية ميلة. وأظهرت النتائج الرئيسية أن الكتاب الذي تم فحصه نجح في تغطية جانب واحد فقط من جوانب النطق إلى حد ما. وبينت الدراسة أن المهام والأنشطة المقدمة في الكتاب توفر الى حد ما   ممارسة ومعرفة في مجال النطق. لذا، فإن الكتاب غير فعال وغير مناسب بشكل كامل من حيث محتواه الكلي للنطق. واختتمت هذه الجهود بعدد من الاقتراحات والتوصيات لتحسين التعليم في مجال النطق وإيلاءه المزيد من الاهتمام.