

MIMNSTERY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

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Evaluation of Grade 4 English Textbook: Insights from Primary School Teachers in Khenchela

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the Degree of Master in Language and Culture

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Dedication1

To the two who gifted me life, my role models, my parents,

To my champions and allies, my beloved sisters,

To my very best friend, my partner in this journey,

To my favorite cheerleaders, my source of strength, my life-long partners, my cousins

Each of you holds a cherished place in my heart, and I am eternally grateful for the love and support you bring into my life.

This dissertation is for you.

Dedication2

I dedicate this work to:

To my mother, my source of power her unconditional love and support were the reason for me to do my best and succeed in life.

To my father here I am achieving my goals. And making your dream coming true. With every step forward, I carry your love in my heart, I hope I made you proud.

To my supervisor, it was an honor for me to work under your supervision your expertise and knowledge. Your constant support contributed in the success of this work.

To my beloved pair in this academic journey and the friend of my heart.

my two sisters, thank you for being my source of joy.

To my friends, cousins and relatives,

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Abstract

The aim of this study is to evaluate the effectiveness of English textbook of 4th Grade of primary school in Algeria by examining its strengths and weaknesses, so that textbook designers can rely on it to make necessary changes and improvements in English textbooks for young learners. Algeria has witnessed a radical change in the educational system by implementing English in primary schools; earlier English was studied only for middle and secondary schools. However, with the globalization, Algerian government find it necessary to teach English for young learners. The research targets English teachers of primary schools in Khenchela. In this study we opted for a quantitative method by using a questionnaire that was administered to 16 primary school teachers to investigate their views about the textbook of 4th Grade of primary schools. The results show that teachers are satisfied with the use of this textbook, they approved on that English textbook captures the learners' interest and motivate them to learn English. Moreover, it contains all the elements that learners need (Grammar-vocabulary...). It also covers the four skills, and contains a sufficient number of exercises that help the learners to practice his language. Yet some changes should be done to improve the quality of the used materials in Primary schools. The dissertation is consisted of 3 major chapters, two of them are mainly theoretic and the third one is practical. The first chapter deals with the teaching English as a foreign language in Algeria, more specifically in primary schools, it presents different teaching approaches and techniques that help both of teachers and young learners. The second chapter presents the concept of textbook evaluation, and how textbook can be evaluated; in which several definitions and methods are presented. Moreover it presents the importance of evaluating a textbook. The third chapter is more practical in which we opted for quantitative approach as a research methodology and designed questionnaire that is combination of several questions and checklist criteria to evaluate the textbook of 4th Grade of Primary schools. Results revealed that teachers' views are mainly positive, yet the textbook needs to be developed in terms of language and grammar. Therefore it is suggested to make radical changes by simplifying the used vocabulary and it is better to change the opted method of teaching English in Primary schools in Algeria.

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General Introduction

1. Background of the study

It is observed that textbooks play an important role in teaching English language, particularly in the context of English as a foreign language. At the same time there are many scholars that agree on the idea that textbooks are not needed such instructional material brings more harm than good and in the end makes the instructors wedded to the use of grammar-translation textbooks leading to effective but dull and repetitive teaching. Hence, in the last twenty or so years, an increasing number of scholars have challenged these views by investigating and criticizing the designs of the textbook in question in this case in order to improve this element of teaching learning process.

Algeria has witnessed the globalization of English in that it has now become one of the foreign languages taught in schools along with the national language (Arabic) and French as the Second Language. Years ago, English was introduced to be taught at the elementary level during the reign of the Minister of Education Ali bin Muhammad who pondered of incorporating the language in primary schools and during that time used to deploy 2000 instructors to teach English. To this end, the language is important because of the universal needs in purposes like science, technology, culture and so on. It is in this progress, that the year 2022 saw the resurrected inclusion of the English language into primary school curricula by the Algerian authorities. They also embarked on the very first step that was trying to come up with a textbook that deals with several aspects (social, cultural, educational...etc).

The textbook is one of the most fundamental issues in education and one of the pillars it stands on. It is, as all teachers seem to think about with one voice, the first step towards the achievement of goals and aims, which is what education rests upon. The textbook is one of the most challenging and the greatest issues in education due to the fact that the textbook is the first tool that articulates the curriculum and seeks to engage students cognitively and affectively, in order to fulfill general and particular educational process objectives. Therefore, the need of evaluate the English of textbook leads us to conduct this study and choose the English textbook of 4th Primary schools as a case of study.

2. Statement of the problem

Textbooks of 4th grade of English are mainly used by teachers as an educational material that helps them in developing students' understanding and mastering the English Language. Therefore they should be designed in an effective manner that fits all the learners' needs and take into consideration the learners' age. Many studies have been done to evaluate English textbook but little focus on looking for the advantages and disadvantages of English textbooks of 4th Grade of primary schools. Therefore this study is conducted to investigate teachers' views concerning the Book of English and what are its strengths and weaknesses.

3. Research Objectives

This study aims to

- Investigate the views of English Primary school teachers and their attitudes towards the effectiveness of 4th grade textbooks.
- Examine the different advantages and disadvantages of the English book “*My Book of English*” of 4th Grade of Primary school.

4. Research questions

According to the objectives of our dissertation, we felt the need to ask the following questions:

- To what extent does the textbook “*My Book of English*” of 4th Grade of Primary school fulfill the different criteria of effective textbooks in terms of design, methodology, grammar, language, the four skills...?
- What are the main advantages and disadvantages of “*My Book of English*” of 4th Grade of Primary schools?
- What are the different views and attitudes of English teachers of Primary schools towards the effectiveness of textbook “*My Book of English*”?

5. Research Methodology

In order to achieve the research purpose, a descriptive quantitative method was used through designing a questionnaire that targets 16 teachers of English in Primary schools of Khenchela during the academic year (2023-2024). The participants' responses were analyzed carefully. The questionnaire is based on general information and others criteria that were

extracted from different checklists that will be mentioned in the 2nd chapter as a method of textbook evaluation. It consists of 6 closed-ended questions and 6 open-ended question, in addition to a table of a textbook evaluation. The obtained data were measured to see the effectiveness of the English textbook "*My Book of English*" of 4th Grade of primary schools and examine its strengths and weaknesses based on teachers' views and opinions. Researchers find it hard to obtain the results, because it was hard to find a large number of English teachers, since it exists only one teacher in one primary school, and sometimes we find that one teacher is teaching in three different schools.

6. Significance of the Study

This research holds great importance, as it aims to describe and analyze the contents of the fourth-year textbook «*My Book of English*» of English Primary schools in an attempt to find its advantages and disadvantages and how this book help teachers and offers the students different activities and tasks. The focus is whether the textbook motivate young learners to learn English easily. Therefore, the results can influence the way English is taught in algerian educational system

7. Structure of the Study

This work is composed of three chapters, two of them are theoretical and the third one is practical. In the first chapter, we deal with education as a concept; first of all, we described the status of English Language in Algeria and in Educational system. After that we explained how young learners can be taught English and the role of the teacher when presenting the language for children. The second chapter presents different elements related to the textbook such as: definition, the advantages and disadvantages, than we refer to the textbook evaluation and what are the steps we take in order to evaluate a textbook. The last chapter is concerned with analyzing the questionnaire that was designed for primary teachers in order to gather their views towards the use of the textbook of 4th year of primary schools in Khenchela. Additionally it analyzes the statistics obtained from the evaluation checklist and present the different results obtained.

Chapter One: English Language Teaching

Chapter One: English Language Teaching

Introduction

In this chapter, we attempt to present a general look on the most important developments of Algerian system in educational field, and how government took a decision in implementing English in Algerian primary schools. Therefore, we started by giving a brief historical background concerning the situation of English in Algeria and how it is taught in Algerian schools. Then we offer the different used textbooks in Algerian system .Next, some views about failing the language teaching in Algeria were presented .In addition to that, we described how English language become the second foreign language in Algeria and introduced in primary schools. Finally, young learners are being presented because they are concerned with learning English in Primary schools. To conclude, the competency-based approach has been introduced as the used approach in Educational Algerian system.

1.English Language Teaching in the World.

The legacy of teaching English has experienced remarkable transformation chiefly during the twenty-first century. The dominant course of the world, especially in communication, science, economies and culture, is one of its factors. Never before has one language occupied such a space on earth as this. Kitao (1996, p. 1) claimed:

English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in countries where it is not a native language.

Accordingly, English acts as a global language owing to its utilization in international conferences, trading ventures and influence of mass media at present day. English has become the topmost compared to other tongues due to the strength of its users who excelled in every field. It has emerged as an important language with an impact in every aspect of life. It is definitely the key to all the knowledge of the world as well as contemporary literacy, and "any literate, educated person on the face of the globe is deprived, if he does not know English" (Burshfield 2003, p.78).

Worldwide, there are approximately three hundred million individuals that speak English fluently (Smith1981). Its distinct characteristic, however, is that there are more non-native speakers of the language learning it either as a first or second foreign tongue. The difference between the two is determined by the manner in which they utilize it.

Global life as a whole is significantly relying on this language for science, technology and other learning resources. Moreover, it also provides an opportunity to better job opportunities and sources of communication with other people around the world. The spread of English in Algeria is evident and it is slowly taking over French. According to several linguists and specialists, English may soon become the most popular second language taught in schools, leaving behind its French counterpart. In fact, "the fact that the teaching of foreign languages in Algeria is recently moving steps ahead towards more openness" (Rezig.N, 2011, n.p). In addition to that Miliani (2000) argued that it was because those who see French language as something taboo for example started introducing English in primary education. Instead of addressing deeper issues; they opted for quick fixes.

2.The Status of English in Algeria in Post-colonial period

The establishment of the General Inspectorate of English in 1969 was the first move towards promoting the English language. In Algeria, there was a critical shortage of teachers that needed to be sorted quickly, thus, an initiative was taken to hastily recruit and train Algerian ones. At this time, it became necessary for Algeria's economy to have western nations like the UK and USA in its market; as such, different modifications were made including formation of English departments in universities (Kouicem 2019).

A new reform to improve the teaching of foreign languages at a young age was introduced in 1993, offering fourth-graders at the primary school the option of choosing either French or English as a compulsory foreign language. Thus, the government made an effort to promote the teaching of English in order to make it accessible from fourth grade as it is a worldwide language for full participation in the global community. Nevertheless, Rixon (2013) asserts that there were challenges associated with introducing it as an optional subject. Therefore students lost any advantage they may have had upon entry into middle school partly due to unavailability of teachers and also because participation was not mandatory.

Although French remains the main language of education, several initiatives have been made over the past few years to promote the use of English in Algerian schools. One reason for this shift is the recognition of the importance of English as an international language. In other words, Algeria and other countries started to realize that teaching English is an obligation to create a dynamic workforce that could easily access global knowledge and resources. Miliani (2000) argues that most decision-makers and users support learning foreign languages as a way to meet the needs of a world that is continually changing and shrinking. However, motives among these groups are often different or even contrary to one another. Nonetheless, it is often argued that learning other languages will solve all major problems facing the country today especially in terms of technology and economy.

2.1 Textbooks used from the period of 1960-1980:

Until the late 1970s, England provided extensive funding for EFL instruction materials in the form of donated British course books. These general-purpose, commercially-produced books were intended for ordinary students without consideration for any specific curriculum or method of instruction. They are primarily aimed at achieving a specific level of English as a foreign language proficiency rather than conformity with a particular educational system, country or setting (Hamada 2011).

Basically, artificial situations formed the content of their satanic ritual, represented mostly by stick drawings (Broughton, E.G 1965: *Success With English*. Coursebooks 1 and 2. Penguin Books) and at the same time overloaded with Foreign Language Culture but totally neglecting mother tongue culture/first language culture (Altan 1995). Mostly made up of artificial text proclaiming how to use some aspects of English language or grammar reflecting its use among imaginary inhabitants of geographical places involving common names related to activities like sports or tasks performed by people in different kinds of environments from those which may be found within territories inhabited by native English speakers. The Algerian middle school relied heavily on rote learning, pattern drills and habit formation as their pedagogical methodology (Hamada 2011).

He added that Language input and learning process at Secondary School Level did not exhibit huge disparities in terms of quality. Designed for advanced capacities in the areas of sentence development, language patterns and paragraph writing “The New Concept English Series of L.G. Alexander 1967”, four course books and only two of them were used: Practice

and Progress and Developing Skill. Skills were used from four sets. In Non-authentic reading extracts all selections in Practice and Progress presented items in the target language (Hamada 2011).

Despite mentions of tape existence in the introduction of the books, there were no oral writing aids in Algerian educational environment – or had very few. The practice of English language teacher-training approaches denied learners access to sociolinguistic contexts because it was confined solely to British culture; it even went as far as imbuing textbooks with elements from speech acts of that culture without providing for any cultural processing activities. However, this overall reliance on English language, represented by relying on them for teaching materials by Algerian teachers at that time (Hamada 2011).

Hamada (2011) claims that in text books, some national cultural elements were included and a few educational reforms were implemented for the first time in Algeria during this decade in The 80s. Textbook design was influenced by Notional/Functional and communicative trends in language teaching through a functional and communicative purpose that was classed as biased towards a given culture (Hutchinson and Torres, 1994). The newly designed Algerian textbooks were clearly influenced by the notional/functional approach and the “common core syllabus” in terms of title, content and methodology. Titles like “Madjid in England” and “Andy in Algeria” represent both specifics of the overseas student’s as well as the functional common learning needs of foreign people. The content of the two textbooks mainly focused on describing objects, people and places; mail and pen friendship; invitations and visiting each other. In this way, methodology used interpersonal interaction, repetition, imitation and writing tasks. Additionally at middle school level, two more books were edited within the same scope named “Spring 1” and “Spring 2” which also adopted the same notional/functional design but with extra linguistic functions such as requesting, enquiring, instructing ,describing or defining comparisons or contrasts etc...

Here, the theory of communication will be examined as a significant contribution in understanding language use among people; its functions are not limited to teaching individuals certain aspects of English but also making it possible for them to share ideas in their community. Therefore, information gap, reasoning gap, and information transfer exercises gave dynamism to an English language room. The concept of language transfer from L2 to L1 and vice versa is an important subject matter too. Take for instance 'Mr

Nedjar', who was referred to as 'a carpenter', while 'Mr Djezzar' or 'Mr Lehham' served as a descriptor for 'a butcher' (Hamada 2011).

The years between 1980s were marked with newly designed textbooks for the same notional/functional and communicative trends, which are : “New lines, Midlines, The New Midlines, New Skills” “Think it Over”, and “Comet”. The three grades according to their fields (literature, science and maths, and technology) integrated these Algerian English courses. These textbooks were based on two main concerns as far as input selection or activity type is concerned: the first was about combining the Algerian culture and English speaking culture while the second one aimed at including some educational programme objectives into the English course for future projections. Kisserli, the head of the Project 'New Lines' also reported that there have been divergent searches about identity, local culture and diversity in these texts books which were characterized by functional purposes; topic/type input along with adapted/authentic prints and language tasks (Hamada 2011).

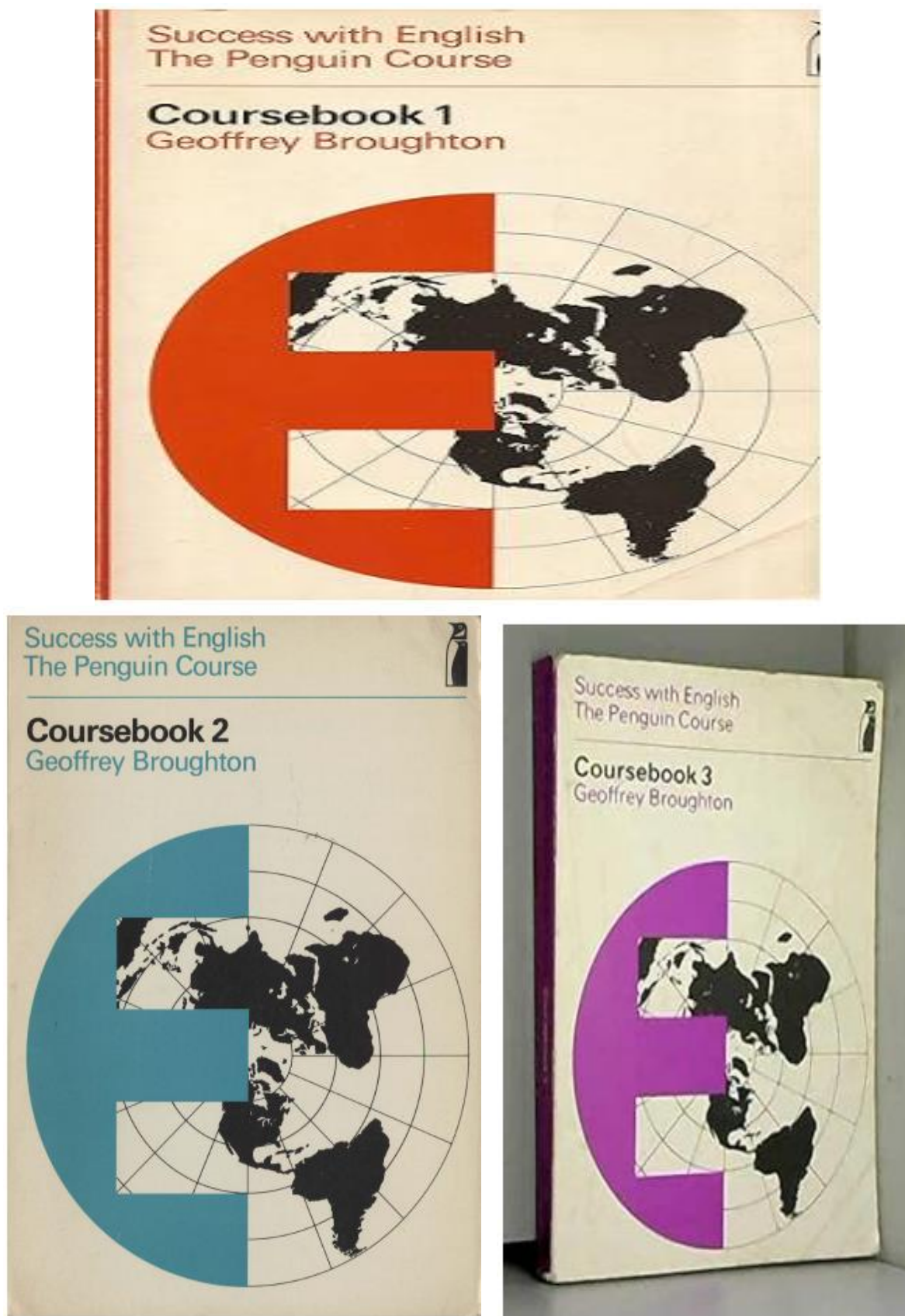


Figure 1 : The first books of English(Broughton, E.G 1965: Success With English. Coursebooks 1 and 2. Penguin Books)

3.English in the Algerian educational system today.

English has become universal language,. It is the national language of many countries in the world. Even in the ones where it is not spoken as a national language, it is the first or second foreign language taught at schools and universities. *Hamidi claims that :*

The Algerian authorities are aware of the fundamental need for English, at time when Algeria may be called upon to play a leading role in international affairs. We have only to examine the shift from French to English as a subject in the educational curricula, or the ever increasing number of registering in the English department of the universities. (1990, p.13).

The global situation surrounding English as a universal medium of communication has affected Algeria like other countries (Allwright and Bailey, 1991). Consequently, every developed nation makes changes to its education system in line with globalization. In this way, English is viewed by Algeria as one of the tools for acquiring knowledge and advancing scientific knowledge as well as a doorway to people and cultures associated with other languages (Lyons, 1981). Indeed, language serves as a facilitator of human interactions and helps in promoting mutual understanding, tolerance and respect for other people's values and cultural identity (The World Book encyclopaedia, 1983).

In addition, it is crucial for educating individuals (The World Book Encyclopaedia, 1983). Henceforth all schools in Algeria should offer English language classes within their syllabus.

According to the didactic guide of the Ministry of National Education (2022), the English curriculum is built on three main principles:

- Developing communications competence in English: This drive makes students prepared to oral as well as written communication.
- Learner-centeredness: Knowledge is constructed by students individually by taking cognizance of their interests, preferences and aversions instead of being transferred from teacher to students.
- Interaction between teacher, student and resource materials within and without school is a continuous process: Thus, it demands a teacher to engage the child in his/her own learning so as to foster learning. The teacher creates an environment for self-directed learning at all levels thus enabling him/her self-evaluate his/her performance during the training period. The existence of an amicable student-teacher rapport will pave

way for a good upbringing where solidarity among different people emerges to prepare one becomes a responsible citizen.

The primary goal of Supporting School Reform in Algeria is to enhance the quality of teaching and learning in Algerian schools at a national level. In this project, the Algerian Ministry of National Education and the British Embassy provide support to the educational reform agenda in Algeria through sharing valuable knowledge on key areas of education reform based on the UK's experiences (Supporting School Reform in Algeria2023).

An English language education was endorsed by President Tebboune during July 2022 which made it compulsory in primary schools. This reform stems from many hidden motives such as the French colonial linguistic policy and the inability to implement Arabization in education. (Cheref, 2022) It was made mandatory for third, fourth, and fifth-year pupils studying in primary schools in 2022-2023 academic year so that they can start studying English and augment their knowledge of that language. And to this end the National Office for Educational Publications released a new English book with an initial print run of one million five hundred copies after careful study by experts (Saada 2022).

In addition, as well as training English teachers the Ministry of National Education initiated a training program aimed at continuous professional development and general improvement of teaching quality for all those who wish to become trainers.

In favor of English education in Algeria, what is also worth noting is that obligatory English training is required by all university professors . In order for them to learn English, teachers must re-register during their first year in the “English language” or through intensive pedagogical centers found within every Algerian university. This way, these changes demonstrate the Algerian government’s commitment towards proper educations on English language skills so as to prepare individuals capable of taking part actively on globalized world.

4. English in Primary schools.

Because of global economic and scientific developments, parents, teachers, and stakeholders in Algeria have been greatly interested in teaching English to young learners. Therefore, it is only through the English language that Algerian children can realize their dreams in this developed world (Benosmane, 2006). Today, English has been introduced as

part of primary school curriculum for three years. President Tebboune recommended teaching English to be included in the primary program starting from the school year of September 2023. To support his point of view the president quoted famous Algerian writer Kateb Yacine who called French “a war trophy”. “The French language is a 'war trophy' but English is an international tongue”, President Tebboune said.

This decision to make primary school students take English lessons coming into effect from 2023 sparked off different reactions from people in the education sector. Politicians and especially teachers, whose knowledge and experience in class have to lend their ideas to the process and be present at the stage of planning what they will be doing later on (Richards, 2001; Rowan, 1998; Tosi and Hammer, 1985). Consequently, “teachers have a right to have their voices heard in creating the curriculum” (Beane and Apple, 2007, p.20), which does not happen in Algeria’s education system because if teachers don’t accept it, then hardly would it be sustained over time. Scholars agree that bringing in that language “is a good thing”, it will create universality for Algerians. However, many people consider the speed at which this decision was taken “abnormal”. Education is a long-term issue that should take about twenty or thirty years,” says Kadri (2023), one of the most brilliant sociologists who write many books on education in Algeria. "This is a decision which should have been discussed, thought-out", several teachers' unions” (p.10)

Only the President’s directives have been heard by the Ministry of Education. They released a textbook for the third-year primary school pupils just before the resumption of classes a few days ago. According to Krashen (2008), children can only acquire a second language if they are provided with its comprehensible input. However, as for Algeria, on the contrary, it has basic English lessons, an alphabet and conversation that fit into everyday situations in Algeria. Furthermore, in certain areas; new teachers must face hurdles to get to their working places because they have to serve in five or more primary schools.

According to the reform of the education system, collective agreements have been introduced into Algerian schools since 2003. According to the National Education Teaching Guide for Primary 3 English (2022), many purposes are intended by the new English curriculum. The objectives behind teaching English in primary schools are (CNP 2022), the learner is:

- Proud of being Algerian, Muslim, Arab and Amazigh.
- Respect her/his country's constant fundamental tenets.
- Find out how the context relates to what you say with your voice (paralinguistic).

The advantages as well as aims in teaching English (Kouti 2021) are:

- To enable our society to coexist with modernity through providing the student with linguistic instruments necessary for effective communication.
- To foster national and global values.
- To enhance critical thinking, tolerance and world citizenship.
- To promote the creation of a good citizen who is knowledgeable about current and future challenges in such a way that each student can access science, technology and world's culture while avoiding the threat of losing one's own cultural identity

Learning English intends to develop the communicative competence of learners in English language since it was transitioned from “a paradigm of accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration, all within a social constructivist view of learning.” (Kouti 2021, n.p.) As reported by the Ministry of Education.

4.1 Learning for Children in Primary School

Children in primary school understand stuff in a manner that is not akin to how adults do. They are usually drawn towards playing which can also serve to complement official teaching at schools. Additionally, handling objects for experimentation, exploration and creation could assist youngsters in fostering problem solving skills. Furthermore, teamwork based games can impart social skills on them (Learning: Primary and Secondary School Years, 2019).

4.1.1 Natural Development of Children

According to Carter, During birth till puberty, children experience transitions that involve major influences in education, character formation as well as cultural development through holistic and natural development.

4.1.2 Social-Emotional Development

According to Waltz (2013), Social-emotional development is the process in young learners' lives that enables them to acquire necessary skills for preparedness in school and continuous learning experience such as confidence, curiosity, intentionality, relatedness, capacity to communicate and cooperativeness. However, if a child does not engage in social-emotional development they might exhibit behaviors that are hard to work with like aggressiveness defiance tantrums or vandalism (Carter, 2016).

4.1.3 Environmental Education

According to this early language learning strategy, establishing a relationship between children and the environment to them is very critical because it forms part of the extensive assets that can be used for learning. In early childhood education, Wilson (1994) identified three fundamental aspects which are:

- Creating a sense of questioning.
- Grasping the allure and enigma in the natural universe.
- The opportunity to feel happiness and nearness to nature.
- Respect for other living beings.
- Developing analytical thinking abilities.
- Developing curiosity and admiration for our surroundings.

Children may receive a lot of invaluable education and become acquainted with the environment while establishing friendships in nature. It is reported that children are likely to be more collaborative and perform better academically during outdoor sports as compared to indoor classes (Bell and Dymont, 2008).

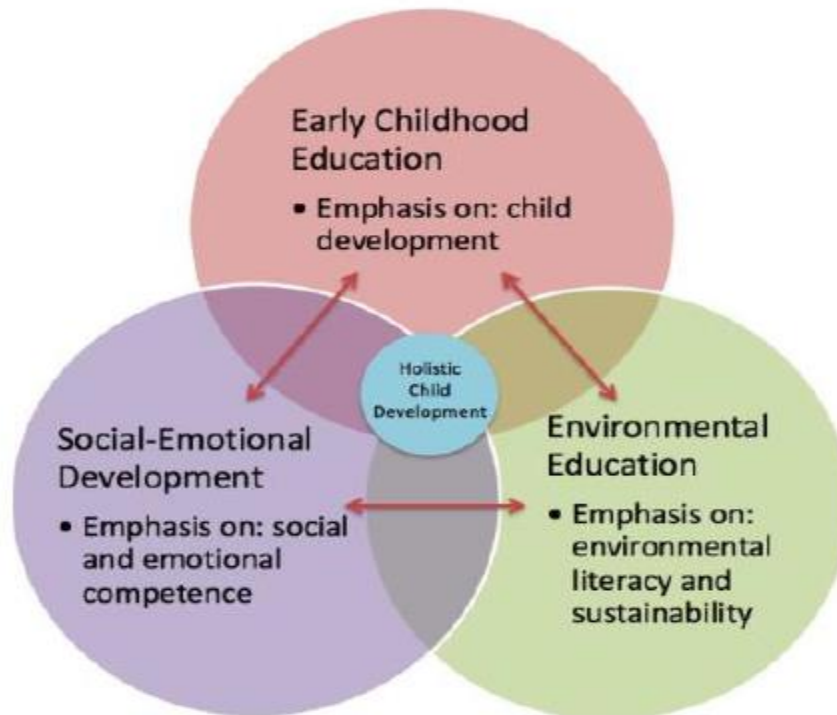


Figure 2 : Natural Development of Children (Carter,2016)

5. Characteristics of teachers and learners at primary school.

Most teachers at primary schools possess certain attributes according to Cameron (2001)

- They are always patient, gentle, pleasant-tempered people who are full of life - humorous professionals all the way through.
- They continuously want to improve on their skill as far as teaching is concerned by attending workshops and courses.
- It is important that they relate well with fellow teachers, youngsters and parents

According to Earth (2006), young learners exhibit the following traits during learning:

- They can't analyze the language.
- They go through real events and things using sight, hearing and touch. They cannot understand the abstract notion.
- Their learning process begins with listening, speaking, writing and reading follows later
- Their speech beginnings can be accounted for in context.
- They have a huge imagination.

- They can get good and distracted quite easily and quickly
- Children are egocentric, energetic, self-centered and enjoy acquiring new knowledge.

6. Young Learners

6.1 The Principles of Teaching English to Young Learners.

The teaching of English to young learners is a specialized discipline that is a complex process where teachers ought to know their students, the language they are learning and how it fits into their lives. Consequently, McCloskey (2002), one of the field's experts, indicated in his article that TEYL encompasses seven principles; which are:

- Giving young learners various tasks. It is through this that they can learn appropriately because they enjoy the learning process.
- Helping young students to rehearse and improve the language with others.
- Merging the four abilities and subject matter.
- Giving clear objectives as well as feedbacks.
- Using well-prepared tasks.
- Offering comprehensible input with support.
- Confirming and merging mother language and culture.

When it comes to acquiring a new language, children are not the same as grown-ups. There are elements that distinguish between the two groups of learners (Halliwell 1992). They encompass: understanding; creative use of limited words; indirect learning; playfulness and fun instinct; imagination's role; and a tendency to engage in conversation and communicate with others. This calls for designing activities for young learners that will cater for their needs. Therefore, classes meant for teaching languages should be based upon these attributes.

Piaget, one of the scholars who were worried about how young children operate within their environment and how this impacts on their cognitive growth. Kids are constantly watching their place and they do interact with different things that are in their surroundings. Children are able to acquire knowledge actively on the basis of experiences. Vygotsky offers a different view on children's learning. He claimed that children obtain knowledge through social participation. Both adult help children to perform or even think. Accordingly, it is understood that Piaget considers children as active solo learners in this field of inanimate objects while Vygotsky thinks about them as engaged people (Cameron 2001).

Also, though the learners' needs vary from one learner to another, they cannot be stated without needs analysis. Young learners find it hard to tell what they need but it is possible to explore the environment in which learning occurs and determine the most suitable for them at their level. In this regard, Richards's model (2001) argued that before training goals and learning outcomes are planned two things have to be done firstly need's analysis then situation's analysis. After such determination and design of syllabus contents, ways of enhancing teaching come into play. In this aspect institutional teacher teaching as well as learner factors must be put into consideration; for example when analyzing institutional factors during process language curriculum development those institutions should ask themselves if they are adequately equipped physically for implementation of that curriculum whether the instructors in that institution have been empowered professionally so as implement the intended curriculum. Selecting and preparing resources is the next step. Finally, measuring the curriculum comes last. Nevertheless, it must be emphasized that the assessment does not occur only at the end; it is continuously done throughout the process by including other stages as well.

In fact, all stages in Richards' model ought to be taken into account in an integrated manner (Cincioğlu, 2014), because teachers are those who can recognize problems and shortcomings in a syllabus (Richards 2001). Thus, being responsible for transmitting what has been designed in terms of instruction, teachers are the main actors of this curriculum development process (Johnson 1989). According to Richards (2001) in his book, "*Providing for effective teaching*", it is the duty of an institution to provide appropriate teacher training so that teachers are able to plan and implement the new curriculum; if such programs do not exist, there would be no way for teachers to produce awareness on the corresponding curricular innovations. Thereby resulting into a question mark questioning on whether or not Algeria sees this at its implementation of English in primary school and if it is a successful move or not.

7. Competency-based Approach (CBA).

To achieve success in any given context a set of integrated knowledge and skills need to be used in accomplishing various tasks. This is what Mrowicki (1986, as quoted in Weddle 2006) believed:

“Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment” (p. 2).

Competency can be different in many respects and hence differ from one circumstance to another and this will influence the task to be performed as well as identify the skills needed to be developed, which is the basis of competency-based approaches (Nunan 2007). It is through this philosophy of teaching that a number of educational objectives have been formulated so as to create an atmosphere for “language use that is natural” (Larsen-Freeman 2000,p.144) while at the same time determining what “learners should do with language” (Richards and Rodgers 2001, p.141).

The approach takes into consideration the needs and interests of learners, as well as their particular strengths and weaknesses. This requires exploring ways in which effective interaction can be created, including building a sense of community among learners or promoting open communication. It also aims at establishing a setting where every student feels actively engaged in the process of learning. Thus it analyzes individuals’ unique situations in order to develop such areas as basic knowledge, independence from the teacher or problem-solving skills. Rylatt and Lohan stated that “It can confidently be said as we enter a new millennium, that the business of improving learning competencies and skills will remain one of the world’s fastest growing industries and priorities”(1997,p.18).

A communicative approach to teaching was initially used to develop CBA in educational sector-related benefits. It is based on a more directional attainment of concrete skills and opens new avenues for communicative interaction to happen genuinely (Richards and Rodgers 2001). Its principles focus on what learners ought to do in real-life context and what is expected from them. CBA aims at creating a conducive environment for learning that resembles nature within an appropriate setting hence making use of authentic materials that mirror what learners see in their day-to-day activities and creating a logical link in between them (McKay 2007).

Conclusion

English is considered as a universal language; therefore Algerian government made the decision of implementing English as a second foreign language and makes it official.

Implementing English in primary schools is considered the main topic of this chapter, in addition to the most remarkable changes in Algerian educational system; and how English is taught in Algerian schools. Finally, young learners are the center of our study and how the CBA is used in Algerian primary schools.

Chapter Two: Textbook evaluation

Chapter Two: Textbook evaluation

Introduction

In previous chapter, we explained the concept of learning and teaching English at primary schools in Algeria,. Now we move on to the next part of our work which is the use of textbook and the textbook evaluation. Starting with mentioning different definitions that were given to the term textbooks, along with their positive and negative points. Moving on to the second part which is textbook evaluation, we tried to offer a detailed view concerning evaluation and textbook evaluation. After that, we mentioned different types of textbook evaluation and some criteria that should be used during the evaluation. In addition, several approaches have been explained along with the importance of textbook evaluation.

1. Defining Textbooks

A textbook is a type of book that aims to help individuals who learn languages to develop their communication skills as well as linguistic abilities. For this reason, Sheldon (1988) states that textbooks serve as the beating heart of every English language teaching program. Furthermore, it has been observed by Tomlinson in, “a text book provides the core materials for a course” and includes all subjects that should be studied by students during entire course duration. Many subjects are discussed in one book (1998, n.p).

Usually, such kind of a book has activities in four skills, grammar explanations, vocabulary tasks, and different languages functions. According to Cortazzi and Jin, a textbook can be seen as a teacher, resource, map, trainer and an authority (1999).

Additionally, they are helpful reference materials for learners. They are filled with tons of information which is accessible to students without much difficulty. The data can help ascertain what to mean, refresh one’s mind on content learned or go in-depth on heretofore uncharted area. In addition they can also act as a source of information often subject to expert scrutiny allowing students to trust upon its quality and genuineness. In other words by all accounts a textbook is a manual for educators who use it as compass during their teaching/learning process according as mentioned by scholars such as Richards and Schmidt (2002). Moreover, in the previous definition of a textbook given in The Oxford Advanced Learner’s Dictionary (2010), a textbook is simply referred to as “a book that teaches a particular subject and that is used especially in schools and colleges” (2010, p.1544).

Additionally, since it is the only type of dictionary with a definition of this word, Cambridge Advanced Learner's Dictionary and Thesaurus states that it refers to “a book for students containing detailed information on that particular subject”.

Textbooks are linked to the teaching-learning experience all over the globe as “an almost universal element of teaching” (Hutchinson and Torres, 1994, p. 315), since learners use them in almost every educational setting. Different definitions were given to the term “textbook”. Tomlinson (2011) stated that textbooks are tools that provide their users with the appropriate amount of vocabulary and pronunciation activities. They seek to develop the integrated language skills, including reading, writing, listening, and speaking. The existence of these qualities in one textbook makes it serve as the only book which the learners benefit from during a course.

2. The advantages of textbook use

When it comes to avoiding the use of a textbook, there may not be any emphasis in this program and students may not be supplied with a well-designed syllabus. Moreover, textbooks are taken as a resource for teachers starting their journey in the field of ELT. In addition, it can guide especially when they lack skills on how to come up with precise language use on their own. Ur (1988) stated that textbooks can be seen as a basis and support for language teaching professionals who have a low level of self-confidence in their language proficiency and haven't built enough trust in their job.

In addition, According to Richards (2001) textbooks help instructors in effectively and systematically organizing their courses, thus ensuring that what is taught in class aligns with the curriculum and all topics within a course are presented in a certain order. Textbooks also serve as useful reference tools for students even after they have completed their coursework for long periods. Such reading materials may prove very useful to exam candidates or for professionals who need information within specific fields of expertise. There is also a great deal of knowledge and wisdom locked up in textbooks which can be preserved through time from one generation to another. Teacher manuals and textbooks have a training role for teachers., moreover, these teaching materials assist inexperienced teachers in getting more confident in lesson planning and classroom performance. Also, he pointed out that the use of textbooks is a way of saving time; as such this time can be used by teachers to teach rather than create content themselves.

Furthermore, Textbooks offer an exhaustive and orderly learning method. This is because they are precisely constructed to provide a logical and easy course of study. Following the arrangement of textbook makes students to understand the basis of a subject with ease before delving into more serious areas. The use of textbooks in teaching helps in providing teachers with content for the classroom. This is what Sheldon asserts when he says, “course books are perceived by many to be the route map of any ELT program” (1988, p.238).

In other words it can be said that textbook:

- a clear framework is provided and followed by both instructors and scholars in their systematic syllabuses (McGrath 2002).
- Textbooks save teachers’ time because they eliminate the need for needs analysis, curriculum objectives, content variation and many other investigations by teachers. Since teachers would waste so much time on these things at the cost of their profession, it is important to solely rely on the existing textbooks instead (McGrath 2002).
- Also, as Gray (2000) claimed, textbooks are “ambassadorial cultural artifacts” for learners to improve their integrated language skills and get acquainted with other cultures and lifestyles (cited in Litz, 2005, p.7).

3. Disadvantages of a textbook use

In spite of different advantages of the textbook, it has been indicated by different researchers that it has some disadvantages such as being unauthentic and having biases. Textbooks are also not suitable to all kind of students. Other students can benefit from more participatory, hands-on experiences such as group projects, experiments or simulations. For these students traditional textbooks may not be an engaging or effective means of education. Therefore, in order to enhance equitable learning for all students in class teachers may have to merge textbooks with other learning instruments.

It is a fact that when students rely heavily on textbooks they are bound to fail academically. Hence, the teacher must be aware of how to choose the most suitable textbook for himself and his students. In some contexts, textbooks might influence learners’ participation in language learning as Allwright (1981) maintains. He added that ready-to-use textbooks fall short of handling the intricacies involved in language learning

Ur (1998) confirmed that textbooks usually rest on a sole teaching/learning approach. They do not often allow for various capacities and knowledge levels as well as various styles and strategies of learning. She also said that users of textbooks may end up being only mediators who comply with all what is written therein without questioning anything. Moreover, textbooks might employ unauthentic language, include false content and overlook the needs of students or unqualified teachers (Richards, 2001).

There are number of criteria which should be taken into consideration by EFL teachers because certain textbooks may not be suitable for several reasons. For instance, age, knowledge, interests, needs and so on (Richards 2011). Besides that, it is also important not to overstate the role of textbooks. It would be possible to make use of additional materials of different kinds too. All things considered, it is not necessary for teaching EFL just by means of textbooks. It is also possible for students to reject the textbook material seeing it being pushed on them constantly. As such; this would make them associate EFL classes with boredom.

The language presented to learners is generally too simplified and often serves the purpose of teaching. Rather, they ought to exhibit real language as it is utilized in foreign situations according to Cortazzi and Jin (1999).

4. Textbooks in Algeria

In Algeria, English is a foreign language and EFL textbooks are important instruments since they provide students with the foundation of linguistic knowledge during their studies. Accordingly, Mouloud (2016) indicated that a textbook can be found almost in every EFL classroom. This is why several Algerian researchers (Merrouche, 2006; Messekher, 2014; Mouloud, 2016) and many others drew attention to the evaluation of EFL textbooks especially with respect to cultural aspects. Since the 1960s, there have been significant changes in terms of content and objectives among Algerian EFL textbooks (Hamada, 2011). Also before year 2000 EFL textbooks were usually grammar books due to the quality of college-level pedagogy which was purely linguistic; thus learners did not have any opportunity for using a foreign language within real context (Bublik, 2011).

At this moment in time, English is a primary language of communication as far as globalization is concerned because it serves different purposes in different spheres outside the classroom. That is why there are many other mediums carrying messages not captured by

textbooks e.g. radio broadcasting, television, internet etc. Thus, it is equally important to develop the language abilities that help realize communicative aims as it is to know grammatical rules or language structures themselves. To sum up, CBA has become an essential method for producing EFL textbooks in Algeria (Hamada, 2011).

5. What is Textbook Evaluation?

5.1. Definition of Evaluation

The evaluation helps to assess the quality of learning process, measuring learning outcomes and helping in program adaptation choices. For instance, after teaching a new course, teachers may assess students' performance by giving them assignments and tests to see whether they have achieved the set learning objectives. Evaluations are also used to determine the overall effectiveness of curricula and teaching techniques. In this case, the assessments would indicate which parts of the program need changes so that the performance of students is enhanced. As far as Banks (1977) is concerned, evaluation is part of the teaching/learning process and it is a technical aspect of education, which provides continuous data feedback to keep it in equilibrium. In simpler words, this is the act of thinking about, getting and giving information aimed at helping make educational decisions concerning a 'specified program'

Evaluation can be said to be a significant tool in the enhancement of the quality of education. It helps teachers identify the weaknesses in their students and adjust their teaching methods according to individual needs of pupils. Moreover, it enables them to understand their own teaching strengths and weaknesses. After you have evaluated their skills sets, you will be able to make recommendations as to the best styles of teaching and offer relevant training that enhances those abilities. Further, evaluation allows learners identify their own strong points and weaknesses so as to help them focus their efforts on areas that need improvement. As such, it can be said that step number one in validating and evaluating all previous stages is none other than evaluation; this should form an integral part of a curriculum or syllabus design (Brown 1995).

Hutchinson (1987, p. 41) claims that "evaluation is a matter of judging the fitness of something for a particular purpose." This implies that the textbook serves as the essential instrument for systematically assessing its appropriateness for a certain objective by examining it against this standard. Tomlinson (1998) also pointed out that the goals of

textbook evaluation are similar to those of the students utilizing them. He identified three types of evaluation: firstly, about per-use evaluation, which aims to establish the possibility of what teachers and students may accomplish using the classroom materials. On the other hand, whilst-use and post-use evaluations are crucial for assessing learning resources' efficiency. This is Tomlinson's definition of textbook evaluation:

The systematic evaluation of the worth of resources with regard to their aims and aims of the learners who use them. Pre-use evaluation can be centered on predictions of possible value. It can be during-use, focusing on awareness and description of what the learners are doing while the materials are being utilized. It can also be post-use, with a focus on analyzing what occurred as a result of using the materials (1998, p.6).

5.2. Definition of Textbook evaluation

According to Genesee (2001), textbook evaluation is a way of collecting information that can then be assessed and understood. Likewise, Rea-Dickins and Germaine (1994) explained that textbook evaluation is an activity that aims at assessing the efficiency, quality and target of the program; thus ignoring what seems to be inconsequential or less functional. Grant (1987) pointed out that even if there isn't an ideal text book, there exists a right one which helps the teachers or students meet their Objectives. Various student groups may find the same textbook beneficial in different ways; therefore, some users consider a particular textbook as the most appropriate and useful for acquiring the necessary skills, as well as achieving their language-learning objectives. On the other hand, depending on contextual contexts, the same material can appear to be entirely unsuitable or insufficient resulting in learning difficulties. Consequently, the users of textbooks demand evaluation to be done so that it fits in any setting.

6. The need for textbook evaluation.

According to McGrath (2002), every kind of evaluation is significant. He further noted that the selection procedure for textbooks may easily take place by relying on pre-use evaluation which generates an estimated educational value of the book (Tomlinson, 2003). He also stated that in-use evaluation helps instructors ascertain if materials are appropriate by observing how these materials are used in teaching (Tomlinson, 2003). Finally, post-use evaluation aids in exclusive assessment of a textbook after it has been used over short as well as long duration

periods (McGrath, 2002; Tomlinson 2003). Hence, McGrath (2002) and Mukundan (2007) assert that it is important to evaluate the pedagogical worth of textbooks continuously throughout all three stages. Moreover, according to Cunningsworth (1995), materials evaluation is important to it so that it helps teachers in using the benefits of a textbook and modifying its weaknesses. In this way, the effective instructors would become those who are skilled in evaluation. In addition, he pointed out that by evaluating textbooks' worth teachers were able to select which one suits them best with regard to their students as well as their teaching goals.

7. Criteria for textbook evaluation

Richards (2001) states that teaching materials are either successful or unsuccessful depending on the situation. This means that one textbook may perfectly meet the requirements of some learners and be absolutely irrelevant to other groups of students. He went ahead to assert that "evaluation can only be done by considering something in relation to its purpose" (p. 256). In addition, there are certain factors which can give rise to evaluation questions for textbooks. These questions touch on teacher factors, content factors, pedagogical factors as well as those related to the program itself and learners too. According to Richards (2001), there are three issues that should be considered prior to evaluating any textbook

- The role of the textbooks in the program.**
- The role of the teachers in the program.**
- The role of the learners in the program.**

Cunningsworth (1995) states that there are four important criteria for evaluating textbooks. First, they must be aimed at what the learners need and at the overall goals of the course. Secondly, they must facilitate the use of foreign language by learners in different situations. They should make learning easier for them. Finally, textbooks need to serve as a bridge between target language and foreign learners. On the other hand, Byram (1993) (as cited in Cortazzi & Jin, 1999) came up with a list of criteria for EFL textbook evaluation focusing on cultural content. According to him a good EFL textbook has to contain enough information about social identity and groups, relations between people, religions, everyday life routines, political institutions, socialization as well as life cycle terminology that deal with national history or geography or identity with reference to their specificities.

8. Types of Evaluation

The existence of different types of textbook evaluation has been a topic of debate among scholars, According to Cunningsworth (1995) it can be classified as formative and summative: pre-use evaluation, in-use evaluation, post-use evaluation; and predictive and retrospective evaluation:

- **Formative evaluation:** With respect to formative evaluation, it is an assessment type used for assessing the progress and performance of learners throughout the learning process. This kind of evaluation emphasizes on giving authentic time feedbacks to students and instructors so that they can make required changes and enhancements. In-class assessments, teacher observation, as well as peer assessment are all instances of formative evaluation. Formative evaluation aims at helping learners to develop their skills and knowledge as it provides educators with information that can help them make decisions about teaching practices.
- **Summative evaluation:** Meanwhile, summative evaluation is applied at the end of a course or education program to evaluate learning achievements and mastery of competencies. The goal of this assessment type is to give an ultimate rating of the efficiency of the curriculum and evaluate students' accomplishments. Summative evaluations include standardized tests, final exams, and end-course assessments. Hence, it is a way of judging how well a student did and therefore their level of expertise.

According to Tomlinson (2011), there exist three main types of assessment, which are; pre-use evaluation, in-use evaluation and post-use evaluation. First, 'Pre-use' evaluation is a useful process in helping teachers identify the most appropriate teaching materials, syllabus and programs that can meet their learners' requirements. This involves close examination of the items or resources concerning the desired educational audience. This assessment guarantees that the content satisfies specified parameters as well as serves its intended functions for different audience segments. For instance, teaching materials must align with education program objectives and goals while keeping relevance and correctness at all times. Therefore, it has been demonstrated that pre-use evaluation is useful to teachers because it helps them detect possible problems in an instructional curriculum. For example, ineffective teaching methods, inadequate instructional design, or incoherent and uncohesive tasks may serve as challenges. Every program may experience certain shortcomings which may be

identified and rectified through pre-use evaluation thereby rising the level with which such a program can improve on leaning care outcomes.

Moving onto 'in-use' evaluation represents analysis of resource materials that are actively used. Finally, post-use evaluation here is helpful in finding out if these instructors were able to achieve their instructional goals or not. Since it looks at how well instruction was employed, this assessment becomes one of the major elements in teaching-learning system. Through this evaluation, educators are able to examine how students have effectively understood the concepts taught and thus determine whether to change the design of the content. For instance, instructors might assess if the teaching-learning methods employed were effective and adjust instructional delivery for better learning (Tomlinson 2011).

In addition, Tomlinson claims that post-use evaluation assists educators in ensuring that educational requirements and expectations are met. Evaluations are important in determining if the instructional approach and materials used met the academic requirements set by educational regulatory agencies. Teachers may use post-use evaluation to carry out an extensive study of the course materials and make necessary adjustments to comply with the guidelines (1998).

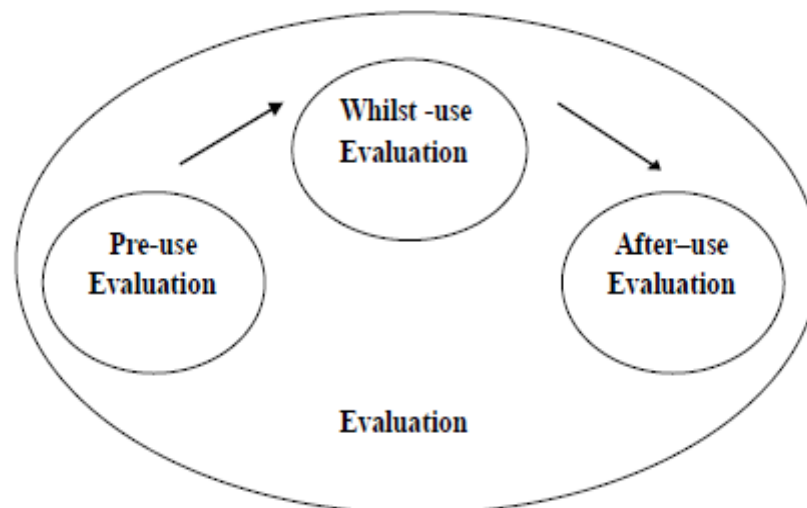


Figure 3 : The Type of Evaluation Textbook

Source: the type of evaluation textbook, Based on Cunningsworth , 1995, p 14

Ellis (1997) identified two categories of materials assessment: predictive assessment and retrospective assessment. The Predictive evaluation is a notable kind of evaluation which aims at anticipating the effects of an action prior to its execution. Usually, this form of evaluation is conducted at the beginning stages on tasks and involves a thorough scrutiny of the context, intended audience, goals and possible obstacles. A key benefit associated with predictive assessment is its ability to help stakeholders in spotting potential dangers as well as opportunities allowing them to make educated choices about resource distribution and come up with more successful plans.

In contrast, retrospective judgment refers to a kind of analysis which re-evaluates the success of an old program or effort. This type of appraisal is generally made upon the conclusion of a course and entails collecting and examining both numerical and descriptive data by means of survey questionnaires, personal interviews, performance indicators etc. Thus, as text books are contained in this evaluation process to measure their merits and demerits, it follows that they are put into use first (Ellis 1997).

9. The Importance of Textbook Evaluation

The textbooks' instructional design and writing style are provided, guiding teachers in determining what will be of great benefit to their students. Written concisely and in simple language, textbooks feature simple instructional designs that facilitate student understanding. Evaluation also indicates which books may meet different learning styles: visual learners; auditory learners; kinesthetic ones. Making such distinctions help teachers come up with the best teaching approaches. Evaluation is very important in education, teachers should employ this because it can provide important information concerning classroom practices and designing of the course as well as managing learning tasks (Rea-Dickins and Germaine, 1994).

Cunningsworth (1995) claims that One of the most important reasons for the necessity of textbook evaluation is that it guarantees the accuracy and quality of educational materials. Because textbooks are such an important part of the educational system, they must be trustworthy and have reliable sources. Individuals from classrooms and colleges make use of them for information and knowledge about different topics along with development of critical thinking abilities. Therefore, it is imperative that textbooks be examined for correctness to avoid charges of inaccuracies that might result in mistakes and general directions on learning

process. In addition, he suggests that careful selection is made and the materials chosen are in line with [learners needs and] teaching programmed objectives, methodologies and philosophies. Textbook assessment might also play a major role in improving teacher's professionalism.

In like manner, Ellis (1997) suggested that when evaluating textbooks, teachers can go past intuitive reviews and also they can get clearer, more exact, organized, and contextual insights into the overall essence of textbooks.

To conclude, analyzing textbooks is an essential procedure to guarantee that instructional materials are of the right standard and contain correct information. Thus, evaluations help teachers determine whether the learning resources they use are trustworthy or not, which is one of the main elements in any educational system. Evaluation specialists engage in textbook assessment as a means of ensuring that information is accurate, relevant, diverse, and inclusive.

10. Approaches to Textbook Evaluation

There are several suggestions and strategies for evaluating textbooks from specialists, such as a comprehensive method, an impressionistic method, and checklist method.

10.1. In depth Approach

According to Cunningsworth (1995), in-depth strategy is inherently an active stance. The method requires careful reading through the textbook. It examines the book comprehensively and pays special attention to those sections that specifically meet the needs of learners. The aim is to determine if it is fit for use or not at all. Thus, this kind of assessment must ideally be restricted to one or two units/chapters of the book. While McGrath (2002) argues that there are some disadvantages to this evaluation; it is time-consuming and demands for special skills. The units chosen might not represent the whole book and thus can only provide a partial evaluation.

10.2. Impressionistic Approach

This approach helps to have a general outlook towards any coursebook since it provides us with a bird's eye view or general introduction for that matter. The impressionistic approach is

characterized by its receptive nature; anything that seems valuable and fascinating becomes significant (Cunningsworth 1995).

10.3. Checklist Approach

The technique of checklists is an approach to textbook evaluation whereby one goes through a list of criteria that is meant for evaluating the textbooks. The criteria in the checklist approach must be relevant to the course content, objective and measurable. In evaluating textbooks, accuracy, relevance, organization, readability, visual appeal and appropriateness are some of the criteria that can be employed. The checklist method of textbook evaluation has the advantage of being standardized. All educators can use a common checklist to evaluate various textbooks thus ensuring consistency in their assessments. This way, teachers can decide on the most appropriate textbooks for their classes without biases (Williams 1983).

Also, evaluation checklists should consider the physical characteristics of the textbooks as layout, organization, methodology, aims and approaches among others. The reason is because this ensures that there is no bias in the assessment of the materials. Following Williams (1983), evaluation checklists should also include the physical characteristics of textbooks such as layout, organization, methodology, aims and approaches, and how much they are in conformity with not only the teacher's own individual approach but also the general curriculum of the institution.

As highlighted by Sheldon (1988), numerous scholars have developed different kinds of checklists that are claimed to be valid for all teachers when it comes to selection textbooks. In general, such a list is used for evaluating or selecting materials based on intrinsic criteria related specifically to the text itself; its content and structure.

In support of this, Byrd (2001, p. 416) claimed that "checklist method is systematic in the sense that the criteria on the list are checked off in a certain order". Thus, there are specified stages which need to be taken into consideration when assessing textbooks. Moreover, various checklist frameworks for evaluating texts have been formulated by scholars at different times. Each evaluator applies his or her own perspectives when looking at textbooks and anchors his or her judgment in a particular framework. The models include Tucker 1975, Daoud and Celce-Murcia 1979, Williams 1983, Sheldon 1988, Cunningsworth 1995, McDonough and Shaw 2003.

11. Principles for Materials Evaluation General Appearance

Thus, evaluating materials proves to be a difficult task. As a result, various elements have an effect on textbook performance in class. Therefore, many researchers have proposed different evaluation benchmarks that capture the significant factors when selecting and evaluating the resource. Consequently, among all suggested schemes for evaluating materials, formulating criteria to assess them is one of the major stages. It is important for assessing the appropriateness of materials with respect to particular teacher-learner situations. According to Sheldon “nobody knows for sure what criteria and constraints are really at work in EFL contexts worldwide, and textbook criteria are explicitly local” (1988, p.241). In other word, the selection of the criteria may be subjective as there is no unique and universal criterion applicable to teaching/learning situations related to evaluation of materials.

In the opinion of some academics, it is important to give a lot of thought to the general appearance, layout and design, teachability, level, flexibility, teaching methods, aims and objectives, topic contents, language contents, language skills, activities, social and cultural aspect, accompanying material and illustrations so as to determine how effective these materials are.

1. General Appearance: Various researchers have focused on the primary standard of evaluating textbooks, which is general appearance. Here, McDonough and Shaw (1993) have pointed out the importance of external evaluation as it gives a brief “overview” of the book’s outside. They contended that one should assess the “blurb” or the statements made on covers of students’ and teachers’ books together with introduction and table of contents. Materials must not only be impressive but also influence learning so that they are effective. In order to achieve this, different checklists include questions like whether the cover is informative and appealing; if there is an informative orientation page; and whether each lesson has an appropriate title.

2. Layout and Design: As to textbooks, another important point of reference for assessing them is their structure and design. Tomlinson and al. (2001, p. 89) pointed out that “the amount of white space should be enough to give relief and clarity”. The evaluators often ask if the materials are planned clearly and organized in a way that there is enough white space to achieve lucidity. If the design of the textbook does not indicate clarity, then teachers cannot teach their students well. On the other hand, students can have problems when they try to use

it for studying or completing assignments on their own. Therefore, comprehensibility in terms of clarity and appropriate layout and design plays an essential role in effective learning and teaching.

3. Teachability: Textbooks are a grouped set of learning topics which should be impacted by educators and absorbed by the learners. This term is significantly explained by Tomlinson et al (2001) that: Despite the fact that most of them (courses) recognize the apparent necessity to support teachers in reducing their preparation time, only a handful offer assistance in customizing the general course to particular contexts or take into account diverse instructional styles or personalities or try to make the course attractive to instructors

4. Level: When evaluating language teaching resources, another element to consider is content quality. The extent to which students may rely on a certain textbook depends upon how appropriate it is for the particular grade pupils are enrolled in. Likewise, there should not be much divergence or commonality between the depth of grammar and vocabulary included in reading texts, exercise activities and tasks given, as well as the complexity of instructions in relation to the learners' skill development and affordability levels.

5. Flexibility: Many scholars have stressed the importance of evaluating any textbook, whether it is "exploited or modified as required by local circumstances or too rigid in format, structure and approach" (Sheldon 1988, p. 245). Therefore, the researchers include a number of items in their checklists to measure flexibility of textbooks.

6. Teaching Methods: Materials assessment refers to teaching methods as one of its most important elements. Over time, this tends towards increased emphasis on students' roles over those of teachers. In doing so they look at how teacher's guide textbooks display any student centeredness. Whether it allowed teachers this choice hinges upon whether students can talk more than them and other activities are permitted.

7. Aims and Objectives: As McDonough and Shaw (1993, p.70) put it, "The selection of materials may depend on a certain syllabus or objectives." The goals of every textbook should be made clear and measurable since an appropriate range of goals is attached to every book.

8. Topic Contents: Textbook evaluation also hinges on the topic content or subject matter which outlines the chances of the textbook being valuable or helpful to the learners. The question of whether or not these are subjects that interest students is one question worth

asking as it encourages them to voice their views, according to Sheldon, (1988) and Skierso (1991).

9. Language Contents: Single subjects are broken down into their respective parts for learning and teaching. English, for instance is never taught as a complete subject but rather a subject that consists of different areas which depend on one another. In language classes these areas are grammar, phonetics and vocabulary. It is important to assess them.

Cunningsworth (1995, p. 38) claimed that “it is often rightly claimed that especially at lower levels, students can communicate more effectively by knowing vocabulary than by knowing grammar”. This thus makes it important to evaluate presentation and practice of vocabulary.

Cunningsworth (1995, p.30) claimed that "what set apart a real language course from a phrasebook was the efficient teaching of grammar and it is by understanding and being able to use grammar that learners become capable of producing their own utterances and manipulating language for their own ends". That is, since grammar is considered so important in the process of teaching foreign languages, a course intended to improve the accuracy of learners in speech and writing has for some time regarded English grammar as one of its essential elements.

10. Language Skills: The conclusion we can draw from our exploration of instruction in language is that ultimately it entails imparting certain skills that are fundamentally based upon their understanding and communication. English instruction means teaching students how to comprehend text as well as discourse. It encompasses developing children’s abilities to express themselves verbally and through writing.

11. Skills Development: The content must maintain a balance between the four linguistic skills that should be included. Thus, it is necessary to pay attention to both receptive skills which involve listening and reading while on productive skills like speaking or writing. According to Breen and Candlin (1987), there are three major aspects that influence evaluating textbooks. First of all, check if they give a practical guidance for acquiring any of the language skills offered in the text. Secondly, how long does this course take and is this duration sufficient for teaching any of these skills. Lastly, do these activities promote skill development and do we see clearly what the purpose behind employing these skills is.

12. Activities: As each manual has tasks, it is vital to estimate such textbooks' tasks' usefulness and practicality as tools for education. Therefore, these should focus on the goals to get learners work with language and not mere exercise. It is important that a good book includes different types of activities (pair work, group work, and separate ones) in order to address four basic skills in the material and allow for an integrated skills part.

13. Cultural Aspect: The very importance of monitoring if a textbook has “enshrined stereotyped, inaccurate, condescending or offensive images of gender, race, social class or nationality” is expressed by Sheldon (1988, p.244). Besides, in order to broaden the students’ cultural reference and provide them with cultural immersion through the TL, a course-book should contain several important aspects. In turn, this will enable students to gain an advanced view about their environment.

14. Accompanying Material: More so, accompaniment is a vital factor for assessment. CD-ROMs and cassettes have been identified by Tomlinson and al (2001) as one of the most captivating and efficient techniques in contemporary language education resources. Besides, it’s imperative to have supplementary materials for the textbook like, CDs, Videos and Pictures.

15. Illustrations : The illustrations have been defined as:

Everything that is not “text” in teaching material. For instance, drawings, cartoons, photographs, flow charts, pie charts, graphs and tables are included in this category. An example of their presence would be where they are used in conjunction with texts to support the meanings conveyed thereby serve as documents for individual practice or purely for aesthetic purposes (Hewings 1991 p. 235).

Thus we need remind that a textbook majorly carries illustrations because they supplement the text apart from being instrumental in learning outcomes. In addition, they present context for the language thereby motivating its usage through practice.

Conclusion

In this chapter, we have provided certain ideas that related to the themes of our research. We started by defining textbooks and the advantages of textbook use and also their disadvantages while teaching English for young learners. We offer definitions given by

different scholars to both the terms “evaluation” and “Textbook evaluation». Moreover, we explained different approaches used by researches to evaluate the use of textbooks..

Previous Studies about the Topic

Several researches have been conducted which assessed school textbooks using various tools from various perspectives. For instance, a study conducted by Kırkgöz, Y. (2009) in which an evaluation of three Grade 4 textbooks has shown that students appreciated the appealing design of these textbooks as well as their well-constructed illustrations. Attractive and well-produced vocabulary was used in them along with explicit and comprehensible instruction with authentic examples, topics, content and activities. All four language skills were developed in harmony by all three books.

A similar research by Yasemin, K. (2009) in which she assessed three primary school 4th grade textbooks as set by the National Ministry of Education in Turkey. This assessment looked at different aspects of the text book. Both students and teachers who responded to it answered a 37 item text book evaluation scheme that was similar to a questionnaire on their thoughts about various parts of the text book. Also, the participants were interviewed for their deeper understanding of the use of these books. The results show that they are suitable for children; however, future revision and design suggestions were given about these books.

It is common in literature to analyze the content of EFL (English as a Foreign Language) and ESL textbooks from a pragmatic perspective. Several general studies have looked at pragmatic information while some others have focused on just one aspect of pragmatic competence like speech acts. The researchers have also made attempts to compare ESL and EFL textbooks on the basis of pragmatic information. For instance, In four ESL textbooks and four EFL ones, Vellenga (2004) has done an intensive examination of pragmatic information. According to her, pragmatic knowledge is primarily composed of three things; namely: meta-language, speech acts and meta-pragmatic signals. The author further observes that the compatibility of language level and length is a common feature in such texts. Pragmatic information is minimal in both sets of texts as noted by her. In this work, Vellenga (2004) looks into four functions of meta-language - description, introduction, explanation and task-related. It is important for the learner’s linguistic input to be helped by meta-language found in these texts especially for Second Language learners in EFL contexts. In addition, it is pointed out that the pronominal use in coursebooks (we vs. you) is rather overlooked in their analysis. Hence, if not being adequately selected, meta-language may be wrongly chosen by

learners unconsciously and affect their native peers negatively like it happens when imperatives are extensively used in course books. The author observes a lack of meta-language both in these kinds of textbooks where imperative directives prevail without any pronominal reference.

Another study on coursebook pragmatics assessment is authored by Gholami (2015). Specifically, he investigates Iranian high school EFL textbooks regarding: speech acts; four politeness strategies; lexical and syntactic classifications; tense in temporal deixis; adjacency pairs; and hesitation marks. According to results, more attention is placed on speech acts (especially directives) than any other pragmatic elements. In addition to the speech acts mentioned elsewhere, some politeness strategies are also present. Moreover, the hesitation marks and adjacency pairs were found to be very limited in the collected texts. Furthermore, it is noticeable that there was no meta-pragmatic discussions. The author argues that embedding of pragmatic aspects may not be in their minds because sentences and phrases included by those who write textbooks are designed to teach syntax rather than pragmatics. For Gholami (2015), pragmatic knowledge should be introduced to the “syntactic skeleton of the book”; otherwise, Iranian EFL textbooks would be viewed as Persian books translated into English only. The author suggests, among other things, involving a native speaker to help write textbooks. He also insists on authenticating coursebooks by inserting English names for cities, streets, shops, parks, etc.

Different studies about EFL texts written in Algeria. Neddar (2010) adopts a textual analysis that addresses pragmatic features embedded within four Algerian middle schoolbooks (used in Algeria) plus a consideration with regard to their counterparts that had been made for global distribution like Headway, Oxford University press textbooks (Neddar, 2010). Based on earlier elucidation, these textbooks (from the range of 'Spotlight Series' and 'On the Move series') have been abandoned except for its fourth year which would receive such treatment up to now by My Book of English (the second generation course book). Coachat's study (see Vellenga, 2004) is used by Neddar as a basis on how much pragmatic data is provided in Algerian English language teaching materials. She claims that there is extensive meta-pragmatic information but it is largely lacking in respect to quality so that it fails to support development of learners' third language pragmatic skills. The speech acts found within course guides do not coincide those used by native speakers during communication in ordinary situations. According to Neddar (2010), teachers rarely have offers or training in order to provide additional pragmatic materials to their classes. Therefore,

he suggests classroom studies and discussions as a way of showing how cross-cultural pragmatic proficiency can be attained from the analyzed courses.

Dendenne (2014) examines Algerian EFL secondary school textbooks in terms of structures and pragmatic information pertaining to requesting and apologizing speech acts. According to the author, it is counterintuitive how the input provided, both in terms of frequency and quality, is when compared to empirical data. At the pragma-linguistic level, three textbooks (first, second and third year) analyzed here expose learners to certain typical forms for realization of the aforementioned two speech acts such as modals can and could in requests as well as politeness marker please...etc. For the author, the excess display of certain structures seems to be less conducive to learning; i.e., students may tend to use them excessively. However, at the level of socio pragmatics, virtually nothing is said about factors such as age, status, degree of imposition and interlocutor's relationship. Moreover, the researcher notes a lack of meta-pragmatic knowledge in the textbooks examined. The recommendations in this study correlate with those mentioned earlier; therefore, Algerian textbook writers should introduce more empirically supported information from cross-cultural and inter-language pragmatics or use (quasi) authentic materials like movies. Thus, Algerian textbook writers are urged to enrich their texts with empirical evidence from research on cross-cultural and inter-language pragmatics as well as (quasi-)authentic data, for instance, movies.

Chapter Three : Field work

Chapter Three: Field work

Introduction

This study tries to explore teachers' views concerning the evaluation of the textbook of 4th Grade of primary schools. In order to investigate its strengths and weaknesses, a quantitative method was chosen to be the research methodology of this work. Moreover the chosen sample and tool are presented in this chapter along with the analysis and the discussion of the results.

1. Research Methodology

This research is based on a quantitative survey approach, citing Creswell (2014) is a quantitative research that describes the trends, attitudes, or opinions of a given population based on results from a sample of that population. The survey-based approach is the most suitable method to follow in order to attempt the objectives of the study since it deals with numbers and opinions. In light of the purpose of the study, research tools were sought and it was the questionnaire that was employed.

The current study employed quantitative research design to discover teachers' opinions about the textbook of 4th Grade of Primary schools. Teachers were asked to fill a questionnaire that is designed in order to evaluate the textbook and evaluate its strengths and limitations.

2. Analysis of the Questionnaire of Teachers.

2.1. The Participants, Population and Setting

The questionnaire was given to 16 teachers of different primary schools in Khenchela. The 16 teachers were selected randomly from Khenchela. Teachers were asked gently during the time of their rest to fulfill the questionnaire, they were in a hurry, so they decided to take the questionnaire home in order to read it carefully and attentively. The number of teachers is small because we find that one teacher is working in more than two primaries, therefore it was hard to collect a large number of teachers.

As it was mentioned earlier, it was hard to gather data from one teacher to another since it exists only one teacher in one Primary school. It took us 20days to move on from a place to another; we had to wait teachers' free time in order to give them the questionnaire and spending more time to get their answers.

2.2. Description of the Questionnaires

The teacher's questionnaire was designed to obtain data concerning the teachers' opinions on advantages and disadvantages of textbook of 4th grade of primary schools and how they can be evaluated. The questionnaire is written in English since it is designed only for English teachers. It is composed of 3 sections, the first one deals with general information concerning the teachers, for example we asked them about how many years they are teaching English in order to see their teaching's experience. The 2nd section is about the effectiveness of the English Textbook of 4th Grade of Primary schools, for instance we asked them if they find the textbook attractive and captures the learner. The last section is a checklist evaluation that is designed to help the teachers to evaluate the textbook and its effectiveness for instance we asked them about the existence of different language skills in the book.. The questionnaire contains 17 questions: 3 are open-ended questions (in order to gather their opinions and suggestions) and 14 close-ended questions.

3. Analysis of the results:

The section provides data tables and figures on teachers' demographics, experiences, and views on the 4th grade English textbook.

Section One: Personal information

Q1: How old are you?

Table 1: The Age of Teachers

Options	N (number of Teachers)	% (Percentage)
30-39	15	93.75%
40-49	1	6.25%
49 or more	0	0%
Total	16	100%

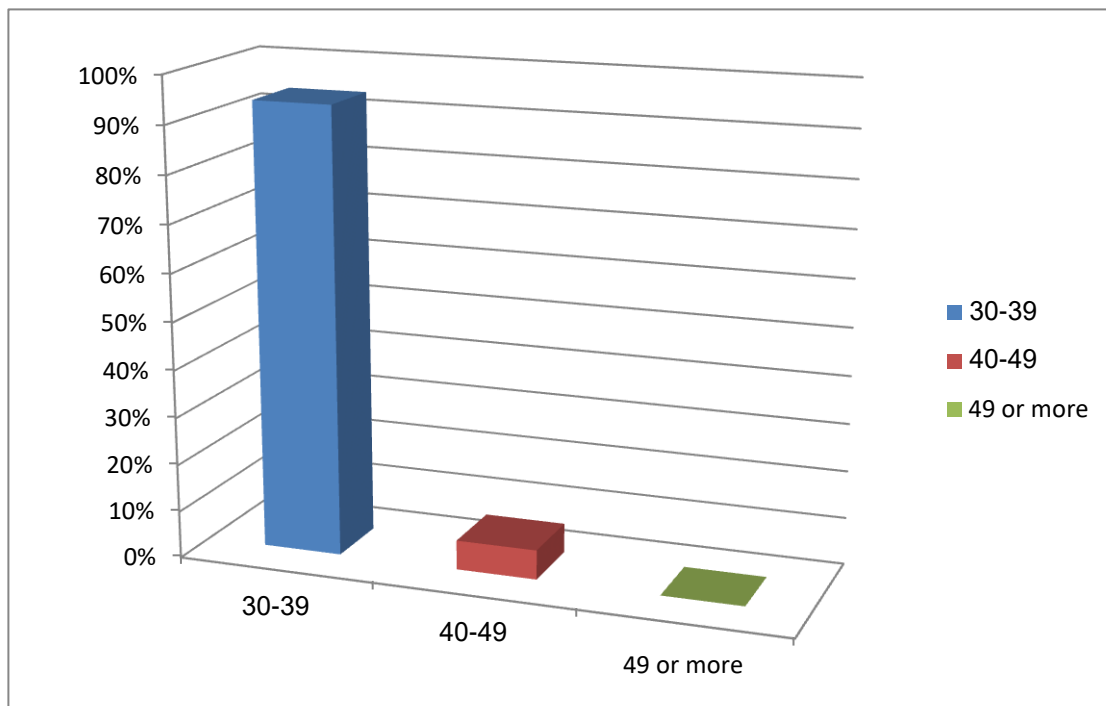


Figure 4 : Age Distribution of Teachers

Figure 4 presents different statistics concerning the age of 16 English teachers. Most of the teachers (93.75%) are aged between 30-39 years old, and 6.25% of them aged around 40-49; While none of the teachers are aged 50 or older.

Q2: How long have been teaching English?

Table 2: Years of teaching in primary school.

Options	N (number of Teachers)	% (Percentage)
1 year	04	25%
2 years	07	43.75%
3 years	05	31.25%
more	00	0%
Total	16	100%

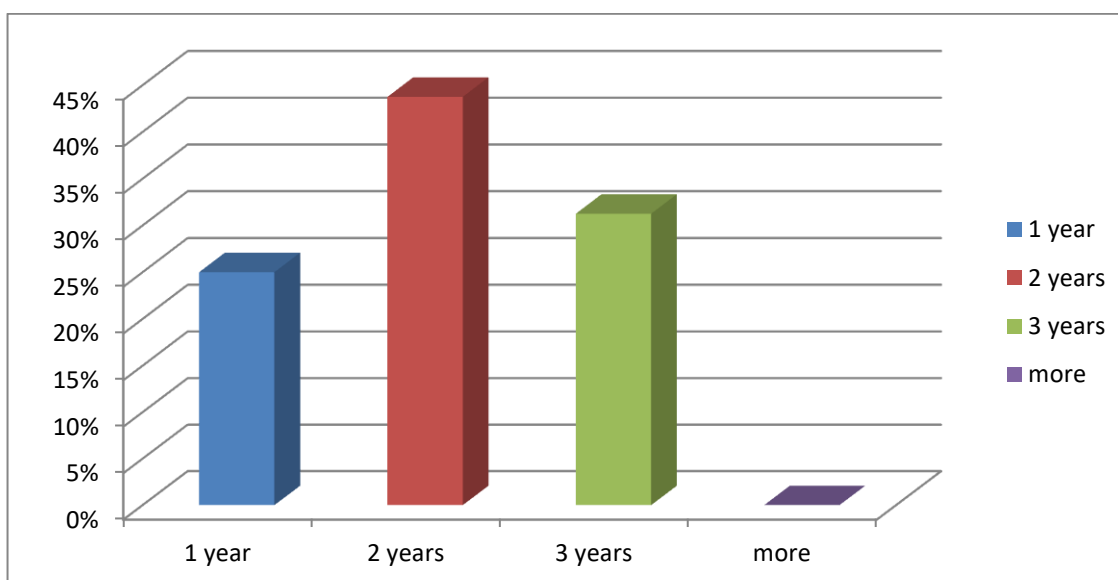


Figure 5 : Years of teaching in primary school.

This question aims to identify teachers' experience by years, the Figure above shows that the majority of primary school English teachers are relatively new, since most of them (43.75%) has only 2 years of experience in teaching English, 31.25% state that they have 3 years of working as English teacher. The rest of them (25%) has only 1 year of working as an English teacher. This is related to the fact that English was introduced in primary schools only in 2022.

Q3: What is your English Degree?

Table 3: Academic Qualifications of Teachers.

Options	N (number of Teachers)	% (Percentage)
License degree	01	6.25%
Master degree	15	93.75%
PhD degree	00	0%
Total	16	100%

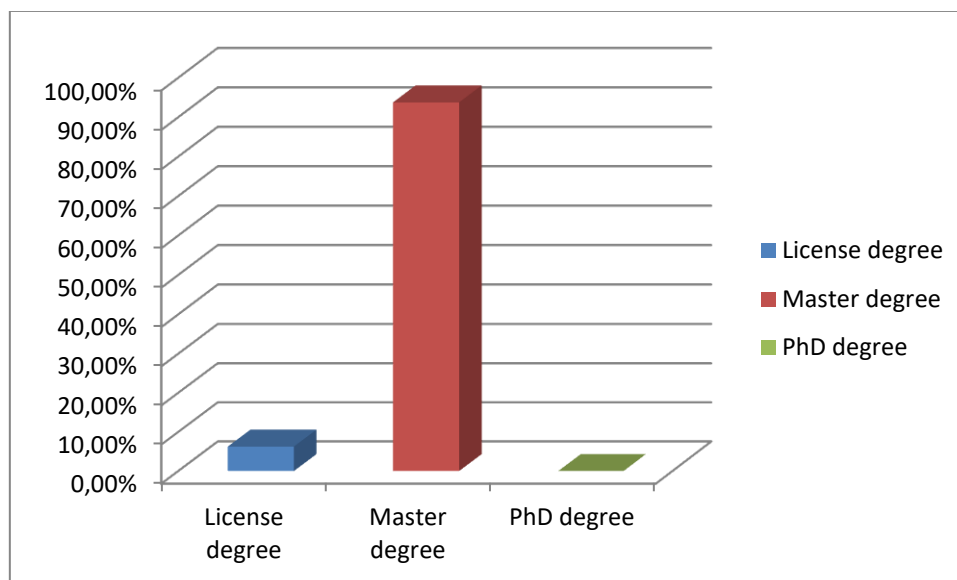


Figure 6 : Academic Qualifications of Teachers.

Table 3 shows different educational level of the target population, as it is presented above 93.75% of them had the Master degree; the rest had License degree (6.25%). This is show that English teachers are effective.

Section Two: Textbook evaluation

Q4: Do you think that the textbook meets your expectations?

Table 4: Expectations of teachers towards the Textbook.

Options	N (number of Teachers)	% (Percentage)
Yes	08	50%
No	08	50%
Total	16	100%

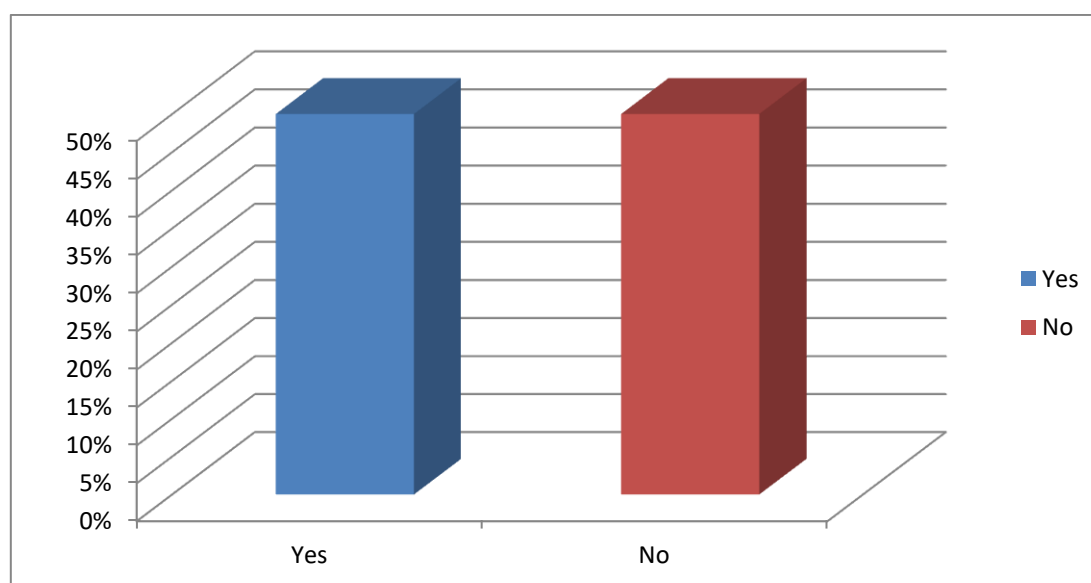


Figure 7 : Expectations of teachers towards the Textbook.

Question 4 aims to investigate the teachers' views about the Textbook of 4th Grade of Primary school, as it is shown in the figure 4, their opinions differ from one to another. Actually half of them see that they have positive attitude towards the English textbook, while the other half claim that it doesn't meet their expectations, they claim that textbook follow strict rules and doesn't fit all the learners.

Q5: Do you think that the textbook captures the learner's interest?

Table 5: The Textbook and Learners' interest

Options	N (number of Teachers)	% (Percentage)
Yes	13	81.25%
No	03	18.75%
Total	16	100%

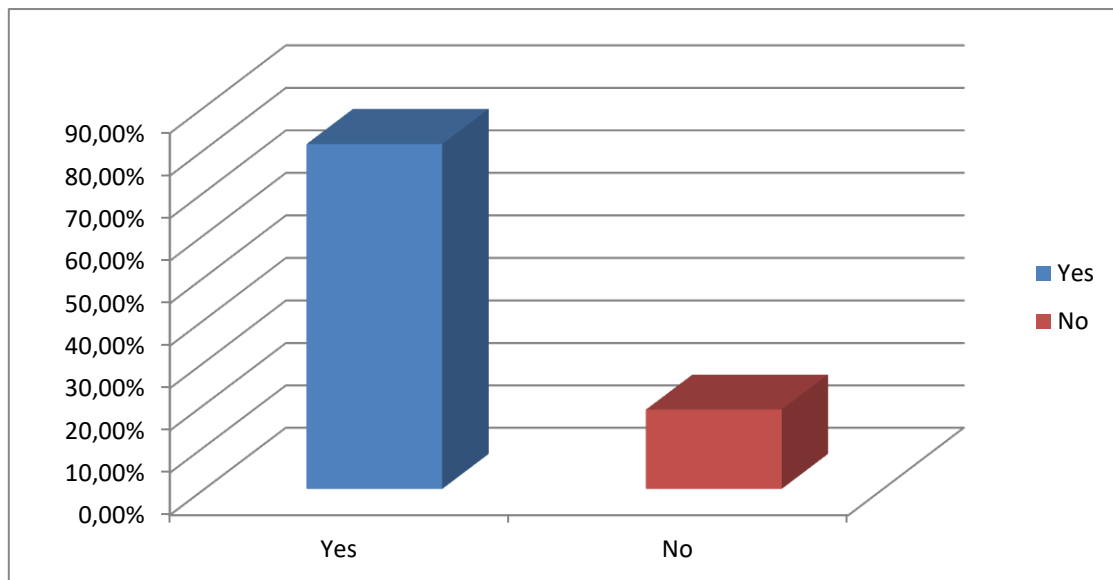


Figure 8 : The Textbook and Learners' interest

Figure 5 indicates that most of teachers 81.25% agrees on the fact that the textbook captures the learners' interest while few of them (18.75%) see that the textbook doesn't motivate pupils.

Q6: Do you think that English should be taught at an early age?

Table 6: Learning English at early Age

Options	N (number of Teachers)	% (Percentage)
Yes	15	93.75%
No	01	6.25%
Total	16	100%

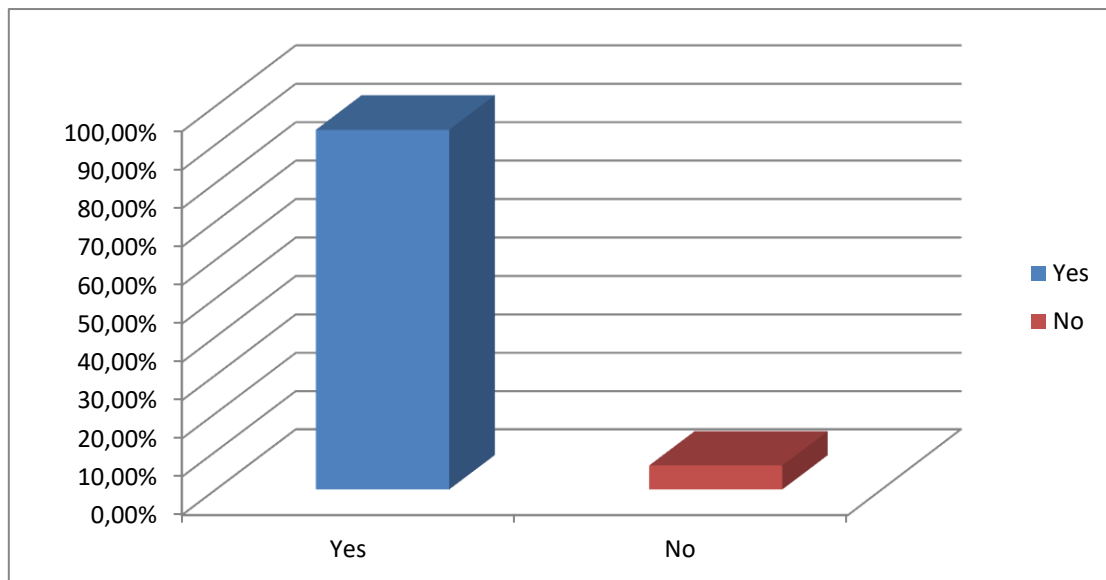


Figure 9 : Learning English at early Age

The figure 6 shows that the majority of teachers 93.75% agree on the adaptation of English at early Age, while the rest of them (6.25%) see that English language should not be learnt at an early Age.

Q7: How does the use of the textbook facilitate your teaching?

When asked about the way textbooks makes the teaching process easier, different answers has been presented by teachers; these are different views of some teachers:

- ✓ Textbooks often include clear explanations, examples and diagrams that can clarify complex concepts.
- ✓ Textbooks are reinforcement of learning.
- ✓ Teacher can align their lesson plan with the textbook's chapters and sections which saves time and ensure that the curriculum is followed.
- ✓ Textbooks are visual aids and examples.
- ✓ Many textbooks include diagrams, charts, and examples that can help clarify complex topics and enhance students to understanding.
- ✓ It helps a lot because of the tasks variety.
- ✓ Since textbooks are often aligned with standardized curriculum or exam they help in preparing students for assessment by focusing on key concepts and solving problems.
- ✓ Textbooks are helpful; they are most used in comprehension with other teaching resources and methods such as discussion and digital tools.
- ✓ I use the textbooks to support pupils' practice through its tasks.
- ✓ It helps the teachers on gathering the lesson objectives easily.
- ✓ I use textbooks to help pupils practice what I have taught in the session, I depend on the tasks usually.
- ✓ I use it for tasks and enhance the reading skill of the learner.

Q8: What challenges have you faced when using the textbook?

This question aims to identify the most common challenges and issues faced by teachers while using the textbook as a source of knowledge. However most of the teachers didn't mention any obstacles they face while few of them mentioned the following:

- ✓ It doesn't meet my expectations.
- ✓ The pupils don't like the lesson of games and sports, they wished if it is replaced by a lesson about a street.
- ✓ Assessment conflicts.
- ✓ Preparation time.
- ✓ Textbooks often follow a strict structure, which may not align with the needs of particular class or allow for flexible teaching approaches.
- ✓ Limited interaction.
- ✓ Varied learning paces.

✓ Outdated information.

Section Three: Textbook Evaluation

On this part of questionnaire, the research aim to evaluate the textbook according to certain criteria:

9. General appearance:

Table 7: General appearance:

Criteria	Evaluation Checklist Criteria	Agree	Disagree
General appearance:	a-Is The cover of the book attractive and informative?	100%	0%
	b-Are the used font type and size appropriate for the learners?	100%	0%
	c-Does each lesson has its appropriate title?	100%	0%

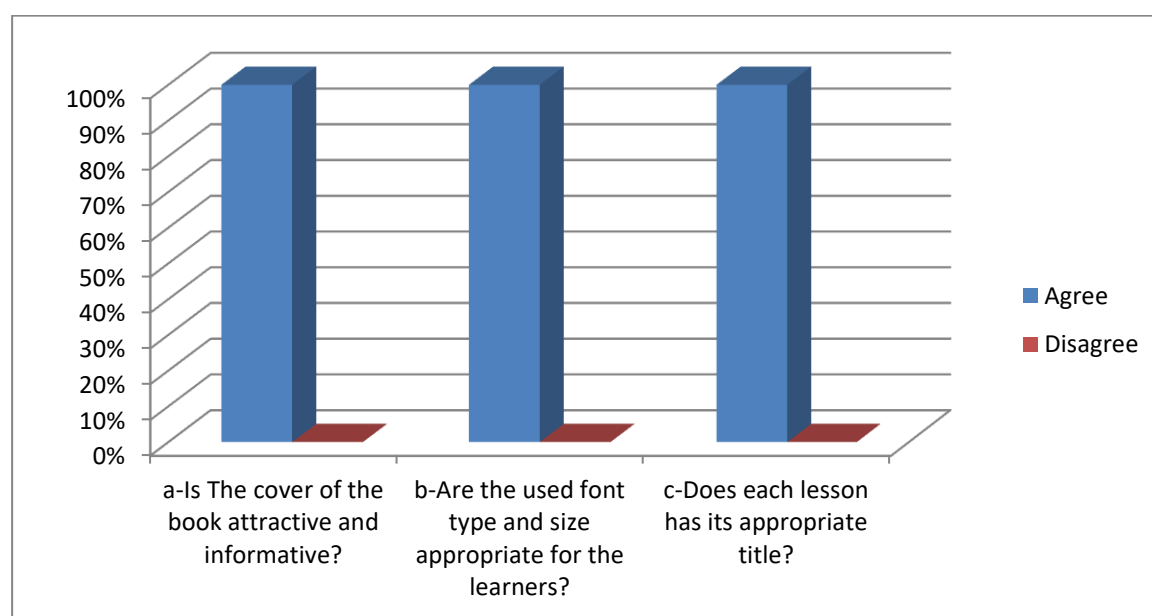


Figure 10 : General appearance

The table 9 aims to evaluate the general appearance of the English textbook of 4th Primary school, 100% of the teachers agree on the fact that the cover of book is attractive and informative, moreover titles are written in an appropriate type and size, also they agree on that each lesson has its appropriate title.

10-Design and illustration

Table 8: Design and illustration

Criteria	Evaluation Checklist Criteria	Agree	Disagree
Design and illustration	a-Is the design clear?	100%	0%
	b-Is the table of contents detailed enough?	93.75%	6.25%
	c- Does it have an appropriate glossary?	68.75%	31.25%
	d-Are the illustrations attractive and functional?	75%	25%

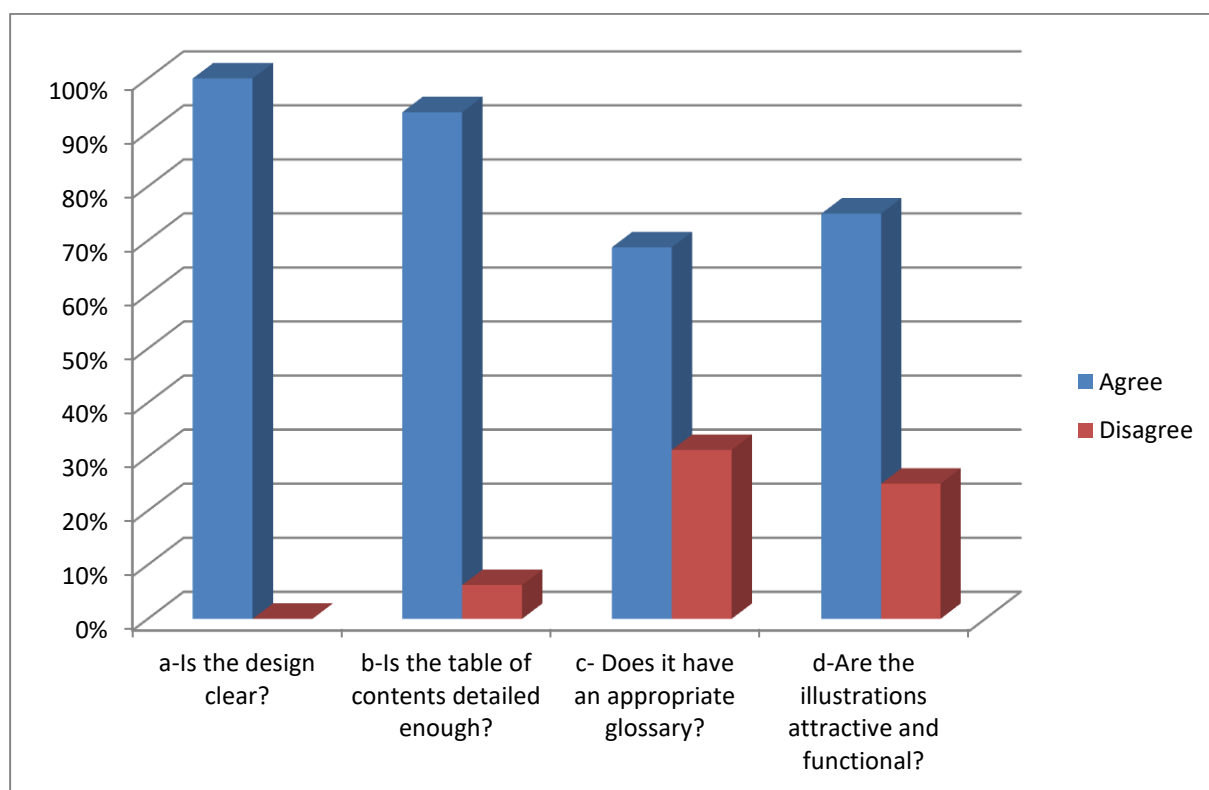


Figure 11 : Design and illustration

The 10th figure shows that there is different opinions on the design and illustration of the textbooks, all of the teachers agree on that its design is clear, 93.75% agree on that table of contents is detailed enough while the left 6.25% do not. Concerning the glossary, 68.75% agree on that English textbooks have an appropriate one while the rest of them (3.25%) do not. The last point is related to the illustrations, most of teachers (75%) agree on that the used images are attractive and functional, while 25% of them do not agree.

11-Accompanying materials

Table 9: Accompanying materials

Criteria	Evaluation Checklist Criteria	Agree	Disagree
Accompanying materials	a-Does the workbook contain suitable activities?	75%	25%
	b-Is the CD-ROM suitable?	62.5%	37.5%

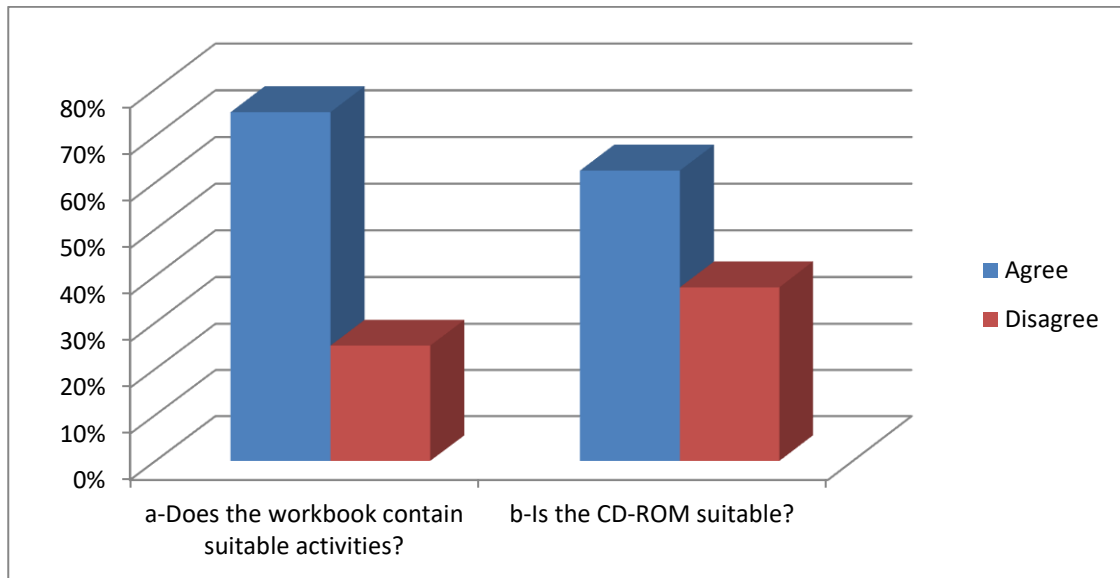


Figure 12 : Accompanying materials

As the figure shows, 75% of teachers sees that workbook include suitable activities while 25% sees the opposite. On the other hand, 62.5% of teachers believe that the CD-Rom is suitable as an accompanied material, the rest of them (37.5%) perceive the opposite.

12- Contents of the Topic

Table 10: Contents of the Topic

Criteria	Evaluation Checklist Criteria	Agree	Disagree
Contents of the Topic	a-Are the topics interesting and motivating?	75%	25%
	b-Do they encourage students to share their own views ?	81.25%	18.75%
	c-Do they avoid the use of embarrassing and disturbing topics?	75%	25%
	d-Do they allow the students to think critically?	75%	25%

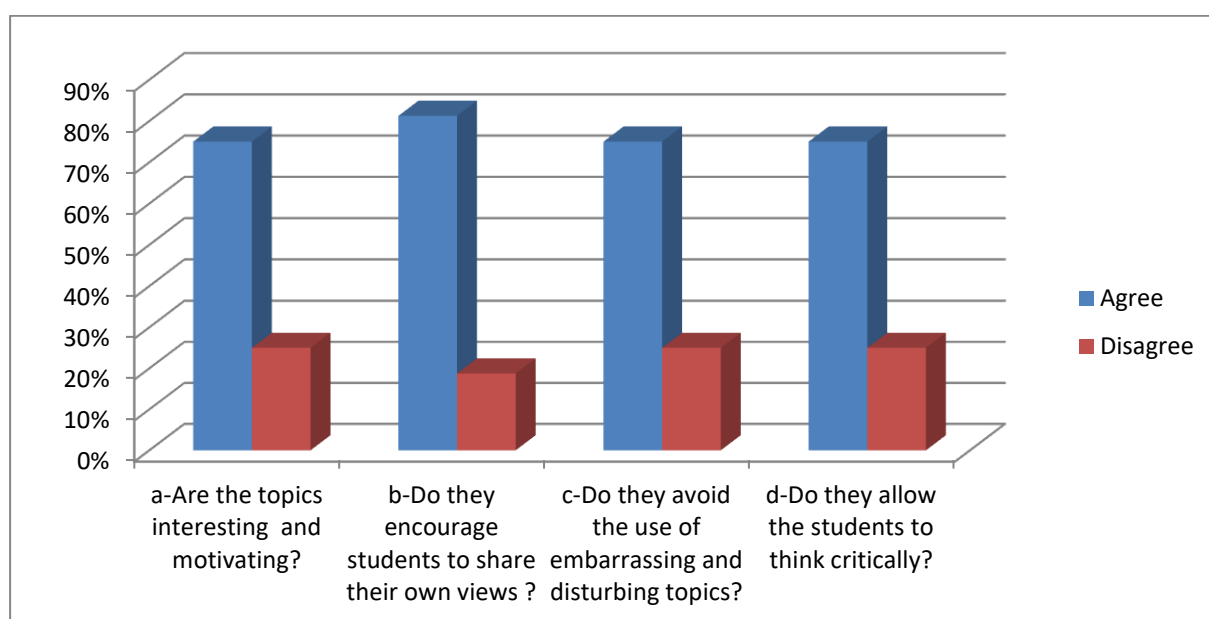


Figure 13 : Contents of the Topic

The table above aims to investigate teachers' opinions about the topics of the textbook, 75% of teachers claim that topics are interested and motivating; additionally they neglect the use of embarrassing and uncomfortable topics and they give the students the chance to think critically. While the left of them(25%) think the opposite. However most of them (81.25%) agree on that textbooks motivate students to share their own thoughts, the rest 18.75% believe the opposite.

13-Language

Table 11: Language

Criteria	Evaluation Checklist Criteria	Agree	Disagree
Language	a- Are grammar rules presented in clear and simple language?	43.75%	56.25%
	b-Does the textbook contain materials for teaching vocabulary?	81.25%	18.75%
	c-Does it have suitable materials for pronunciation work ?	81.25%	18.75%
	d-Does the used language fit the learners' needs?	93.75%	6.25%
	e-Is pronunciation built in different activities (listening, speaking, reading, and writing)?	100%	0%
	f- Are the materials used to teach vocabulary, grammar, and pronunciation are graded in appropriate manner?	100%	0%

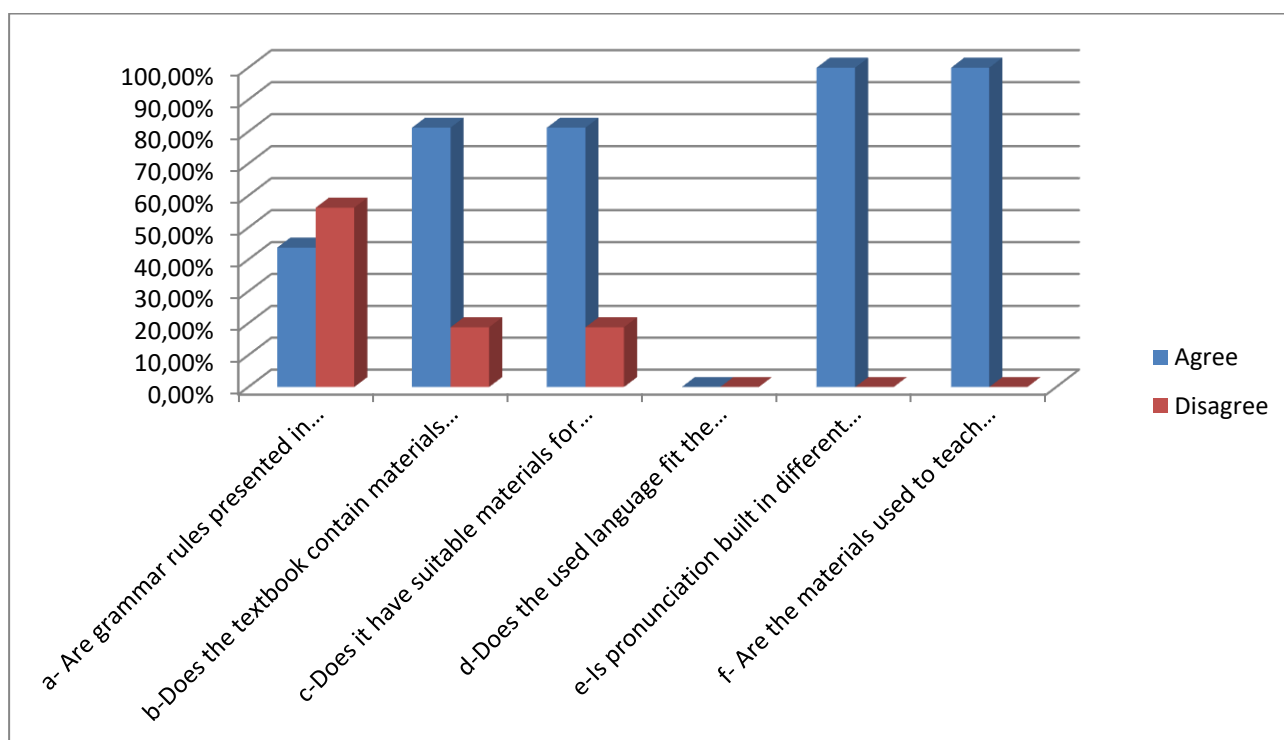


Figure 14 : Language

The table above aims to evaluate the language used in the textbook, all of the teachers (100%) agree on that materials used to teach vocabulary, grammar, and pronunciation are graded in suitable manner. In addition they all agree on that pronunciation is enhanced by using different activities. In on hand, 81.25% of teachers agree on that textbooks have suitable materials to teach pronunciation and vocabulary, while the left of them claim the opposite. In the other hand, 93.75% of teachers claim that the used language fits the learner's needs while 6.25% of them do not agree. The last point is related to grammar rules, 56.52% of teachers do not agree on that grammar rules are presented in simple and clear language; however the rest of them 43.75% claim the opposite.

14- Social and Cultural Contexts

Table 12: Social and Cultural Contexts

Criteria	Evaluation Checklist Criteria	Agree	Disagree
Social and Cultural Contexts	a-Are the social and cultural contexts in the series comprehensible?	100%	0%
	b- Can students learn about the inner lives of the characters used in the textbook?	68.75%	31.25%
	c-Does the textbook express positive views of ethnic origins, occupations, age, social groups and disability?	81.25%	18.75%
	d- Does the textbook refer to the real life of the young learners?	75%	25%

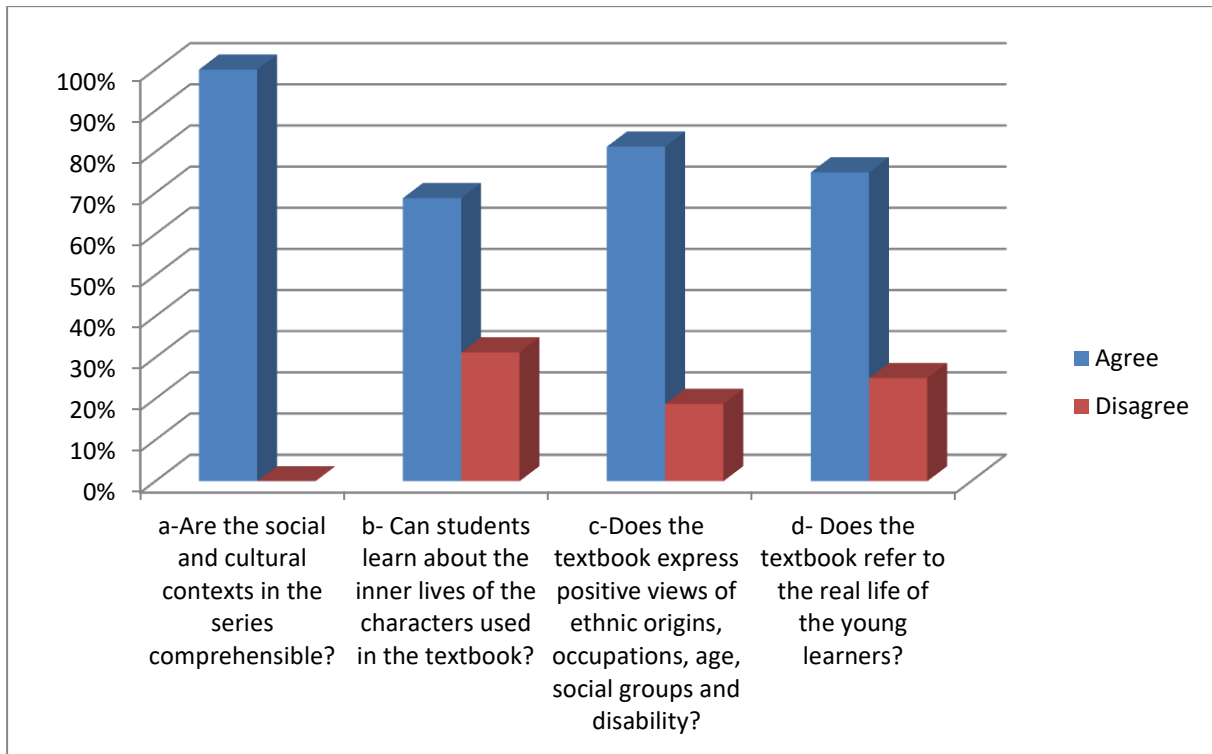


Figure 15 : Social and Cultural Contexts

The figure above shows different views of teachers concerning the social and cultural contexts of the textbook, all of the teachers agree on the point that social and cultural concepts are comprehensible, 75% of them see that textbooks refer to the real life of learners and 25% of them see the opposite. 68.75% of teachers see that they can learn about the inner lives of the characters used in textbooks, while 31.25% claim the opposite. Finally, 81.25% of teachers see that textbooks express positive views concerning ethnic origins and different social groups.

15- Language Skills

Table 13: Language Skills

Criteria	Evaluation Checklist Criteria	Agree	Disagree
Language Skills	a- Are the four skills (listening, speaking, reading, and writing) covered enough?	93.75%	6.25%
	b- Are the listening materials well recorded, as authentic as possible, and accompanied by background information, questions, and activities?	87.5%	12.5%
	c- Are there sufficient reading material? (is there a range of varied and interesting reading text that can engage students cognitively and effectively?)	87.5%	12.5%
	d- Is there sufficient material for spoken English (e.g. dialogues, role-plays, etc.)?	81.25%	18.75%
	e- Are writing activities suitable in terms of length, degree of accuracy, and amount of guidance?	93.75%	6.25%

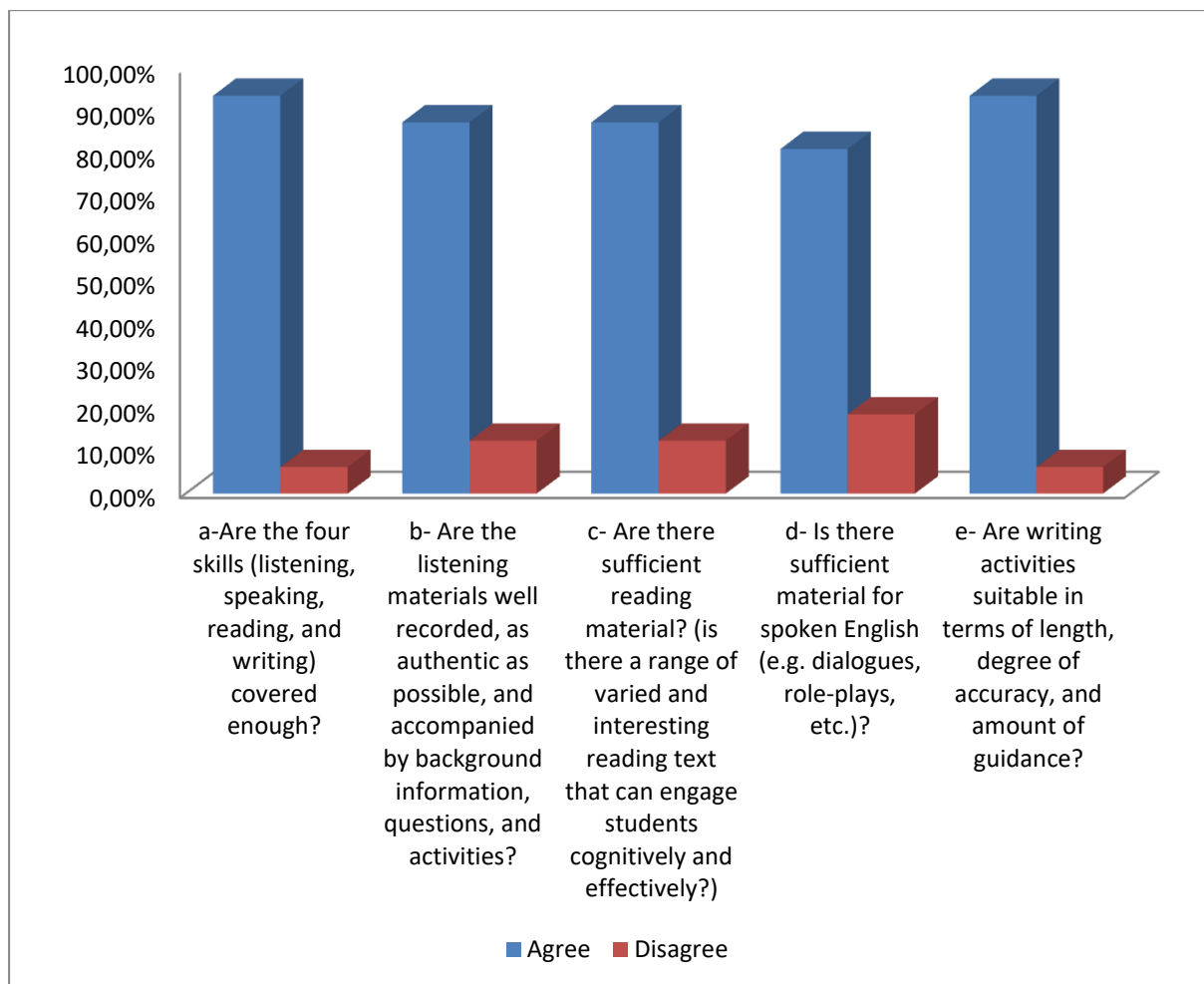


Figure 16 : Language Skills

The figure above aims to present different views of teachers related to the language skills in the textbooks, 93.75% believe that the four skills are existed and covered enough; also they agree that writing activities are suitable for learners. While the rest of them 6.25% thinks the opposite. 87.5% of teachers agree on that listening and reading materials are well recorded and accompanied with activities and different texts; the rest of them 12.5% believe the opposite. Concerning spoken materials (dialogues and role-plays), 81.25% of teachers agree that they exist sufficiently, yet 18.75% of them do not.

16-Activities and Exercises

Table 14: Activities and Exercises

Criteria	Evaluation Checklist Criteria	Agree	Disagree
Activities and Exercises	a- Does the textbook provide a variety of meaningful and mechanical exercises and activities to practice language items and skills?	81.25%	18.75%
	b-Does the textbook provide communicative exercises and activities that help students carry out their communicative tasks in real life?	81.25%	18.75%
	c-Does every exercise has a clear objective?	100%	0%
	d- Is there a reasonable and appropriate number of exercises?	75%	25%
	e- Are the tests valid and contain correct language?	75%	25%
	f- Does the textbook contain periodical revisions for diagnostic purposes?	68.75%	31.25%
	g- Does the textbook provide models for final achievement tests?	75%	25%

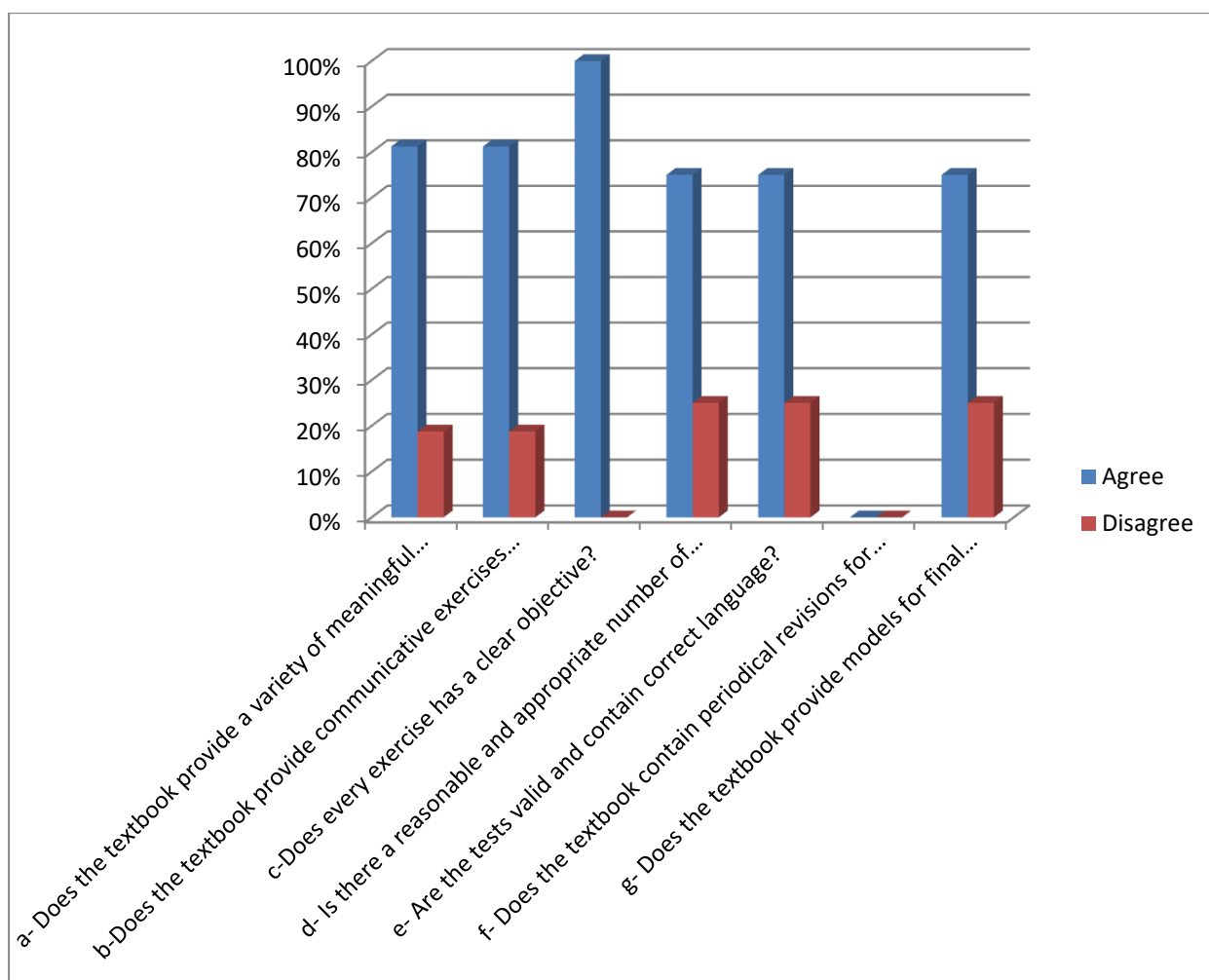


Figure 17 : Activities and Exercises

The table 16 offer different views of teachers that are related to activities and exercises, 100% of them agree on that each exercise has a clear objective, 81.25% believe that textbook provide variety of activities that focus on language skills and enhance the learners' communicative competence, while the rest of them 18.75% believe the opposite. However 75% of the teachers believe that there is enough number of exercises which possess a correct language and also the textbook provide examples for final tests and exams; the 25% rest believe the opposite. Finally, 68.75% agree on that textbooks have an efficient number of periodical revisions for diagnostic purposes, and the rest of them (31.25%) do not agree.

17. Do you have any suggestion?

Many teachers didn't offer any suggestion or prepositions but few of them state that:

- ✓ Textbooks should include reviews (questions and exercises at the end of the chapters to reinforce learning and assess comprehension).
- ✓ Ameliorate textbooks by using interesting illustrations, charts and colorful layouts that capture students' interest.
- ✓ To give learners extra time to read they have to develop their reading skill and their pronunciation
- ✓ The textbook should provide communicative exercises and activities; each exercise must have clear direction.

4. Discussion of the teachers' Questionnaire Findings

The analysis of the teachers' questionnaire has clarified many points about the English Textbook of 4th Grade of Primary schools. The analysis of section one reflects some facts about our sample, most of teachers are considered young, holding a high degree diploma, and having enough experience that allows them to deal with young learners of 9 years. However, since English has been introduced recently Algerian primary schools as researchers, we expected these results. The aim of the 2nd section is to make teachers evaluate the English Textbook, Their views shows that teachers are satisfied with the content of textbook since it motivate students and attract them. However there were some negative points which made the textbooks under the expectations of the teachers such as the existence of some activities that don't relate to the learners' age or needs, additionally it limits their interaction with students because it follows strict approaches. Yet, textbooks offer them the chance to facilitate their teaching experience by providing visual expressions and illustrations that exemplify different concepts. Also it is considered as teaching tool that saves time and offers a variety of exercises and tasks to enrich the students' knowledge. Finally, textbooks play vital role in developing language skills of the learners, especially the reading one, since they offer variety of texts. Another point in which teachers agree on it is that they encourage teaching English at young age. Moving on to the 3rd section, the designed checklist shows that the English textbook of 4th grade of primary school has succeed in capturing the interest and attention of learners because it is well designed and offer clear and appropriate information. Additionally, the content of the topics are very interesting and offer the students the chance to express their ideas and think critically. Moreover, the language used in Textbook fits the learners' needs

and enhances their pronunciation skill because it contains clear and easy language. Also, it reflects different social and cultural concepts that aim to develop learners' knowledge about his culture and the target culture. Also the textbook focuses a lot on the four skills, for example, it emphasizes on the listening skills by providing listening materials that are well recorded; I enhances the reading skill by presenting many texts that are funny and interested to read...etc. Although the textbook contains variety of exercises, it doesn't contain tasks and activities that help the learners to revise their lessons from different units as a revision for exams. Another negative point is that the used grammar is highly complex comparing to the target population (young learners of 9 years). Another disadvantage is that textbooks neglect to describe the cultural and social lies of the used characters. Finally, teachers believe that the accompanied CD-ROM doesn't offer additional information or interested activities; therefore they should be more creative and depend on extra sources and materials. To conclude, teachers suggest that the time concreted for English sessions is not enough and learners should be provided with extra-time in order to develop their language skills.

Conclusion

This chapter focuses on the practical part of this dissertation s. In order to evaluate the English textbook of 4th Grade of Primary schools in Algeria by focusing on its negative and positive sides. A quantitative approach is used by adopting a questionnaire that was targeted to 18 teachers of primary schools in Khenchela. The results revealed that there is a positive attitude of teachers towards the course book of 4th grade of primary schools, since it develops the language skills of the learners, yet they face several issues and challenges related to the time management and some complexity especially in grammar and several activities. However these issues can be overcome if the government opted for a new approach and other external materials and not only textbooks.

General Conclusion

The present study is an attempt to explore teachers' attitudes concerning the textbook "*My Book of English*" of 4th Grade of primary schools in Khenchela and examine its effectiveness and adaptability by teachers as a source of teaching English to young learners. From the obtained results, it is proved that textbooks are effective and adaptable in the teaching-learning process.

Before starting our analysis, we presented different concepts and definitions for: education, textbook, textbook evaluation...etc; and tried to illustrate some approaches and methods in both teaching English and textbook evaluation. Additionally, we emphasize on the importance of teaching English as a foreign language and especially for young learners, also we tried to explain the importance of textbook evaluation and how it helps in achieving an effective and successful learning. Therefore, we adopt a quantitative approach in order to examine the views of teachers of English of Primary schools in Khenchela. The designed tool is a questionnaire that targets 16 English teachers from different primary schools. The questionnaire is composed of 17 items that aims to perceive teachers' opinions about the English textbook of 4th Grade of primary schools "*My Book of English*". Also it aims to evaluate the English textbook of 4th grade of primary schools in order to make it effective and useful.

The results obtained from the questionnaire were discussed and revealed that primary English teachers have positive attitudes towards the use of "*My Book of English*" as an educational tool that serves the needs of both teachers and learners. In one hand, the English textbook is designed in attractive way that captures the pupils' interest and motivates them to learn English. Moreover, the language used is easy to understand and built up on simple vocabulary. Also it saves time and helps to illustrate concepts that cannot be understood only by presenting different charts and photos...etc. It also expresses different social and cultural elements. It helps to develop the language skills (speaking, reading, writing, and listening).

In other hand, teachers claim that they have issues and problems while working with textbook, since they depend on it a lot. Firstly, textbooks usually have a complex grammar that cannot be understood by young learners, so it is better to take into consideration the target population when designing this book. Secondly, the accompanied materials, such as CD-ROM and the Guide do not offer an extra help for teachers and they are considered as not

essential. Thirdly, the cultural and social context of the characters used in the textbook is totally absent and that makes the pupils less interested and demotivated to learn English.

To conclude, The Textbook of 4th year of Primary school (*"My Book of English"*) is perceived positively by teachers, yet it can be ameliorated with a better version that can help learners enhance their English language skills.

Suggestions and Recommendations

The results of this study apply only to Algerian teachers who teach English in primary school In Khenchela, however, this study can be generalized since all the Algerian regions use the same textbook. Conclusions drawn from the findings of this research study suggest recommendations that can be introduced to any stakeholders involved in the provision of educational resources:

- Text models ought to be included to make it easier for the students to comprehend and incorporate the said dialogues in their everyday life.
- Some practice production activities have also to be provided for students in order to give the students the chance to put into practice what they have learnt.
- More focus has to be raised on the local and global issues but at the same time preserving their cultural aspects this is possible by incorporating some reading materials and activities that advocate for the local and global potential aspects.

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	b-Are the used font type and size appropriate for the learners?		
	c-Does each lesson has its appropriate title?		
10	2-Design and illustration		
	a-Is the design clear?		
	b-Is the table of contents detailed enough?		
	c- Does it have an appropriate glossary?		
	d-Are the illustrations attractive and functional?		
11	3-Accompanying materials		
	a-Does the workbook contain suitable activities?		
	b-Is the CD-ROM suitable?		
12	4- Contents of the Topic		
	a-Are the topics interesting and motivating?		
	b-Do they encourage students to share their own views ?		
	c-Do they avoid the use of embarrassing and disturbing topics?		
	d-Do they allow the students to think critically?		
13	5-Language		
	a- Are grammar rules presented in clear and simple language?		
	b-Does the textbook contain materials for teaching vocabulary?		
	c-Does it have suitable materials for pronunciation work?		
	d-Does the used language fit the learners' needs?		
	e-Is pronunciation built in different activities (listening, speaking, reading, and writing)?		
	f- Are the materials used to teach vocabulary, grammar, and pronunciation are graded in appropriate manner?		

14	6- Social and Cultural Contexts		
	a-Are the social and cultural contexts in the series comprehensible?		
	b- Can students learn about the inner lives of the characters used in the textbook?		
	c-Does the textbook express positive views of ethnic origins, occupations, age groups, social groups and disability?		
	d- Does the textbook refer to the real life of the young learners?		
15	7- Language Skills		
	a-Are the four skills (listening, speaking, reading, and writing) covered enough?		
	b- Are the listening materials well recorded, as authentic as possible, and accompanied by background information, questions, and activities?		
	c- Are there sufficient reading material? (is there a range of varied and interesting reading text that can engage students cognitively and effectively?)		
	d- Is there sufficient material for spoken English (e.g. dialogues, role-plays, etc.)?		
	e- Are writing activities suitable in terms of length, degree of accuracy, and amount of guidance?		
16	8-Activities and Exercises		
	a- Does the textbook provide a variety of meaningful and mechanical exercises and activities to practice language items and skills?		
	b-Does the textbook provide communicative exercises and activities that help students carry out their communicative tasks in real life?		
	c-Does every exercise has a clear objective?		

	d- Is there a reasonable and appropriate number of exercises?		
	e- Are the tests valid and contain correct language?		
	f- Does the textbook contain periodical revisions for diagnostic purposes?		
	g- Does the textbook provide models for final achievement tests?		

17. Do you have any suggestion?

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Thank you for your cooperation.

الملخص

تهدف هذه الدراسة إلى معرفة آراء المعلمين فيما يتعلق بتقييم كتاب اللغة الإنجليزية للصف الرابع الابتدائي في الجزائر من أجل تقييم نقاط القوة والضعف فيه، حتى يتمكن مصممو الكتب المدرسية من الاعتماد على هذه الدراسة لإجراء التغييرات والتحسينات اللازمة في كتب اللغة الإنجليزية المدرسية للمتعلمين الصغار. يستهدف البحث معلمي اللغة الإنجليزية في المدارس الابتدائية في خنشلة. تم توجيه استبيان إلى 16 معلمًا في المرحلة الابتدائية بشأن آرائهم حول كتاب اللغة الإنجليزية للصف الرابع الابتدائي. تظهر النتائج أن المعلمين راضون عن استخدام هذا الكتاب المدرسي ولكن يجب إجراء بعض التغييرات لتحسين جودة المواد المستخدمة في المدارس الابتدائية. تتكون الأطروحة من 3 فصول رئيسية، اثنان منهم نظريان بشكل أساسي والثالث عملي. يتناول الفصل الأول تدريس اللغة الإنجليزية كلغة أجنبية في الجزائر، وتحديدًا في المدارس الابتدائية، ويقدم مناهج وتقنيات تدريس مختلفة تساعد كل من المعلمين و التلاميذ. الفصل الثاني يوضح مفهوم تقييم الكتاب المدرسي، وكيف يمكن تقييم الكتاب المدرسي؛ حيث يتم تقديم العديد من التعريفات والأساليب. علاوة على ذلك، فإنه يعرض أهمية تقييم الكتاب المدرسي. أما الفصل الثالث فهو يعد فصلاً تطبيقياً حيث اخترنا النهج الكمي كمنهجية بحث وصممت استبياناً من عدة أسئلة وقائمة معايير لتقييم الكتاب المدرسي للصف الرابع من المدارس الابتدائية. كشفت النتائج أن آراء المعلمين إيجابية في الغالب، ومع ذلك، فإن الكتاب المدرسي يحتاج إلى تطوير من حيث اللغة والقواعد.