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**“My Book of English” Textbook of Fourth Year
Primary Schooling Scrutiny and Evaluation**

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Dedication

All whom I am duty, how could ever thank be enough!

My greatest, dearest, loveliest parents...

My beloved inspirer, dear husband...

My soul and all, lovely daughters, sons and nieces...

My big-hearted, honest and helpful sisters and brothers...

My tender relatives, respectful friends and classmates...

*...much THANK though it is really more than words can say for your great support
along the way...*

Fatna

Dedication

I dedicate this humble work to my beloved mother whom her prayers for me facilitate everything that comes in my way.

To my soul of my father may blessing of Allah be upon him.

To my husband and my children for their support and patience.

To my brothers and sisters.

To all those who lent a helping hand.

I will always appreciate what they have for me

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List of Abbreviations

ELT: English Language Teaching

EFL: English as a Foreign Language

4PS: Fourth Year Primary school

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Abstract

The textbook is considered a key tool in teaching English as a foreign language. However, despite its designers' efforts, it might be stained with some noticeable deficiencies. Thus, an accurate exploring scrutiny and objective evaluation can set up efficiently such shortcomings. This study endures the responsibility to do so with "My Book of English" of 4 P S. It aims at checking out its appropriateness and suitability to Algerian young learners referring to defined set of criteria, namely: physical characteristics, content, methodology, skills and culture and student background. So as to explore the hypothesis that arrogates its partly inappropriateness and unsuitability, the evaluative quantitative approach is applied. The latter requires administering a questionnaire based on an evaluative checklist to a purposive non-random sample of eighteen English language teachers at middle and secondary schools of Ghardaia state, Algeria. The obtained results show that the examined textbook, on one hand, can be considered of good at both physical and content levels. On the other hand, it missed significant and crucial features at all of the methodology used, the skills introduced and the target culture insights. Accordingly, teachers of English at primary schools must be aware enough about that so as to adopt carefully and adapt responsibly when using such textbook.

Key words: My Book of English, textbook, scrutiny, evaluation, criteria.

General Introduction

1. Background

Textbooks are at the heart of the teaching-learning activity providing knowledge and guidance and better equipping learners as well teachers with the vital ore to achieve the targeted goals policy makers have designed. In the same vein, teaching English as a foreign language necessitates depending merely on textbooks wrapped up in perfect academic and physical apparel commonly believed that they play a key part in shaping the learners' language proficiency.

The fact that designing such perfect textbooks seem as challenging as hard because this requires numerous stakeholders to take part facing great obstacles mainly referred to as tricky nodes. Fortunately, analyzing and evaluating textbooks can appreciably serve well over time to direct them towards rightness.

Considering the circumstances in which English integration in primary school decision has been taken may insist upon the equipments used mainly the textbooks. The latter seems to be a "blessing in disguise" as being precociously put at teachers' disposal. However, besides being in a perfect storm because of their recently appointment, teachers "had bite the bullet" using such official document probably not deficiencies-free.

Consequently and necessarily, those untimely textbooks must be submitted for evaluation and scrutiny to deter the gaps that might exist (Benabed &Mehdaoui, 2023). This study endeavors to deal with the latest supplied textbook of fourth year primary school entitled My Book of English checking out its suitability, appropriateness and effectiveness in barking up the right tree determined by policy makers and curriculum designers.

2. Significance of the Study

Despite the exhaustingly efforts made to design textbooks, no perfect totally suitable one has yet been designed. Therefore, textbook scrutiny and evaluation stands in need and caring about that is the right great step to lighten the path towards effectiveness. This study significance lays on the fact that it tries to check out the appropriateness and suitability of My Book of English of fourth year primary schooling. The investigation in this research is carried out by a group of experts who are aware enough about the set criteria and methodology. So, this study can be significant and meaningful to the stakeholders and practitioners involved in

the field of English language teaching. That means, it can be beneficial to all of the teachers, language trainers, subject experts, syllable designers, textbook writers and methodologists to better serve English language learners.

3. Aims and Objectives of the Study

Teaching English as a foreign language in the schools heavily depends on textbooks that, as a common fact, give better foresights about the what and the how. It is assumed that no perfect textbook exists, hence, analyzing and evaluating it can but better its quality. Therefore, this study explores if My Book of English textbook content devoted to teach English for fourth year primary school learners harmonizes with the aims stated by the Algerian Ministry of Education. In addition, it points out its strengths and weaknesses and checks out if it really meets the needs and considers the different learning styles of the learners.

4. Research Questions

The questions to tackle in this study are as follow:

- To what extent “My book of English” of 4 P S is appropriate and suitable to Algerian young learners?
- Does it fit the main criteria of good textbook, namely: physical characteristics, content, methodology, skills and learner’s culture and background?

5. Research Hypothesis

Time shortness of the supplied textbook preparation over balances the probability that My Book of English of fourth year primary schooling textbook cannot be a well-thought teaching material.

6. Research Approach and Data Collection Tool

An evaluative quantitative approach is implemented in order to accomplish the research gaining much objectivity and reliability in less time. To gather the data a questionnaire based mainly on an evaluative checklist is administered to a purposive non-random sample of about eighteen middle and secondary school teachers of English heavily experienced to conduct the practical part of the study.

7. Motivations

Our passion of the English language and being among the practitioners in the field of English language teaching at middle and secondary schools can only steer us to take part and show much collaboration. Besides, what if being mothers of English language young learners, this can twice enjoin us to give much care about the very beginning steps of English language learning our children perform. These mean much for either success or failure. Then, this study is motivated by our firm belief that in order to get good and interested language learners, the least we should do is to ensure that the material is well-thought.

8. Structure of the Thesis

This thesis is composed of two main chapters. The first one is devoted to the theoretical part in which the related literature of the study is reviewed. It encompasses, on one hand, the necessary knowledge of the textbook mainly the definition, the advantages, the reasons for use and the limitations; on the other hand, textbook evaluation definition, methodology and criteria.

The second chapter is allocated to the practical part through which the gathered data about My Book of English of fourth year primary school is analyzed and the findings are discussed to either confirm or disconfirm the hypothesis.

9. Limitations of the Study

No study and investigation can be made limitation-free because of many economical, social and even time constraints. This study cannot be an exception due to some obstacles. Firstly, the examined textbook is recently supplied and the copies are restricted to the nominated teachers and the concerned learners. Moreover, there are no following series numbers to better judge the whole work. In addition, to scrutinize and evaluate a given textbook is an exhausted work that needs much time for experts what if less-informed ones.

Chapter One: Literature Review

Introduction

At present, it is firmly agreed that English has assigned a primordial role affecting different fields at different levels. Hence, being fully aware, the Algerian curriculum developers set up language policy and planning moving steps ahead towards openness and effectiveness concerning teaching English as a foreign language.

Assuredly, learning foreign languages like English necessitates the use of a particular textbook. Throughout this chapter, the aim is to shed some light about the recently Algerian educational reforms leading to the reintroduction of English language, believing on the younger the better, at primary schooling using special textbook which is fairly considered the backbone of the teaching-learning process. Necessarily, the notion of textbook is been fully detailed as well its benefits and the reasons for using it are strongly approved. However, the unfortunate reality is that no textbook is perfect; so, its limitations have to be carefully spotted out. These deficiencies can but be palliated through an effective textbook scrutiny and evaluation. The latter is inappreciably defined and extolled showing the three methodological implementation ways and the basic criteria to depend on when doing so.

1. English Language in Algerian Educational System

Practical realities nearly always nominate English as the language mostly used over the world after the Chinese (Slimani, 2016). It does not only attract the notice, it rather accesses both hearts and minds to the point that, as Yellas and Belaltra (2016) stated, literate educated ones without an amount of English language knowledge are deprived. This is obviously confirmed because of the indisputable position English is occupying i.e functioning as a global lingua franca in nowadays scene.

Algeria been at the cross-roads of tensions between several issues mentioned by Benabed and Mehdaoui (2023) regarding the growing of importance of English as a worldwide language, the requirement for learners to gain the ability that helps them compete internationally besides the more globalized world that cannot be escaped, has but led to the integration of English language at the early stage of education, primary schooling. The pressure, mainly, from the society and the educators has literally obliged the government and decision-makers to re-introduce English as the first foreign language hopefully.

These reforms presented in Algerian directives and official texts tend to provide the Algerian learners with the language necessary to an effective communication as well as artful integration into the academic or vocational communities using English to learn or work (National Education Ministry, 2016). Eventually, this goal is not an easy task to accomplish “without falling into the trap of losing identity and acculturation” (Benadla, 2012, p.144).

Practically, policy makers, adopting Competency Based Approach, attempt at forming competent user of English whose linguistic competence is no longer a passive capacity but a mastered and in-situational one. It’s worth noting that one might dare saying that using CBA means the learner learns how to learn and never stop at merely knowing information and applying rules but reaching higher levels, mainly, of analysis, synthesis and even evaluation.

Referring to the 2022-2023 academic year, a decision to re-integrate English language in primary school education was made. The unfortunate reality, however, whether it was a political or a matter of individual decision depending on educational objectives and criteria or not, English has been implemented starting from the third grade of primary schooling.

The highly agreed upon is that the Algerian educational community is making huge efforts towards the right implementation of English at such learning earlier age through emphasizing the right equipments as teachers recruitment and well-thought teaching materials design. The latter has such great importance that it is frequently authorized to subject-matter experts to provide strongly appropriate, relevant and suitable textbooks.

2. Textbook Definition

It is important to note that the term textbook has a wide range of definitions. According to the Cambridge Dictionary, it is “a book that contains detailed information about a subject for people who are studying that subject”. As an adjective, it means “Extremely good, or thought to be usual or typical” (Cambridge Dictionary).

Textbooks are regarded as providing input into classroom instruction in the form of texts, activities, explanations, and so on, as described by Hutchinson and Torres (1994). Therefore, textbooks are sources of information and transfer of knowledge to students in the classroom. For Sheldon (1988, p. 237) a textbook is “the visible heart of any ELT program”. In light of this definition the textbook embodies a syllabus and facilitates the implementation of its requirements. The lesson model offered by Allwright (1981) adds an additional

dimension to the textbook's role. According to him, teachers, learners, and materials interact during a lesson. What this interaction produces are opportunities to learn. That is to say the teaching learning process would remain incomplete without a textbook.

The definition of textbooks varies from writer to writer. In spite of that, they all agreed on one thing: textbooks are fundamental teaching-learning materials that are both used by learners and teachers alike.



Figure n 1: Interaction between teacher, learner and material (Allwright, 1981)

3. Textbook Types

It has been recognized by Chopin (1992) that textbooks are of two kinds: those with a strict textbook meaning and those with a scholastic dimension acquired after their publishing. Different types of textbooks can also be distinguished according to their functions in relation to the process of learning and formation.

There are books for teachers and for students. There are books directed to individual or group education, and there are books that need to be used in learning, and there are finally reference books that help students learn and acquire school knowledge. However, previous textbooks often come with accompanying books and pedagogical carriers (such as teachers' guides, exercise books), which can supplement classroom learning and are closely related to a particular academic subject, semester, and even a specific axis of the course. A well-defined sequential system provides students with the content of the course, and it can be used both collectively (inside the classroom) and individually (at home). (Dafater Education and Traing, 2010)

Textbooks play a crucial role in education, serving as a comprehensive resource for both teachers and students. They provide structured content and guidance for learning, whether it's in a classroom setting or for individual study at home. Additionally, textbooks often come with supplementary materials that enhance the learning experience and cater to specific academic subjects and courses.

4. Textbook Use Benefits

Historically, textbooks have been one of the most important teaching-learning tools, and they are still in use today. They survive certainly thanks to many factors and benefits which make it them special materials. Among the most advantageous features of the textbook are the following. The textbook is a valuable asset in teaching, providing a reliable and organized source of information, and is easily accessible to students.

First of all, textbooks are useful tools for teachers when it comes to implementing the curriculum requirements as well as the syllabus during the teaching process. Hutchinson and Torres (1987) cite the fact that textbooks survive and prosper primarily because they are convenient means to provide the structure that is required by the teaching and learning systems. Moreover, the textbook is written by experts. As a result, it maintains quality for teachers, especially novice teachers who have limited teaching experience, and saves time and effort for preparing appropriate materials.

Additionally, a textbook is a reliable source of information for learners that they can trust and follow inside of the classroom, as well as outside of the classroom when they wish to do their own independent study. Hutchinson and Torres(1987, p.318) referred to the textbook that “ it enables them to learn better, faster, claver(sic), easier (sic), more”.

As a final point, textbooks are among the most economical materials you can use. Providing an equal opportunity to learners throughout the nation is the best way for administrators to make sure that all learners have the same opportunities to learn with the same level of quality. According to Antic et al. (2013, p.25) “Quality textbooks would, however, provide a uniform optimum standard of education, translating an inspirational message to the students as well as the teachers and parents in such areas”.

Throughout history, textbooks have remained one of the most important materials used in teaching and learning languages owing to their positive impact at all levels, including those

of teachers and students and administrators. It is important to understand, however, that this does not prevent the existence of certain deficiencies, which need to be understood if they are to be effectively utilized in the future.

5. Textbook Reasons for Use

As for granted, textbooks are designed mainly to provide guidance and knowledge students as well teachers should adhere to acquire and convey, respectively. According to Stara, Chval and Stary (2017) textbooks serve as a tool ensuring to using effective teaching methods together teachers should use them for educational content selection. Due to the fact of being the official document, they best enlighten the authorities view point about the subject to be taught i.e the what, the why and the how. In fact, textbooks frankly determine the tendentious planned goals to be achieved as they guide to the prescribed curriculum and syllabus. As stated by Valverde , Bianchi and Schimi (2002) textbooks link abstraction of national policy to the educational system i.e they highlight the intended and the implemented curriculum phases(Figure 01).

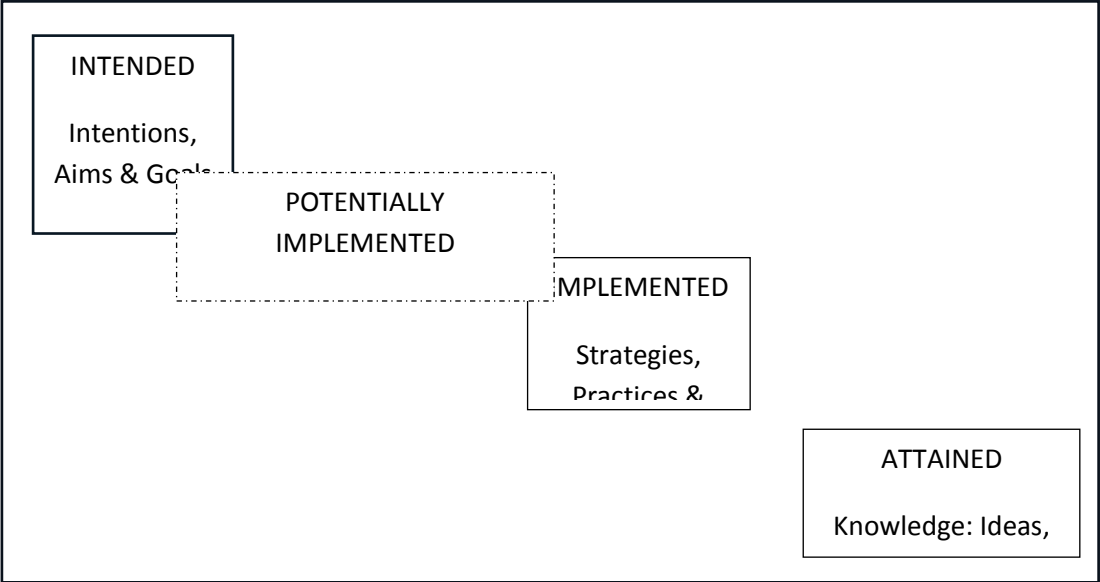


Figure n 2: Textbooks and the tripartite Model (Valverde et al 2002:13)

For new teachers especially, as Korbey (2023) alluded, textbooks are considered a road map through complexity shown in most subjects’ content. As well, even for experienced teachers, they can still be valuable that they free them up to focus on other instructional areas. This is thanks to the much attention and care experts of different fields lashed into when been designed.

Besides, the use of textbooks ensures likeness and fairness across different schools and states where an equivalent quantity and quality of knowledge is offered. Moreover, they transmit generously comprehensive, consistent and complete content. Euro School Organization has minded that the later can only be about free of abstruseness and imprudence as it shows much less reliability, clarity and suitability. The amount of knowledge textbooks contains saturates teachers' and students' needs, if not it increases suspense and prepares students to deal with other complex materials to broaden acquaintances.

Hence, Sewall as cited in Okeeffe (2013) emphasized the fact that it is almost impossible to achieve a high level of education without the use of textbooks. To what extent, this certainly depends on textbook being utmost vice-free.

6. Textbook Limitations

The fact that there has been no perfect textbook yet spouted its limitation either because of a remarkable vice the book itself contains or the way it has been used ever. That can be referred to as textbook limitation. Although textbooks are undoubtedly the most popular teaching material used in the classrooms, they often time unrolled such limitations. Because of the world dynamism, it seems logical that textbooks fitted one situation may not fit another situation, as well Thornbury as cited in Sahin (2020) emphasized that teaching "takes place in the here and now" (p.2)

According to Korbey (2023) textbooks are not quickly updated as life is rapidly changing; it is hardly enough to cope with such changes relying heavily on conventional textbooks contrary to digital ones which are cheaper to produce and easier to update. She also argued that they can become a crutch that limits the teachers' abilities to branch out and create a rich learning experience for the fact that many concepts can be taught through various methods depending on the learning context of the student. The latter conditioned the process success significantly.

Moreover, Korbey (ibid) has shown the bias textbooks probably use where the political influence in what narrative is being driven about a given topic. In addition to that, one of the textbooks limitations is that they are the same to all though each student is unique in matter of needs, abilities and learning style. Once again, unfortunately, shortness over the use of all sensory organs can evidently be noticed. Hence most of them miss attractiveness and dazzling among students.

To sum up, Hutchinson and Torres (1994) reminded educationists about the danger ready-made textbooks cause as they absolve participating responsibility of teachers in day-to-day decisions about what and how to teach. Thus, practitioners in the field of education must provide a great textbook follow to ensure academic success through textbook analysis through which such limitations for the least can enthusiastically coalesce in a positive manner.

7. Textbook Evaluation Definition

Despite their limitations, using textbooks is referred to, according to Nimehchisalem (2023), as necessary evil. This is absolutely true for English as foreign language situation where EFL learners are less likely to meet such authentic examples of the language. This underlines the leading value of the textbooks. In the same vein accentuates the significance of textbooks analysis and evaluation. The latter, as Weninger (ibid) defined, is a small but distinguished subfield of Applied Linguistics through which the provided material is “separated into parts and those parts are given rigorous detailed, scrutiny, resulting. In a consistent and complete account (Febriantika, 2022, p. 14)

Textbook evaluation as a research method can but be systematic and objective to make replicable and valid inferences with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action. Regarding this fact, as Vitta (2021) alleged incurs textbook evaluation to have two prominent features. On one sight, it should be performed as a principled quality control check aiming at judging the textbook usefulness and relevance. On the other side, it assumes a realistic worldview where researchers, as Weringer (ibid) stated, utilize a set of criteria connected to a broader social or cultural issues based on a critical, objective and philosophic underpinning. Those criteria should no more be tied to the immediate teaching context.

Although it is widely accepted that textbook analysis basically tries to find out what is already there, Sahin (2020) emphasized that been nearly always carried out before materials are selected, textbook analysis is the must initial stage of evaluation that spotlights the merits and demerits of any textbook to check out whether it is relevant, appropriate, suitable and effective.

The weight of evidence suggested that one of the most important questions an efficacious textbook evaluation highly depends on is both what methodology as well norms are to be

considered. This assumes special knowledge and tricky practice; doubtless, that can only seem hard but essential.

8. Textbook Evaluation Importance

The educational value of textbooks can no longer be deniable no matter how small or innocent message they up breed, it could be open for interpretation by an unfledged impressionable mind. Besides, as Saharagard (2010) stated “teachers are just consumers of other people’s products (p. 38).” Hence, much care and awareness should be wreaked when designing them, at both while and post designing phases. This has rendered a careful analysis and objective evaluation more vital than ever. According to Mikk as cited in Okeeffe (2013) “textbook analysis dates back to 900AD when Talmudists counted words and ideas in texts (p. 4)”.This simply shows that textbook analysis is as beneficial as necessary in the field of education.

To begin with, the primary aim of textbook scrutiny is not limited to only analyze but to evaluate its suitability nevertheless it sheds some light to the issue as it may bestow an intensive care about content selection. Then, this helps better understand each inch presented within the textbook that it provides a generous rewriting of the ideas and the concepts where a stereotypical clarification and explanations are awarded. Weningger (2018) explained that the purpose of textbook evaluation extends to map the meanings encoded and uncover them.

Moreover, it spotlights on one hand the material’s strengths, this can hopefully maximize its benefits and effectiveness. On the other hand, it clarifies its weaknesses to sidestep them. This helps saving both time and efforts. Consequently, teachers feel free and facile either to adapt or adopt any of the textbook parts depending on their target audience.

Last but not least, Chapelle as cited in Weningger (2018) announced that textbooks scrutiny and evaluation can make explicit recommendations for materials developers in the light of the findings. That is to say, textbook analysts dedicate the hard efforts of book scrutiny to enhance and encourage good textbook design.

Indeed and obviously, textbook evaluation is of such great importance that it stuffs teachers with knowledge not just of the textbook but as well about the textbook. However, analysts should adhere the right methodologies of doing so.

9. Textbook Evaluation Methodology

The primacy of textbook evaluation is almost beyond question. But over time, its scope has expanded to include divergent perspectives. Such divergences generally influence the particular research that guides textbook analysis studies and make its conceptualization difficult because of its challenging dispersion (Vitta, *ibid*). As well, instead, textbook evaluation remains fundamentally a subjective rule-of-thumb activity and has no near formula. This, as Sahin (*ibid*) warned, leads often to uninformed judgments. She continued that obviously but so importantly there can be no unique agreed upon framework for textbook evaluation. It is all a matter of reasons, objectives and circumstances of the process that determine the fit framework.

Andriyan (2019) insisted that textbook evaluation must be both learnable and divorceable from the personal authority of the researcher i.e as Sahragard (*ibid*) stated , analyzing a certain material as it is regardless of how it is used in the classroom. Thus, it acts as a quality control check through qualitative and quantitative assessments that gauge the extent to which these widely used products are suitable.

Weninger (*ibid*) suggested three broad frameworks that analysts overwhelmingly employ which are named down as content evaluation, critical discourse evaluation and multimodal evaluation depending on the above said factors. Parallel to that, the methods vary. Widodo (2007) noticed that textbook evaluation could be carried out using an impressionistic, an in-depth or checklist methods.

9.1. The Impressionistic Method

According to Widodo (*ibid*) an impressionistic method refers to achieving impression about the materials of a given textbook. It basically depends on the analyst general perception where s/he prefers reading the publisher's blurb and list of contents before skimming through the book to gain a clear sense of all – structure, topics, layout and visual elements (Sahin, *ibid*). That is to say, the analyst looks over some parts while flipping through others. Adriyani (*ibid*) said that using an impressionistic method helps making holistic judgement that that extensively relies on the analyst experience and expertise.

Referring to Widodo(*ibid*), this method includes three main qualities; the textbook strengths pay off for the learner, its lightness i.e learnability and transparency and its clarity at the organization and presentation levels. In addition, it appoints as well three dimensions

which are linguistic, social and topical ones. Remarkably four components accredited in each lesson there that show the opportunity for language use, the sample of the language, the exploration of vocabulary and the exploration of phonological orthographic or grammatical forms.

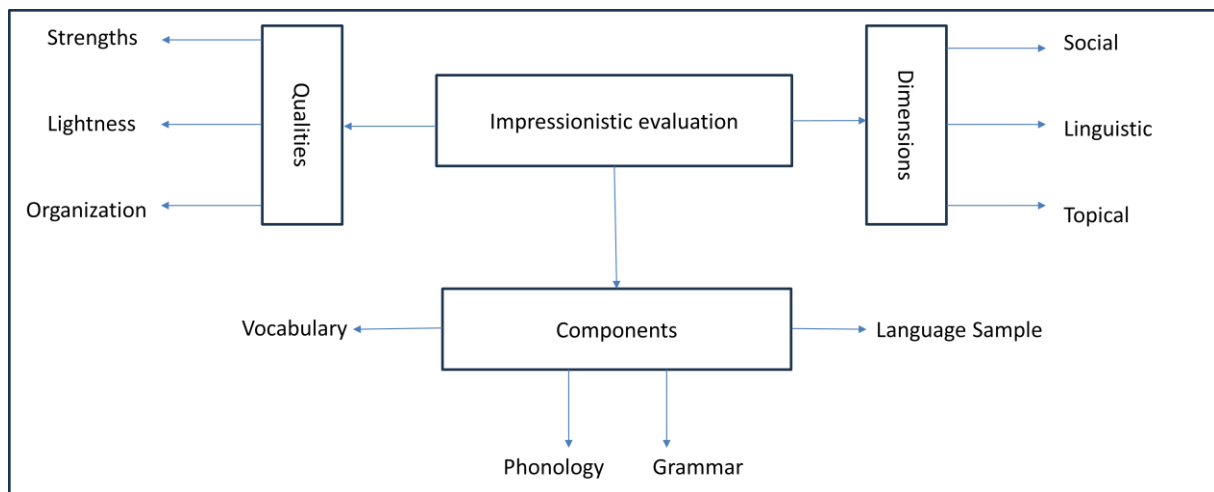


Figure n 3: Impressionistic evaluation method elements

Definitely, impressionistic textbook evaluation provides a relatively superficial overview about the material relying heavily on both consistent familiarity with material design knowledge and forestalling the appropriateness criteria. This makes it challenging for novice practitioners to make judgements impressionistically.

9.2. The In-Depth Method

An in-depth method as its name sounds clear suggested a really deep examination of the material contrary to the previous impressionistic evaluation view. As Sahin (ibid) mentioned, it is concerned precisely with examining one part of the textbook been a chapter, a unit, or a specific exercise aiming at carefully exploring representative features like design, content, methodology... etc.

Using an in-depth method means a ticklish scrutiny of the item chosen at different dimensions as well as levels. It emphasizes such items like the aims to be achieved, the learner's needs and interests to be considered and the material functioning to be displayed through the different teaching methods and the various learning styles. (Widodo, ibid). Thereby, analysts can reach some conclusions that concern the extent to which the material is flexible and suitable. Certainly, this method seems to be active in nature by seeking out

information about the textbook in the line of an agenda that the analyst has already decided about.

However, unless an in-depth method is firstly preceded by an impressionistic one, much doubt will probably roam over the outcomes it launches. Indeed, once the selected part to be dealt with is not enough representative of the whole textbook, an in-depth method can only be misleading (Sahin, *ibid*).

9.3. The Checklist Method

According to Romadhoni (2023), using checklist method is a common way to evaluate whatever textbook. Through which researchers weight the extent of the material match to the determined criteria using rating, scores or grades. Those collected results reflect the textbook quality and relevance to the standard criteria.

It is widely accepted that a checklist method of evaluation is more objective and less time consuming that can ideally combine both the impressionistic as well as the in-depth conclusions. Researchers ask questions about what the material content, what aims it identifies to achieve and what the learners are expected to do. Widodo (*ibid*) show that the method comprises mainly three items which are comparison, identification and verification. This can easily accomplished where analysts just tick the list while scrutinizing. In the same vein, both Sahin (*ibid*) and Lawrence (2011) complemented this method use as being systematic to ensure all deemed important elements. Moreover, it is explicit, effective and convenient that it allows analysts record information in a relatively short time and compare competing sets of materials. Then, as Romadhoni (*ibid*) and Suryani (2018) explained, both quantitative and qualitative interpretations are used. That is to say, the former is preferred when the data collected are test scores usually presented in table forms whereas the latter is better approved when the data collected are descriptive narratives presented in journal forms.

As a way of suggestion, Sahin (*ibid*) states that using a checklist method helps to surpass impressionistic and misleading in-depth findings in order to gain available, efficient and context-specific insights. Inasmuch, a well-designed checklist generally contains clear and concise criteria. Besides, as Lawrence (*ibid*) confirmed, analysts have total freedom to add or drop different items depending on the individual or situational needs together considering much the standard criteria universally avowed. This condition leads to see the importance of listing them.

10. Textbook Evaluation Criteria

There are numerous criteria that can be utilized for assessing EFL textbooks. For the reason that, each researcher has his own idea around the assessing criteria for EFL textbooks. According to their viewpoint on the most fundamental criteria researchers came up with diverse assessment checklists. Among others, William (1983), Cunningsworth (1995) have suggested checklists according to their view point on the most fundamental criteria. As well as, Mark & Ellis (1987) who suggested some criteria for designing EFL textbook which can be used for evaluation as well.

To start with, William (1983) presented a way to develop criteria for evaluating English language textbook. So, he gave a scheme for evaluation that can be used to develop a checklist of items related to second foreign language teaching. Also, he provided instruction for using the checklist to suggest a way in which teachers might develop their own criteria. The proposed framework for evaluation first takes in to account a number of assumptions about second language teaching. Also, the linguistic, pedagogical and general and technical criteria related to these assumptions. Williams (1983) then proposed how evaluation data could be generated from this framework as well, how these criteria could be modified to suit a specific language teaching environment or specific educational level.

According to Cunningsworth (1995), evaluation of the textbook can be through forming a general impression just by looking through it then having an overview of its possibilities, its strengths and its weaknesses, for example, the quality of the visuals, how attractive and clear the layout is and the like. For an in-depth evaluation more detailed are needed, including items that related to the students 'learning needs, curriculum requirements, how different aspects of the language are handed with... etc. Concerning deciding on checklists, Cunningsworth (1995, p.2-3) claimed that "it is best to identify your own priorities and draw up your own checklist, perhaps using some of the criteria in this book and adding others of your own, based on your concerns and priorities".

For Mark and Ellis (1987), the good plan of textbook draws in consideration and stimulates interest it makes motivation within the reader to read further. In their planning criteria they based on the effective media presentation and how can these be connected to EFL textbook reading. First a quick glance at the page allows the EFL learner and teacher to know the theme, the purpose and the intended result. Second, EFL learners and teacher can follow

clear information paths, so they know where to go, what to look at next when reading through the texts, exercises, artwork or photographs. Then, the material needs to be made on the page easily accessible to both EFL learners and teachers. Finally, the EFL learning material design should be done in a way that motivates both students and teachers to use it.

Even if researchers come up with diverse assessment checklists, all of them are based on a few common criteria. First, criteria related to the physical characteristics of the textbook. Then, criteria evaluate the textbook content. Moreover, criteria related to methodology as well as skills. Finally, criteria related to the culture and the background of the learners.

<p>Quick-reference checklist for evaluation and selection</p> <p>Aims and approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners? <input type="checkbox"/> Is the coursebook suited to the learning/teaching situation? <input type="checkbox"/> How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers? <input type="checkbox"/> Is the coursebook flexible? Does it allow different teaching and learning styles? <p>Design and organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> What components make up the total course package (eg students' books, teachers' books, workbooks, cassettes, etc)? <input type="checkbox"/> How is the content organized (eg according to structures, functions, topics, skills, etc)? Is the organization right for learners and teachers? <input type="checkbox"/> How is the content sequenced (eg on the basis of complexity, 'learnability', usefulness, etc)? <input type="checkbox"/> Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements? <input type="checkbox"/> Is there adequate recycling and revision? <input type="checkbox"/> Are there reference sections for grammar, etc? Is some of the material suitable for individual study? <input type="checkbox"/> Is it easy to find your way around the coursebook? Is the layout clear? <p>Language content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account? <input type="checkbox"/> Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning? <input type="checkbox"/> Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation? <input type="checkbox"/> Does the coursebook deal with the structuring and conventions of language use above sentence level, eg how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels.) <input type="checkbox"/> Are style and appropriacy dealt with? If so, is language style matched to social situation? <p>Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements? <input type="checkbox"/> Is there material for integrated skills work? <input type="checkbox"/> Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material? 	<ul style="list-style-type: none"> <input type="checkbox"/> Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension? <input type="checkbox"/> Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions? <input type="checkbox"/> Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles? <p>Topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is there sufficient material of genuine interest to learners? <input type="checkbox"/> Is there enough variety and range of topic? <input type="checkbox"/> Will the topics help expand students' awareness and enrich their experience? <input type="checkbox"/> Are the topics sophisticated enough in content, yet within the learners' language level? <input type="checkbox"/> Will your students be able to relate to the social and cultural contexts presented in the coursebook? <input type="checkbox"/> Are women portrayed and represented equally with men? <input type="checkbox"/> Are other groups represented, with reference to ethnic origin, occupation, disability, etc? <p>Methodology</p> <ul style="list-style-type: none"> <input type="checkbox"/> What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the learning/teaching situation? <input type="checkbox"/> What level of active learner involvement can be expected? Does this match your students' learning styles and expectations? <input type="checkbox"/> What techniques are used for presenting/practising new language items? Are they suitable for your learners? <input type="checkbox"/> How are the different skills taught? <input type="checkbox"/> How are communicative abilities developed? <input type="checkbox"/> Does the material include any advice/help to students on study skills and learning strategies? <input type="checkbox"/> Are students expected to take a degree of responsibility for their own learning (eg by setting their own individual learning targets)? <p>Teachers' books</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials? <input type="checkbox"/> Are the teachers' books comprehensive and supportive? <input type="checkbox"/> Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information? <input type="checkbox"/> Do the writers set out and justify the basic premises and principles underlying the material? <input type="checkbox"/> Are keys to exercises given? <p>Practical considerations</p> <ul style="list-style-type: none"> <input type="checkbox"/> What does the whole package cost? Does this represent good value for money? <input type="checkbox"/> Are the books strong and long-lasting? Are they attractive in appearance? <input type="checkbox"/> Are they easy to obtain? Can further supplies be obtained at short notice? <input type="checkbox"/> Do any parts of the package require particular equipment, such as a language laboratory, listening centre or video player? If so, do you have the equipment available for use and is it reliable?
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Figure n 4 : Checklist for evaluation and selection of course books(suggested by Cunningsworth 1995)

Appendix

Sample checklist for evaluation

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

Figure n 5: Sample checklist for evaluation (suggested by Williams 1983)

10.1. Physical characteristics

Whenever a textbook is designed, it is crucial to consider this factor. The physical characteristics of every book make a major impact on a student's first impression of it irrespective of its content. In this criterion, the layout, binding, font size, type and colour photographs of the textbook are discussed.

According to Mark and Ellis (1987, p.96) “Course book layout and design can help this process enormously by helping teachers and student know precisely what is going on, and why”. What they meant by “this process” is learning teaching process.

Moreover, high quality paper and binding are essential elements that can be used to design a high-quality textbook. Together, they contribute to ease the use for learners also effect the longevity of the textbook. According to Mark and Ellis (1987, p.96) “most people today would allow that general quality of textbook design has improved immeasurably. The use of colour photographs is now accompanied by the use of decent quality paper on which introduce them...attention to overall design is seen to be crucial to the final product”.

Mark and Ellis (1987, p.93) also mentioned that “colour is more common in book for adults and younger learners alike”. They have claimed that colour naturally attracts. They suggest that the use of colour can help engage the reader and make it easier to understand. Furthermore, the use of colour can help to emphasize key points and make it easier to identify relationships between different concepts.

All the physical elements combined can create a visually appealing book that will capture a student's attention and help them to absorb the material more effectively. Additionally, a book with a well-thought-out design will be easier to navigate and will provide a better user experience

10.2. Content

Judging a book by its cover is not enough, it is important to go deeper than that and look at the content.

For the content that is found in language teaching is grammar, vocabulary and phonology which must suit learners. According to Cunningsworth (1995) “this language content can then be compared with what the students need to learn and expect to learn, in order to evaluate the suitability of material so far as its language content is concerned”.

Moreover, the content which is proposed in the textbook must be based on the requirements set out in the official programme or the syllabus. As well as, it is important to evaluate the content of the textbook whether it is divided into well organized, coherent and small units, to make the learning process easier to achieve. Cunningsworth (1995, p.31) said

“it is generally necessary to analyse language and divided it into small units for effective teaching and learning to take place”.

As well as, the accuracy of the content is another essential thing to take into consideration, both in terms of linguistic correctness and in terms of scientific faithfulness. That is to say no errors and no scientific falsehoods. (khaldi, 2007).

To sum up, the content of the textbook has to be suitable for learners, based on syllabus requirement, without errors, as well presented in a simplified and organized manner.

10.3. Methodology

Moving from what is being taught, that is to say content, to how it is taught, that is to say methodology. The methodology used in the EFL textbook encompasses the principles, techniques, and activities used to facilitate language learning and development. The Longman Dictionary of Applied Linguistics defines methodology as “the study of practices and procedure used in teaching, and principles and beliefs that underline them”. (Nunan, n.d.)

The textbook must contain an up-to-date methodology. According to Williams (1983)” the ESL (English as a second language) textbook should be consistent with the psychological and linguistic principles underlying current”. As well as the teaching-learning methodology has to match the teaching approach (in Algeria, the competency-based-approach).

Some of the main themes of the principles identified by Cunningsworth (1995), where he refer to methodology, are; first skills need to be learned both separately and an integrated way. Then, communicative practice should be actively and fully involved in lessons.

When it comes to vocabulary, the items must be presented in context and to be clearly related to one another. Moreover, if new words are not to exceed five percent of a text, then the number of new words is debatable as well as ensuring that the text is familiar enough to provide a reasonable learning. (Cunningsworth, 1995)

In English language teaching, grammar holds a significant role. To effectively teach grammar textbook should introduce initially the form of the new grammatical items without immediately addressing their meaning or basic use. Additionally, a new grammar items can be presented with a focus on the use. For example, irregular past simple tense forms can be

introduced through reading passage with primary attention given to understanding and using the tense in context. This approach allows students to grasp the functional aspects of the grammar items before delving into its formal structure. (Cunningsworth, 1995)

Considering all the facts, learning methodology must be up-to-date, activities should be varied. So, well organised and balanced mix of activities and exercises promote the development of language skills and encourage learners' interaction in classroom and real-life language situation.

10.4. Skills

First of all, for listening skill in the textbook, Cunningsworth has claimed that it is important to check whether the textbook provides pre- listening activities, because these kinds of activities facilitates and helps the learner to focus more as well as understanding better the recording passage. Another thing we must not ignore is to check the quality of the recorded sound. It has to be very clear, as well as the speaking speed has to be appropriate suitable to the ability and level of the learners. (Cunningsworth, 1995)

Secondly, speaking skill is presented through oral presentation, dialogue and role-playing acts and it is essential that the more mechanical aspects of speaking are covered in pronunciation practice to ensure that the students get good spoken experience. (Cunningsworth, 1995)

Furthermore, while assessing reading skill in the textbook, it is important to evaluate reading content as well as the texts themselves. First, it is essential to take the following aspects into account when analysing the reading content of the textbook. In the first place, there should be a sufficient amount of reading passages included. In addition, learners are given help to develop good reading strategies when reading passages are introduced early on during a beginners' course. A final note on the nature and range of activities, exercises associated with reading passages. Second, regarding the texts themselves, we must first determine how long they are. It is also important to determine whether they are authentic. A third consideration would be to determine how complex the discourse and grammatical structure are. In addition, it is important to know what kind of vocabulary is available. As last point, whether they need a special knowledge to understand. (Cunningsworth, 1995)

Lastly, according to Cunningsworth (1995, p.82) “writing makes use of different language resources than speech, for instance paragraphing, spelling and punctuation”. So, after building a strong foundation in phonics and spelling textbook must move on to writing skills”. It is important to introduce the concept of sentences and provide examples to help the learners the basic structure. Gradually, textbook should introduce the concept of paragraph writing and it is important to choose familiar topics. Cunningsworth(1995,p.80) “as well as teaching the mechanics of writing at sentence level, we would expect writing material to familiarize learners with the way written text is organized in terms of its discourse structure”.

10.5. Culture and Student Background

In designing a language textbook, it is imperative to consider both the target culture as well as student’s background criteria for an effective and inclusive learning experience

In one hand, there is much more to learning a foreign language than grammar, syntax, and phonetics. Learners need to foster “Global cultural consciousness” (Kumaravadilu, 2008, P. 7). As a result of this awareness, students learn how to interact with cultures from around the world in an appropriate way. (Merdassi & Baghzou, 2021). In the other hand, it is important to take into consideration the nature of a given society. Williams (1987,p.252) mentioned that “there are second language problems in learning vocabulary and syntax that arise from differences between the cultures associated with the target language and mother tongue”

In addition to that, there must be a balanced and faithful representation of the geographical specificities of the country; that is to say: north and south, rural and urban, rich and poor...etc. Also, some universal values which are shared by all the people of the world must be sufficiently represented in the textbook as to increase pupils' awareness of these values like peace, solidarity, charity.etc. (Khaldi, 2007)

Foreign language learning goes beyond linguistic aspects and necessitates the development of global cultural consciousness. This awareness enables learners to interact with diverse cultures in a respectful manner. Additionally, language education should strive for a balanced representation of a country's geographical specificities and incorporate universal values to enhance pupils' awareness of shared principles.

Conclusion

What can be really recognized by the end of this chapter is that textbook significance is merely emphasized as an interrelating tool that connects all of the educational process components being learners, teachers or decision-makers. However, it cannot usually escape some disgraceful defects. Fortunately, those deficiencies are spotted through a closer scrutiny and an objective evaluation. The latter is accomplished using different methods been mainly impressionistic, in-depth or a checklist. Whatever method, it must be based on definite criteria that click a particular teaching context. The aim is basically to meet learners' needs and teachers' perspectives.

Chapter Two: Practical Part “My Book of English”4PS Evaluation

Introduction

Indubitably, analyzing and interpreting the data is such crucial step in present research through which researchers can draw conclusions and make significant contributions to the associated field. In the light of the foregoing, this chapter is allocated to deal with the participants’ responses that attempt at evaluating the recently implemented fourth year primary school textbook of English entitled “My Book of English”.

1. Method

Following our aim, an evaluative analytical descriptive method is used to seek much objectivity and reliability. The gleaned data quantitatively and qualitatively analyzed as summarizing and analyzing results required descriptive statistics; however, the research necessitated revolving around data absorbed from a closer scrutiny of the textbook based on the experts’ experience.

2. Participants

The sampling strategy adopted depended on selecting participants by using a purposive non-random sampling procedures aiming at ensuring effectiveness and raising benefits. Thus, twenty teachers were asked to complete the evaluation grid. Those teachers were English Language Teaching experts. It is worth to be mentioned that their teaching experience ranged from ten to thirty-two years.

3. Instrument

To elicit the required data and conduct the textbook evaluation aptly the questionnaire is divided into two sections preceded by an introductory paragraph. The latter identifies the topic dealt with and kindly asks the experts to perform the devoted work. Then, the first section rounds up some general needed information related to the experts’ degree or qualification and teaching experience. However, throughout the second section, checklists design of percentage scales from 20 to 100 percent is suggested. This part investigates five dimensions of the evaluation criteria, namely: (1) physical characteristics, (2) content, (3) methodology, (4) skills and (5) culture and

student background. Each of which covers detailed five to ten questions that meet the intended points for the sake of scientific validity.

4. Administration of the questionnaire

The questionnaire was distributed to the participants provided with the textbook subject to evaluation when needed soliciting credibility and objectivity. The twenty copies were all handed back after an about sufficient time to conduct the work to eschew any precocious evaluation. It is worth mentioning that the participants show more than much interest and helpfulness.

5. ‘My Book of English’ 4PS Description

In order to evaluate “My Book of English”4PS effectively, it is important to describe it in term of physical characteristics, content, methodology, skills and cultural aspects.

"My Book of English 4PS" is a textbook designed for fourth grade primary school. Learners at this level are about ten or eleven years old and this is their second year learning English language. This textbook consists of ninety-six pages. The first page contains an introduction in Arabic and the last page contains a bilingual dictionary. These pages are bound with a cover containing the title, the level and a picture of two learners. The size of the textbook is twenty centimeters by twenty-eight centimeters.

The textbook covers eight units that talk about different topics about social life, health and nature. Each unit contains a set of activities including listening, reading, writing and speaking. Lessons for grammar, vocabulary and phonology are also included. Each unit begins with a title and some pictures that define the topic and introduce the content that learners will see in the coming lessons. The textbook includes a variety of exercises, activities and examples. As well a mix of individual, pairs and group work activities allowing students to practice language skills in different contexts and develop collaborative skills.

A fun section in the form of song is included for listening and singing followed by different listening tasks using listening scripts written in the teacher’s guide and via audio

recording. Furthermore, "My Book of English" 4PS incorporates short texts for reading followed by different tasks for checking the comprehension. Also in the textbook, there is a section for enhancing the handwriting. Finally, it contains role-playing activities for learners to perform.

The textbook is designed with colorful pictures inspired by learners' background and community. Many things related to cultural heritage are mentioned, whereas a little is mentioned about the target culture.

To conclude, it is necessary to mention that "My Book of English" 4PS shares many features with previous textbooks of English devoted to middle school learners

6. Analysing the Findings

6.1. General Information

Q1: Degree or qualification

License Magister
 Master Doctorate

	Number	Percentage
License	9	50%
Magister	1	05%
Master	7	38%
Doctorate	1	05%
Total	18	100%

Table 01: Teachers' Degree or Qualification

As shown in the table above, half of the teachers have the License degree and about thirty-eight percent have the Master. Just ten percent of them hold either a Magister degree or a doctorate one.

Q03: Teaching career

<i>Teaching career</i>	<i>number</i>	<i>percentage</i>
Less than 10 years	07	39%
From 10 to 20years	08	44%
More than 20 years	03	17%
<i>Total</i>	18	100%

Table 02: Teachers' Experience

The results obtained report that most of the respondents have a teaching career that ranges between ten and twenty years. Thirty-nine percent of them of them have worked less than ten years. The teachers whose teaching career is more than twenty years represent seventeen percent of the participants.

6.2. “My Book of English” of 4 P S Evaluations

It is revealed after the analysis of the teachers' questionnaire that there is a unanimous view about the main constraints that hinder most students from writing paragraphs in English, in addition to the fact that the writing skill is not easy to teach and learn. It also shows the difficulties that both teachers and students face in the teaching-learning process of this skill and how to overcome these difficulties so as to enhance students' paragraphs writing. After analyzing the results obtained from the collected data in both sections of the questionnaire, a careful interpretation of the results will be given.

6.2.1. Physical Characteristics

The first part to respondents in the questionnaire contains seven statements aimed at evaluating the physical characteristics of the textbook . The percentage of answers is shown in the table below.

<i>Physical charecteristics</i>	<i>Percentage %</i>
1. The size of the textbook is appropriate for fourth year primary school learners.	72 %
2. The textbook is easy in handling and carrying.	78 %
3. The cover page is durable and appealing.	67 %
4. The paper used is of good quality.	77 %
5. Printing is neat and clear.	86 %
6. The layout of the pages is suitable.	72 %
7. The type space between words, lines, paragraphs and pages is appropriate.	76 %
Total	76 %

Table 03: Physical characteristics

The physical characteristics of the textbook are considered crucial elements in designing and evaluating of the textbook.

Throughout the first criterion, which searches for the appropriate of the size of the textbook for fourth year primary school learners it is found that the teachers' evaluation of the textbook according to it was seventy-two percent. Concerning the second statement, "the easiness of the textbook in handing and carrying, the percentage obtained is seventy-eight percent. As for the next criterion, which discusses the cover page being durable and appealing, experts gave it a percentage of sixty-seven. As well as, the same context, the good quality of paper used was investigated. This element obtained, through the respondents 'evaluation, a score of seventy-seven. Through another criterion that studies to what extant printing is neat and clear, the percentage got according the teachers' assessment exceeded eighty-six percent. Concerning the layout of the pages suitability, the respondents gave it a rating of more than seventy- two percent. The final criterion in this part, physical characteristics, represents the type space between words, lines, paragraphs and pages appropriateness where the submitted textbook got a score of seventy-six through the evaluation of the experts.

Examining the findings of physical characteristics results in seventy- six percent of rightness. So, the majority of teachers agree on the physical characteristics appropriateness for the learners.

6.2.2. Content

The content has been evaluated through seven statements presented in the table below.

Content	Percentage
1. Guidance is given to learners on correct use of the book.	63%
2. The content includes references to the curriculum.	62 %
3. The objectives stated are suitable to present society's demand.	61 %
4. The content of the textbook is relevant and up-to-date to the learner's needs and interests.	72 %
5. The content is clear and understandable to the teacher and the learner.	68%
6. The content is well-organized and offers easy progression.	58 %
7. The content covers all the language areas (grammar, vocabulary, phonetics, punctuation...etc).	67 %
Total	62 %

Table 04 : Content

Content is considered the main element in the teaching-learning process, which teachers seek to authenticate to learners, as well as, the learners seek to grasp it. And it has a great importance in the value of the textbook.

To start with the first statement, providing guidance to learners on correct use of the book, plurality of respondents agreed that this criterion is sixty-three percent available. As for the second statement which is related to whether the content includes references to the curriculum, the experts saw the percentage of this criterion approximately equal to sixty-two percent. The percentage of the participants about the next statement, which is the objective stated suitability to present society 's demand ", is about sixty-one percent. As it can be seen on the table above, the teachers gave a percentage of seventy-two percent related to the content of the textbook relevance and being up-to-date to the learners' need and interests. The results indicate that the content is clear and understandable to the teacher and the learner at a rate of sixty eight percent. Concerning the statement dealing with the content well organization and easy progression, as evaluated by the experts, does not exceed a percentage of fifty-eight. Lastly, the seventh statement in this part revolves around whether the content covers all the language areas (grammar, vocabulary, phonetics, punctuation ...etc). The score got is about sixty-seven percent.

The findings of the content assessment when evaluating the textbooks' content estimated a sixty-four percent. This indicates that the textbook excels in several key areas,

not as much as physical characteristics (the first part), but these finding suggest “My Book of English” 4PS provides a suitable content for learners with more emphasis on made on well organization and easy progression (statement six in the table) which obtained the lowest percentage compared to the other statements.

6.2.3. Methodology

To deal with the methodology as a criterion leading to effective foreign language learning, ten extensive statements are set to be observed by the experts. Measuring them using percentages are presented in the following table.

Methodology	Percentage %
1. The content highly caters the different preferred learning styles of the learner.	62 %
2. The content guides and leads the learner to use different learning strategies	60%
3. The instructions used are clear and helpful.	80%
4. The textbook offers flexibility to modify its usage according to the learner’s needs.	64%
5. The tasks used are engaging and interactive.	68%
6. The activities used encourage and facilitate thee learner’s use of the language.	68%
7. The activities promote the critical thinking skill of the learner.	53%
8. The passages are balanced between individual response, pair and group work (different social patterns).	68%
9. The content emphasizes the communicative functions.	72%
10. The learner is expected to take a degree of responsibility for his own learning.	51%
Total	64%

Table 05: Methodology

The fitting methodology is absolutely at the heart of foreign language learning activity. The statements try to assess the extent to which the supplied textbook meets that.

Firstly, the respondents coincide that the content does not highly cater for the different preferred learning styles of the learner to sixty-two percent and hereabouts, the extent to which the content guides and leads the learner to use different learning strategies. Concerning the instructions used, eighty percent of them seem clear and helpful. Experts agree on the flexibility to modify the usage according to the learner’s needs My Book of English offers goes to a percentage of sixty-four percent. When it comes to the tasks used engaging and interactive features, the provided material wins a percentage of sixty-eight percent. Similarly,

the extent these activities encourage and facilitate the learner's use of the language is evaluated. Concerning promoting the critical thinking skill of the learner, experts rate it with a percentage of only fifty-three percent. When examining whether such material passages balance the different social patterns as individual responses, pair and group work, it could cap a sixty-eight percent result. Depending on the findings, experts do not differ on the point that the content of the supplied textbook emphasizes the communicative functions; on the other hand, the moiety do not think it much offers the learner an opportunity to take part and be responsible for his own learning.

Thus, the total evaluating scale of methodology fitness encroaches a result of sixty-four percent.

6.2.4. Skills

Evaluating the skills criterion depends on the responses of the experts to the sweeping eight statements. They were requested to rate them using the percentages. The table below represents their responses.

Skills	Percentage %
1. All the four skills are adequately covered.	76 %
2. The textbook ensures the appropriate balance of skills.	73%
3. The textbook considers well the skills natural ordering (listening, speaking, reading then writing).	75%
4. The listening materials are well-recorded and as much authentic as possible.	55%
5. The spoken materials are well-designed to equip the learner for real life interactions.	50%
6. The reading passages are suitable for the learner's level and interest	57%
7. The writing activities are sufficiently guided and controlled to ensure an acceptable degree of accuracy.	65%
8. The textbook cites to make use of modern media.	70 %
Total	65%

Table 06: Skills

Learning a given language depends upon a well-rounded practice of all the four skills, namely: listening, speaking, reading and writing.

As due, statement one searches if all the four skills are adequately covered. About seventy-six percent is the percentage deserved to such point in My Book of English. Then, an amount of seventy-three percent is the valuing grade when it comes to the extent to which the handed material ensuring appropriate balance of the four skills. Thereabouts, i.e a percentage

of seventy-five percent is the degree achieved when addressing the consideration level of natural ordering of the mentioned skills the textbook ensures. The fourth statement deals with the much authenticity and well-recording of the listening materials where experts show reservations on that as only fifty-five percent result is owed . Unfortunately, according to the examiners about half of the spoken materials are not well-designed to equip the learner for real life interactions. When to evaluate the reading passages suitability for learner’s level and interest, an amount of fifty-seven percent is gained. The seventh statement checks if the writing activities are sufficiently guided and controlled to ensure an acceptable degree of accuracy. To this, experts give a percentage of sixty-five percent. Last but not least, a seventy percent scale evaluates the extent to which the provided material cites to make use of modern media.

As a total evaluative state, skills criterion in My Book of English deserves a percentage of about sixty-five.

6.2.5. Culture and Student Background

The respondents were requested to observe six different statements related to the culture and the student background representation in the examined textbook. They were asked to rate that using the scale. To this, their responses are presented in the table below.

<i>Culture and Student Background</i>	Percentage %
1. There is wide variety of authentic and up-to-date images of the target culture.	70 %
2. The cultural information is age-appropriate to stimulate the learner interest.	64 %
3. The cultural content is accurate and current.	66 %
4. The content is unprejudiced in terms of customs, ethnicities, race and sexes.	82 %
5. The content promotes cultural understanding.	74 %
6. Teaching the target culture incorporates the learner to explore his own culture.	67 %
<i>Total</i>	70%

Table 07: Culture and Student Background

Cultural appropriateness is a key element to be considered when designing especially foreign languages textbooks.

In the same vein, statement one addresses the idea that the supplied textbook contains a wide variety of authentic and up-to-date images of the target culture. Hence, teachers raking extend to the extent of seventy percent. The next point is the age-appropriateness of the cultural information to stimulate the learner interest. The checked textbook could hold a degree of about sixty-four percent. Similarly, the cultural content of My Book of English overtakes a sixty-six percent scale concerning being accurate and current. Fortunately, experts feel that the content is rarely prejudiced in terms of customs, ethnicities, races and sexes with less than twenty percent scale. When it comes to promoting cultural understanding, the provided material wins an extent of about seventy-four percent while it could hold a percentage of sixty-seven percent when checking the extent to which can teaching the target culture incorporate the learner to explore his own culture.

To conclude, the total evaluation scale concerning culture and student background is of seventy percent.

6.2.6. The total

To sum up, the table below followed with the chart bars represents the total results of each criterion in comparison to the others.

Criteria	Physical characteristics	Content	Methodology	Skills	Culture and student background	Total
Percentages	76%	62%	64%	65%	70%	67%

Table 08: the total evaluation results

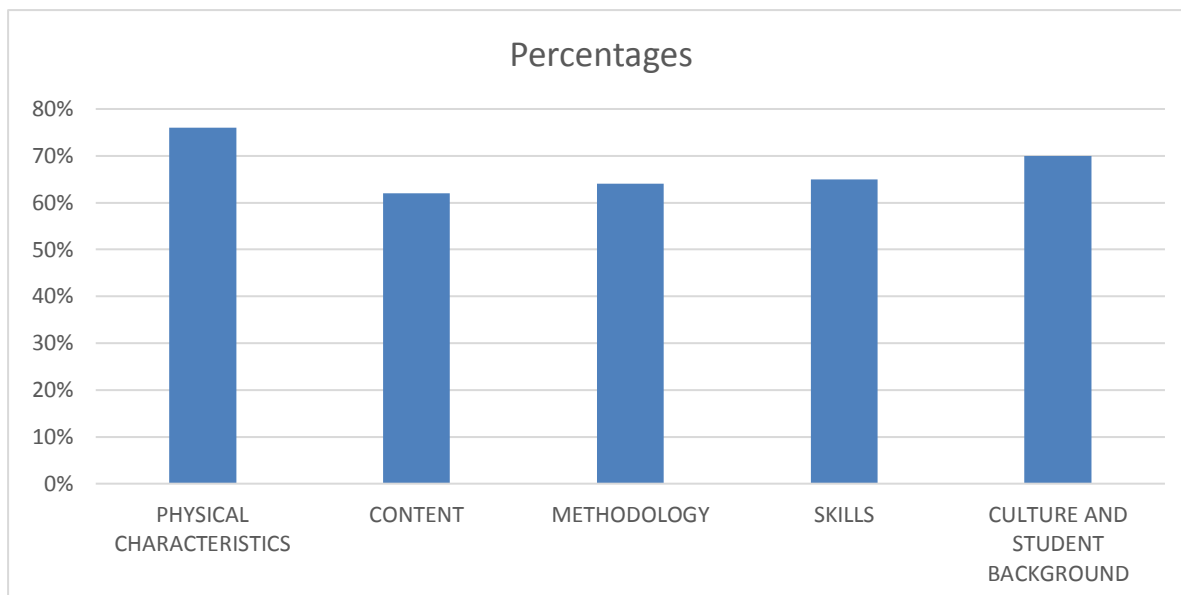


Figure n 6 : Chart bars representing the results of the criteria evaluation of “My Book of English” 4PS.

What can be recognized through those findings is that My Book of English 4PS as a whole sounds good at both physical appearance and cultural representation with about seventy percent results for both. However, at all of the content portrayal, the methodological design and the skills model, it fails to meet results above sixty-five percent.

7. Discussing the Findings

The evaluation of the textbook according to different criteria, namely: physical characteristics, content, methodology, skills, the culture and the background of the learners provides valuable insights about its suitability and effectiveness as a learning resource . The discussion of the data obtained from the experts’ responses goes as follow :

7.1. General Information

Thanks to the purposive non-random sampling, the participants’ responses in section one indicate that the majority of teachers have License (Bachelors’ degree) as well as they have a long experience in teaching. That means the amount of textbooks they have used through at various levels, in light of the changes that occurred in the educational system, must hopefully gives them an overview of the previous textbooks in addition to the sufficient experience expected to evaluate the suitability of “My Book of English 4PS “.

7.2. My Book of English of 4 P.S Evaluations

7.2.1. Physical Characteristics

In analyzing the results of the questionnaire, it is evident that the textbook has a suitable physical characteristics, where some factors contribute to this result, including the fact that the textbook is easily carried and used, in addition to the fact that the printing is clear and neat, as well as the amount of space between words, lines, and paragraphs is appropriate. Whereas, some shortcomings were revealed, including the lack of attractiveness in the textbook cover, as well as the size and layout of the textbook that the results showed that it was inappropriate.

After all, while the textbook has various positive attributes such as its portability and legibility, it falls short in terms of its cover design and overall size and layout. These shortcomings should be addressed in order to enhance the book's overall appeal and user experience.

7.2.2. Content

Based on the results of the study, the textbook content is appropriate in terms of being up-to-date and relevant to the student's interests and needs. The language is also clear, understandable, and covers all areas of the language. In spite of this, there is a lack of guidance regarding its use. As indicated, what concerns the curriculum match, it remains weak. Besides, the objectives stated are neither suitable nor as expected by the society. Last but not least, the results show that the textbook is weak in terms of content organization and progression.

Overall, the results indicate that while the textbook meets certain criteria in terms of relevance, clarity, and coverage of language areas, there are significant areas of improvement that need to be addressed, particularly in terms of guidance, alignment with curriculum objectives, and content organization and progression. These findings highlight the need for a comprehensive review and revision of the textbook to better cater to the needs and expectations of both teachers and learners.

7.2.3. Methodology

What can be noticed through the final results of the questionnaire is that My Book of English shows methodological deficiency at some significant points that cannot be skipped. Though the curriculum communicative aim is so major in teaching foreign languages, the designed textbook seems misleading often times. The results confess that the learning styles and strategies are monotone despite the clarity of the task instructions. Furthermore, the provided textbook deviate the competency based approach principles mainly the learners taking part and responsibility of learning being socialized through encouraging critical thinking and appropriate use of language.

All in all, the methodology of language teaching and learning is the right way supposed to gain the max of language components and make them in use. To only rate partly can be noticed in mal and difficult language acquisition.

7.2.4. Skills

Analyzing the skills criterion results has disclosed meaningful upshots that must be lightened.

Although My Book of English mostly covers all of the four skills, shows them in their natural ordering and fair balance, it missed much with both listening and speaking skills. That is to say, it does not meet the least proficiency when recording the listening scripts that were unprofessionally done. This makes them far away from authenticity. Besides, the spoken materials which weigh much when learning any language, what if a foreign one, are unhappily mal-designed. This disables the learners and hinders their real life interaction abilities. Moreover, the topics of the reading passages do not seem to be carefully chosen depending on the learners' level and interest. The procedure that should merely lean on a needs analysis task. As well, the findings affirm the skill of writing seems to be only limited to sentence reordering or rewriting them that makes writing as a boring activity to do. Finally yet importantly, dealing with the four skills matter can be highly imparted through the use of media that emulates the real life context. Unfortunately, this is noticeably missed in My Book of English.

To sum up, considering the four skills effectively and adequately is a must to communicate successfully. Missing a part means missing much.

7.2.5. Culture and Student Background

After the analysis of the experts' responses it is revealed that the good rate cultural content of My Book of English gains proves its suitability to the Algerian young learners.

The obtained results as mentioned before report the cultural strengths of the supplied textbook. That can prepare and encourage them communicate intercultural patterns, foster their pride of their own culture and accompanies them explore the target culture as well. However, the respondents highlight some reservations concerning the male focus the book expose and the very lack of the target culture manifestations. That can obstruct achieving cultural exchange plans which is at the top keys curriculum developers have stated.

It is definitely important to care about the cultural aspect of textbooks much especially within foreign languages ones because language is a very linked and essential element of that culture.

8. Teachers Feedbacks about “My Book of English”4PS

Additional feedbacks from teachers can only be of great benefits to better elaborate the strengths and weaknesses of “My Book of English” 4PS.

First, undoubtedly the 4PS textbook graphical design and content is appealing to both the learners and to the teachers (compared to that of 3PS). However, the most evident and unfortunate drawback is that it does not reflect the Teacher's Guide Book directives in terms of, as an example, the order of the sequences and even sometimes content sequences in the textbook are not ordered as those in the Teacher's Guide. Moreover, in Games sequence, the textbook contains activities related to the present continuous, while the Teacher Guide clearly requests the use of gerund with the verbs; to like, to love and to prefer. The use of the present continuous is mentioned later in “Food and Health” sequence.

The aforementioned examples issues could be overcome by the teacher; however, it makes it difficult or even impossible for parents to follow up their kids at home using the said book.

What complicates the situation is the absence of a separate “Activities Book”. On one hand, learners are requested not to carry their textbooks to school (applying the non-heavy

schoolbag policy), at the same time, they are not permitted to write on the classroom provided textbooks on the other. This deprives them from practice in the classroom and from revision at home.

To make a long story shorter, textbook designers should investigate these points and cooperate fruitfully with practitioners i.e teachers using that textbooks who seem closer to scan “My Book of English 4 PS in use.

Conclusion

The actual outcomes of the scrutiny and evaluation of “My Book of English “4PS help to weight the extent this material match to the determined criteria. The analysis and the discussion of the findings make it possible to identify the strengths at the physical level and cultural depth besides the weakness at the content exposure, methodology plan and the skills care of the examined textbook. Hence, reliable decisions about the use, the adaptation or the replacement of the textbook can effectively be made.

Some Effective Solutions and Remedies

“My Book of English” 4PS accompanies Algerian young learners in their first and the most important stage of their journey in learning English language. Thus, it is so important to ensure that the textbook submitted is of good quality. Therefore and based on the findings of this study, some valuable notes and remedies are to be proposed for both decision makers and teachers.

- Decision-makers have to care much about textbook designing providing enough time and ensuring appropriate circumstances.
- Stakeholders in the field of education should show much responsibility and collaboration.
- Only qualified and well-informed experts should be trusted to design textbooks.
- Teachers should be aware enough that textbooks are not Holy books, they must be scrutinized and evaluated.
- Teachers should be acquainted with textbook analysis and evaluation methodology and good textbook criteria.
- Textbooks should preferably present in a digital form to ease its use and adaptation.
- “My Book of English” 4PS of the ninety pages and eight units had better be lessened.
- The content must firm to the curriculum stated aims and present society’s demands in an easy progression way.
- The content should be revised so as to cover all the English language areas.
- The textbook should encompass the different learning styles and strategies.

- Critical thinking must be emphasized in “My Book of English” 4PS and learners should be given the chance to take part and responsibility when learning.
- The listening scripts in the submitted textbook must be well-recorded exploring the different technological means.
- The spoken materials should be well-designed and of authentic devotion.
- The selection of the reading passages should merely depend on the learners’ level and interests.
- The accurate and current target culture manifestations should be enriched in “My Book of English”4PS.

General Conclusion

"My Book of English 4PS: Scrutiny and Evaluation" sheds light on important insights into the field of education through its examination and evaluation of "My Book of English 4PS" against the criteria for a good textbook. This study is of interest because of the vital role that textbooks play in the educational and learning process. Due to this, it is extremely important to evaluate a textbook carefully and accurately, not only to determine its strengths and weaknesses, but also to correct any shortcomings and make it more useful.

"My Book of English" took into account the criteria of ease of use and portability. There is also an element of good typography. It provides up-to-date content which is relevant to the learner's interests. The content includes all forms of the language. Methodologically speaking, the supplied textbook shows clarity at the level of instructions. This facilitates the learner's engagement to interact and communicate using English language within different social situations. Referring to the skills dimension, it seems that "My Book of English "4PS designers have covered the four skills fairly respecting their natural ordering. Then, culturally speaking, the textbook examined tends to expose authentic and up-to-date manifestations of the target culture that promotes the learner's cultural understanding.

However, there are some shortcomings that need to be addressed. The design of the cover, the size of the textbook and layout of the textbook are discussed. As well, a lack of well-organization and easy progression of the content is reported. It is noticed that guidance for using the textbook is not available in the required level. As well as the content is not compatible with the curriculum objectives. A shameful ignorance towards the different learning styles and strategies that normally should be highly emphasized is detected. Critical thinking and self-learning basic notions of the CBA are unfortunately discarded in "My Book of English"4PS. Similarly, the designers are culpable about the bad quality of the listening records, the mal-formation of the spoken materials being far away from real life contexts and the weary reading passages. This can go back to the cultural age-inappropriateness and unsuitability content.

To wrap it all up, despite the circumstances surrounding the completion of the examined textbook that can only be described as challenging, its designers are to be complimented for their dedication and competence in handling such daunting task. Interestingly, it tends to keep

pace with many criteria requirements. On the other hand, it is impossible to show an entire perfection; so, its defects, missed elements and misrepresented features must be revealed and revised through the collaborative scrutiny and evaluation of all the stakeholders in the educational context as soon as possible.

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Appendices
University of Ghardaia
Faculty of Letters and Languages
Department of English



Teachers' Questionnaire

Dear Teachers,

The following questionnaire is designed as a data tool in this piece of research for the accomplishment of a Master Thesis in Didactics. It intends to evaluate fourth year primary school textbook of English entitled "My Book of English". Being one of the experts we depend on their views would be of great help to us. Thanks a bunch for your time and collaboration.

Section One: General Information

Q 1. Degree or qualification

License

Magister

Master

Doctorate

Q 2. Teaching career ademic years

Section Two: Please choose the score you think is fair to evaluate each element of the following checklist.

Evaluation Criteria		Scores				
		≥2 0	≥4 0	≥6 0	≥8 0	≥100
I. Physical characteristics	8. The size of the textbook is appropriate for fourth year primary school learners.					
	9. The textbook is easy in handling and carrying.					
	10. The cover page is durable and appealing.					
	11. The paper used is of good quality.					
	12. Printing is neat and clear.					
	13. The layout of the pages is suitable.					
II. Content	14. The type space between words, lines, paragraphs and pages is appropriate.					
	9. Guidance is given to learners on correct use of the book.					
	10. The content includes references to the curriculum.					
	11. The objectives stated are suitable to present society's demand.					
	12. The content of the textbook is relevant and up-to-date to the learner's needs and interests.					
	13. The content is clear and understandable to the teacher and the learner.					
	14. The content is well-organized and offers easy progression.					
III. Methodology	15. The content covers all the language areas (grammar, vocabulary, phonetics, punctuation...etc).					
	1. The content highly caters the different preferred learning styles of the learner.					
	2. The content guides and leads the learner to use different learning strategies.					
	3. The instructions used are clear and helpful.					
	4. The textbook offers flexibility to modify its usage according to the learner's needs.					
	5. The tasks used are engaging and interactive.					
	6. The activities used encourage and facilitate the learner's use of the language.					

	7. The activities promote the critical thinking skill of the learner.					
	8. The passages are balanced between individual response, pair and group work (different social patterns).					
	9. The content emphasizes the communicative functions.					
	10. The learner is expected to take a degree of responsibility for his own learning					
IV. Skills	1. All the four skills are adequately covered .					
	2. The textbook ensures the appropriate balance of skills.					
	3. The textbook considers well the skills natural ordering (listening, speaking, reading then writing).					
	4. The listening materials are well-recorded and as much authentic as possible.					
	5. The spoken materials are well-designed to equip the learner for real life interactions.					
	6. The reading passages are suitable for the learner's level and interest.					
	7. The writing activities are sufficiently guided and controlled to ensure an acceptable degree of accuracy.					
	8. The textbook cites to make use of modern media.					
V. Culture and Student Background	1. There is wide variety of authentic and up-to-date images of the target culture.					
	2. The cultural information is age-appropriate to stimulate the learner interest.					
	3. The cultural content is accurate and current.					
	4. The content is unprejudiced in terms of customs, ethnicities, race and sexes.					
	5. The content promotes cultural understanding.					
	6. Teaching the target culture incorporates the learner to explore his own culture.					

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية
الديوان الوطني للطبوعات المدرسية

My Book of English

4PS



الفريق التقني

تصميم وتركيب الكتاب
حمينة الحسين

تصميم الغلاف
بغداد توفيق

تصميم الرسومات
بوحيلة فضيلة / مجاجي
زهية شمول / يونس
الحسين لويزة
بغداد توفيق

الإشراف والتنسيق
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بسم الله الرحمن الرحيم

المقدمة

أبنائي الأعزاء

يُسعدنا أن نصح بين أيديكم كتاب اللغة الإنجليزية، للسنة الرابعة من مرحلة التعليم الابتدائي، لتواصلوا تعلم اللغة الإنجليزية في رحلة يرافقكم خلالها صديقكم **تيسب**. حيث يعتمد المنهاج على الجانب الشفهي بصفة كبيرة وعلى الجانب الكتابي بصفة أقل، وذلك عبر محطات وصور موقفة حادقة تُسهل تعلمكم. وأخيرا نتمنى لكم كل التوفيق والنجاح رفقة صديقكم **تيسب**.

المؤلف

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My Bilingual Dictionary

Unit number	English	Arabic	English	Arabic
1	City Cousin Flag	مدينة بن عم / ابن العم علم	Nationality Nephew Niece	جنسية ابن العم / بن العم بنك العم / بنت العم
2	Clinic Delicious Farm Fireman Housewife Job/occupation Raise animals	عيادة لذيذ مزرعة زعل إطفاء زوجة بيت مهنة / وظيفة تربي الحيوانات	Restaurant Stethoscope Syringe Tailor Tool Workshop	مطعم ساعة خلف خياط أداة ورشة عمل
3	Canteen Computer room	مطعم غرفة الحاسوب	Courtyard Library	فناء مكتبة
4	Cough Feel Fever	سعال يشعر حمى	Health Illness Toothache	صحة مرض / علة آلم الأسنان
5	Dairy Fruits Healthy	البن فواكه صحي	Unhealthy Vegetables	عز صحي خضر
6	Games Gym	الالعاب نادي رياضي	Hide and seek Play	المُخْتَبِئَة يلعب
7	Celebrations Eat	احتفالات يأكل	Independence Day Revolution Day	عيد الاستقلال عيد الثورة
8	Barn Foal	إسطبل مُؤ	Grass	عشب

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School

I read and write

My school is large. There are many facilities in it : a library, a computer room and a lab.

Task One Read the text and write True or False.

- My school is small.
- There is a canteen in it.
- There is a computer room in it.

Task Two Find the missing letters in the text.

1 _ibrary 2 com_uter 3 sc_ool

Task Three Reorder the words to get a correct sentence.

many are . There classrooms

My handwriting : Rewrite the sentence on your copybook.
I love my school.

I sing and have fun "I Love My School"

Unit Four Health

Project : Design a mini dictionary

School

Task One Listen to the song and colour the school objects.

a ruler a pencil a tablet a book

Task Two Listen and match the furniture with the right place.

computer headmaster's office desk book case

locker table and chairs classroom white board

Task Three Listen to Nadjib and tick the right answer.

1 - How many books are there in Nadjib's schoolbag ?

a) There are two.

b) There are six.

2 - Does Nadjib have copybooks ?

a) Yes, he does.

b) No, he doesn't.

Task Four Listen and complete with the missing letters (l-F-H-b-C-m).

Ara_ic Is_amic education _istory and geography

Mathe_atics _ivic education _rench

School

Task One Listen to the conversation and match the pairs.

- a) The canteen is **in front of** classroom 3.
- b) Classroom 1 is **on the right of** the lodge.
- c) Classroom 5 is **on the left of** the headmaster's office.
- d) The lavatory is **behind** the canteen.



Unit Three

Task Two Listen to the conversation and tick ✓ the right box.

- 1) Massil's classroom is on the left of on the right of the headmaster's office.
- 2) The canteen is in front of on the right of classroom 3.
- 3) Fatima's classroom is on the right in front of the lodge.
- 4) The lavatory is behind in front of the canteen.

Task Three Match the school facilities with their pictures.

- 1 the canteen 2 the classroom 3 the lodge 4 the headmaster's office



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School

I play roles

• Read and play the roles with your friends.



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School

Task Three Complete with subjects and objects.

school subjects

-
-
- science and technology
- civic education
- history and geography



school objects

-
- ruler
- sharpener
- copybook
- pencil



Task Four Look and identify the school subjects and school objects. (Game)

E	N	G	L	I	S	H	L
F	R	E	N	C	H	O	K
At School							
C	O	P	Y	B	O	O	K
S	C	I	S	S	O	R	S

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School

Task One Listen to the conversation and match the pairs.

- a) The canteen is **in front of** classroom 3.
- b) Classroom 1 is **on the right of** the lodge.
- c) Classroom 5 is **on the left of** the headmaster's office.
- d) The lavatory is **behind** the canteen.



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- 4) The lavatory is behind in front of the canteen.

Task Three Match the school facilities with their pictures.

- 1 the canteen 2 the classroom 3 the lodge 4 the headmaster's office



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Health

I sing and have fun

"Sick Baby"
 My little baby, not feeling well?
 You have a fever, mommy can tell.
 Rest little baby, I'll care for you.
 You'll get well soon, I'll make sure you do.

I listen and repeat

Listen to the teacher and repeat the words in the boxes.

toothache	backache	headache	stomachache	cough	fever	sore throat
-----------	----------	----------	-------------	-------	-------	-------------

Task One Match the pairs.

tooth
 ear
 stomach
 head
 back

ache

stomachache

backache

toothache

earache

headache

Health

Task Three (Game) Guess what the problem is.

I have a runny nose

Task Four Look at the word search and identify the health problems.

Unit Four

School

I play roles

Play the roles with your friends.

Is there a library in your school?

Yes, there is one.

Is there a computer room in your school?

Yes, there is one.

The computer room is on the right of the lab.

Where is the canteen?

The canteen is behind the library.

Unit Three

Celebrations

Task Three Listen and match the celebration day to the right picture.

Eid Al Adha • Al Mawlid
 Eid Al Fitr • Revolution Day
 Independence Day

Task Four Classify the events in the table.

Revolution Day - Eid Al Fitr - Al-Mawlid - Eid Al Adha - Independence Day

National Day	Religious Feast

Unit Seven

الملخص

يعتبر الكتاب المدرسي أداة مفتاحيه في تدريس الإنجليزية كلغة أجنبية . لكن رغم جهود المؤلفين يمكن أن تشينه بعض النقائص . هذه الأخيرة يمكن تصحيحها عن طريق فحص دقيق و تقييم موضوعي للكتاب. هذه الدراسة أخذت على عاتقها فعل ذلك "لكتابي في اللغة الإنجليزية" للسنة الرابعة ابتدائي حيث تهدف إلى مراجعة ملاءمته و صحته للتلاميذ الجزائريين المبتدئين بالإعتماد على معايير محددة لدراسة الشكل ,المحتوى ,المنهجية , المهارات و الثقافة. من أجل اختبار صحة الفرضية التي ترحح جزئيا عدم صحته و ملاءمته تم إعتقاد طريقة تقييمه كمية هذه الأخيرة احتوت استبيان مكون أساسا من قائمة تدقيق تقييمه وزعت على عينة لا اعتباطية تتكون من 18 أستاذ للغة الإنجليزية يدرسون في الطور المتوسط و الثانوي لولاية غارداية , الجزائر . النتائج المتحصل عليها تعتبر ككتابي في الإنجليزية للسنة 4 ابتدائي جيدا من حيث الشكل و المحتوى بينما للأسف تنقصه ميزات مهمة من حيث المنهجية المستعملة , المهارات المقدمة و مظاهر الثقافة المستهدفة . بناءا على ذلك وجب توعية أساتذة اللغة الإنجليزية في الطور الابتدائي بشكل كاف بهذه النتائج من أجل تبني الكتاب بحذر و تكييفه بمسؤولية عند الإستعمال

الكلمات المفتاحية : الكتاب المدرسي ,تقييم , المعايير لصحة : الملائمة , الفحص الدقيق