



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

الجمهورية الجزائرية الديمقراطية الشعبية

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

وزارة التعليم العالي والبحث العلمي

UNIVERSITY OF ABBES LAGHROUR-KHENCHELA

جامعة عباس لغرور - خنشلة

DEPARTMENT OF ENGLISH

قسم اللغة الانجليزية



Evaluating Fifth-Year Primary School Textbook Activities Based on Learners' Cognitive Demand

*A dissertation submitted in partial fulfillment of the requirements for the degree
of Master in Language and Culture*

Submitted by:

- MESSAI Chemsse el assil
- YACOUB Aya

Supervisor:

BOUMARAF Amel

Board of Examiners

Examiner : Dr OUCHENE Nor Elhouda University of Khenchela

President : Dr BELMAKKI Asma..... University of Khenchela

Supervisor : BOUMARAF Amel..... University of Khenchela

2024/2025

Acknowledgements

All praise and thanks be to **Allah**, who granted us the strength, patience, and clarity of thought to complete this research. His guidance has been our greatest source of support throughout this academic journey, and all thanks and gratitude belong to him alone.

We would like to express our deepest gratitude to our supervisor, **Ms. BOUMARAF Amel**, for her time and help, and kindness.

Our appreciation to **Ms. YOUSFI Nabila** and **Mr. OUNISS Salim** for their empathy, patience, and guidance.

We would like to extend our sincere gratitude and appreciation to the members of the jury who will take part in evaluating our work.

Lastly, we are profoundly grateful to our families for their prayers and encouragement. To our colleagues and friends for their support and motivation during the academic journey.

Dedication 1

الحمد لله أولاً وآخرًا، ظاهرًا وباطنًا، خالق الحروف وميسر الخطى، الذي بنعمته تتم الصالحات. الحمد لله الذي ألهمني الصبر حين ضاقت السبل، ومنحني القوة حين ضعفت، ويسر لي من أمري ما كنت أظنه بعيدًا. هو المستعان، وإليه التوفيق، وبه الاعتماد.

There are chapters in life that demand more than intellect; they demand heart, resilience, and the quiet strength of those who walk beside you. This work is not merely the result of study and discipline; it is stitched together with the patience, sacrifice, and love of the people who held me up when I could not stand on my own.

*To me**Chems El Assil**, for the strength to keep going, the courage to grow, and the love to believe in who I am.*

*To my siblings **Hamza** and **Oussama** and angel **Aya** , who have always been my roots and my wings, you are the silent force behind every word written in these pages. Your faith in me never wavered, even when the journey tested every part of me. Thank you for giving me the space to rise, and the love that reminded me where I belong.*

*To my sisters-in-law **Anissa** and **Chaima**, I'm grateful to have you in my life*

To my dear mother- and father-in-law, I'm truly grateful to be part of your family.

*To my fiancé**Haider** , my partner in life and in quiet endurance, your presence has been my peace in the storm. This journey was never mine alone it was ours.*

To my dear friends, thank you for being by my side, such a sincere love for you

*Dear Grandma **Torkya** and grandpa **Elhemami** I miss you deeply, and I'll keep you in my heart always.*

To my supervisor thank you for your guideness

*But above all, to **mum and dad**, this is for you. Your love is the reason I believe in myself. Your sacrifices, silent, consistent are the foundation of everything I am. You gave me the strength to dream, the courage to begin, and the endurance to finish. I carry your hopes with me, and I hope this work makes you proud.*

Chemsse El Assil

Dedication 2

First and foremost, To Allah, the Most Merciful, the one who guided me, and never left my side throughout this journey. All praise and thanks are due to Him.

To My Beloved Parents

Thank you for their unconditional love, endless support, and sincere prayers that have always been my source of strength.

To My dear Brother

Moussa and his loving wife, for their kindness, encouragement, and for always believing in me.

To my Wonderful sisters

Wahiba and Malak, for their support, love, and constant presence in my life.

To my Best friends

Aya, Karima, who made this journey easier and more meaningful with their presence and encouragement.

Thank you all for being with me and for your constant support.

This work is lovingly dedicated to all of you, with deep gratitude and all my heart.

Yacoub Aya

Abstract

Textbooks play an essential role in EFL classes, particularly in primary education, where they serve as the main instructional source and learning activities. In Algeria, the fifth-year primary school textbook “*MY BOOK OF ENGLISH*” was recently introduced as a part of the educational system. The present research attempts to evaluate, categorise the textbook activities and to check their appropriateness according to the cognitive demand. The researchers employed a qualitative content analysis of the textbook activities to achieve this. The analysis focused on evaluating the alignment of the activities with pupils’ cognitive abilities, classifying them according to Bloom’s Taxonomy, and examining whether the activities follow a logical progression of cognitive levels. The findings revealed that the activities in the fifth-year textbook are generally well-aligned with learners’ cognitive development and are appropriate for their age and educational level. The emphasis on lower-order thinking skills is suitable given the students’ cognitive readiness and the recent introduction of English as a subject. Moreover, the activities follow a logical progression that respects the hierarchy of cognitive levels outlined in Bloom’s Taxonomy.

Keywords: evaluation, textbook, activities, Bloom’s Taxonomy, cognitive demand, lower-order thinking skills, content analysis.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

HOTS: Higher-order thinking

LOTS: Lower-order thinking

List of Tables

Table 1: Taxonomy of the Cognitive Demand	25
Table 2: action verbs of Bloom's taxonomy level	29
Table 3: Presentation of the fifth-year primary English textbook in Algeria	32
Table 4: The distribution of tasks based on Bloom's Taxonomy levels of the sequence 1	33
Table 5: Higher- and lower-order thinking skills in sequence 1	34
Table 6: The distribution of tasks based on Bloom's Taxonomy levels of the sequence 2 ...	35
Table 7: Higher- and lower-order thinking skills in sequence 2	36
Table 8: The distribution of tasks based on Bloom's Taxonomy levels of the sequence 3	37
Table 9: Higher- and lower-order thinking skills in sequence 3	38
Table 10: The distribution of tasks based on Bloom's Taxonomy levels of the sequence 4 ...	40
Table 11: Higher- and lower-order thinking skills in sequence 4	41
Table 12: The distribution of tasks based on Bloom's Taxonomy levels of the sequence 5 ..	42
Table 13: Higher- and lower-order thinking skills in sequence 5	43
Table 14: The distribution of tasks based on Bloom's Taxonomy levels of the sequence 6 ...	44
Table 15: Higher- and lower-order thinking skills in sequence 6	45
Table 16: The cognitive levels in tasks	46
Table 17: Higher- and lower-order thinking skills in tasks	47

List of Figures:

Figure 1: The relationship between materials, learners, and teachers.....	08
Figure 2: The types of textbook evaluation... ..	15
Figure 3: The distribution of tasks based on Bloom's taxonomy of sequence one.....	33
Figure 4: Higher- and lower-order thinking skills tasks in sequence one.....	34
Figure 5: The distribution of tasks based on Bloom's taxonomy of sequence two.....	35
Figure 6: Higher- and lower-order thinking skills tasks in sequence two.....	36
Figure 7: the distributions of tasks based on Bloom's taxonomy of sequence three	37
Figure 8: Higher- and lower-order thinking skills tasks in sequence three.....	39
Figure 9: The distributions of tasks based on Bloom's taxonomy of sequence four	40
Figure 10: Higher- and lower-order thinking skills tasks in sequence four	41
Figure 11: the distributions of tasks based on Bloom's taxonomy of sequence five	42
Figure 12: Higher- and lower-order thinking skills tasks in sequence five	43
Figure 13: the distributions of tasks based on Bloom's taxonomy of sequence six.....	44
Figure 14: Higher- and lower-order thinking skills tasks in sequence six	45
Figure 15: The distribution of tasks based on Bloom's taxonomy levels in sequences... ..	46
Figure 16: Higher- and lower-order thinking skills tasks of the sequences	47
Figure 17: picture from fifth year primary school textbook page 14.....	49

Table of Content

- Acknowledgement.....	I
- Dedication 1.....	II
- Dedication 2.....	III
- Abstract	IV
- List of abbreviations and acronyms.....	V
- List of tables	VI
- List of figures	VII
- Table of contents	VIII
- General INTRODUCTION.....	IX
- Introduction.....	1
- Background of the study	1
- Statement of the problem.....	2
- Significance of the study.....	2
- Research questions.....	3
- Aim	3
- Objectives	3
- Research methodology and design	3
- The structure of the study	4
- Chapter I:textbook in EFL classes	05
- Section1:textbook	06
- Introduction.....	06
- 1.Definition of textbook	06
- 2. the role of the textbook.....	07
- 3. the element of the textbook	09
- 4. Characteristics of a textbook	09
- 5. Limitations of the textbook.....	10
- 6.Definition of activities	11
- 7. the importance of activities in the classroom	11
- Conclusion	11
- .section2: Textbook evaluation	13

- Introduction.....	13
- 1.Definition of evaluation.....	13
- 2.Textbook evaluation.....	14
- 3.Types of textbook evaluation.....	15
- 4. The purpose of the textbook evaluation.....	16
- 5.Criteria for selection of learning activities	17
- 6.Frameworks used in textbook evaluation	19
- 7.The relationship between the textbook and the learner’s needs	22
- Conclusion	22
- Chapter II: data analysis and interpretation	23
- Introduction.....	24
- Research design	24
- Description of Bloom’s Taxonomy Framework	25
- Taxonomies of the cognitive domain.....	25
- Action verbs for each of the Bloom’s taxonomy levels.....	29
- Description of the fifth-year primary school English textbook.....	30
- Skills buildings	31
- Data analysis and interpretation.....	33
- Discussion of the findings	49
- Conclusion	50
- General conclusion.....	50
- Limitation	51
- Suggestions and recommendations.....	51
- Bibliography... ..	52
- Appendix.....	58

General introduction

General introduction

Introduction

Education plays a crucial role in fostering the cognitive, social, and linguistic development of pupils, particularly in the early years of primary education. At this stage, pupils are not yet expected to engage in complex critical thinking but are instead introduced to basic skills that form the foundation for future learning. Their cognitive development is still in progress, and instructional materials must therefore match their level of understanding. One of the fundamental components of the teaching and learning process in primary education is the textbook. Textbooks serve as essential pedagogical tools that not only present content but also help organise and guide the teaching process clearly and logically.

In many educational systems, they are used both to provide information and to support the application of the curriculum. Supporting teachers in lesson planning and classroom delivery while providing pupils with clear and accessible learning materials. Specifically, in primary schools, English language textbooks are designed to present linguistic content in a simplified, engaging, and developmentally appropriate format. These materials are carefully structured to align with the cognitive abilities and language acquisition stages of pupils, ensuring that learning is both comprehensible and motivating.

Textbooks provide a variety of instructional tasks and activities to enhance pupils' understanding. Tasks may involve vocabulary exercises, grammar drills, listening comprehension tasks, and reading passages or small texts. These tasks are usually created to teach language in a meaningful way, combine different language skills, and help pupils move step by step from easy to more difficult activities.

Therefore, textbook designers must take into account pupils' cognitive levels, previous knowledge, and language proficiency to ensure that they can engage in classroom activities that are both meaningful and productive. This is particularly important for EFL and ESL pupils, who may have limited or no exposure to English outside the classroom, making the textbook a primary source of language input and practice.

Background of the study

In the academic year 2022/2023, Algeria implemented a major curriculum reform by introducing English as a foreign language starting from the third year of **primary school**, instead of beginning it in the first year of middle school as previously practiced. This change reflects an effort to provide earlier exposure to English, aiming to improve language learning outcomes from

General introduction

a younger age (Imerzoukene, 2023). To support this reform, official English textbooks were developed and later extended to the fourth and fifth years to enhance the learning process. Many studies have tackled evaluating the third-year primary English textbook, examining various aspects such as layout and design, the nature and structure of activities, the integration of language skills, the type of language used, content selection, instructional methodology, grammar, vocabulary, and the representation of cultural components. Aim to determine whether the textbook meets the criteria of an effective language learning resource, ensuring that it supports both pedagogical goals and learners' developmental needs. (Benchabana 2023).

In addition to the third-year textbook, recent research has also focused on evaluating the fourth-year primary English textbook. A study conducted in the Biskra district examined the quality and effectiveness of *My Book of English*, the textbook used in fourth-year classrooms (Yahia, 2024). The evaluation focused on several aspects, including content relevance, pedagogical structure, alignment with curriculum objectives, and overall impact on students' language learning outcomes. This study seeks to address this gap by evaluating whether the activities in the fifth-year textbook match the thinking skills and learning needs of primary school pupils. And checks their appropriateness to the pupil's needs.

Statement of the problem

Textbooks are very important in helping young learners study English, especially in primary schools. In Algeria, the new fifth-year textbook *My Book of English* is now used in classrooms. However, it is not clear if the activities in this book match the thinking level of the pupils. This makes it important to check if the activities are suitable for their age and help them think and learn in the right way.

Significance of the Study

Evaluating the activities in the fifth-year primary school English textbook based on cognitive demand offers valuable insights into their role in fostering students' cognitive development. It provides practical benefits for teachers by helping them understand the cognitive demands embedded in textbook activities, enabling more effective lesson planning and instruction. For curriculum developers, the findings offer guidance to improve and design instructional materials that better meet learners' developmental needs. Additionally, the study highlights how well-structured textbook activities contribute to developing essential thinking skills in students. Finally, this research lays a foundation for future studies focused on textbook content analysis

General introduction

and its impact on learning outcomes, ultimately supporting the enhancement of English language education in primary schools.

Research questions

The study seeks to answer the following research questions:

- * How are cognitive levels distributed in the activities of the 5th year primary school textbook according to Bloom's taxonomy?
- * Are the 5th-year primary school textbook activities organised in terms of thinking levels?
- * Do the activities belong to the higher-order thinking skills or to lower-order thinking skills?

Aim

This study is essential because textbooks play a crucial role in shaping students' cognitive development, especially in primary school. This study aims to evaluate the fifth-year primary school English textbook *My Book of English* to determine whether its activities are appropriate for learners' cognitive levels.

Objectives

This research aims to achieve the following objectives:

- To analyse the types of activities included in the textbook.
- To classify the activities according to Bloom's Taxonomy of cognitive skills.
- To assess whether the activities match the cognitive abilities of fifth-year primary school pupils.
- To examine whether the activities follow a logical progression in terms of cognitive demand.

Research methodology and design

This study employed a qualitative descriptive content analysis approach to evaluate the cognitive demand of activities in the fifth-year primary school English textbook, *My Book of English*. Content analysis was chosen as it allows systematic examination and categorization of textbook activities. These activities were carefully reviewed and classified according to Bloom's Taxonomy of cognitive domains, which includes six hierarchical levels: Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. This classification helped determine the cognitive level each activity targets.

General introduction

The analysis involved assigning each textbook activity to levels within Bloom's Taxonomy to understand the range and distribution of cognitive demands presented to learners. This process also included evaluating whether these cognitive levels were appropriate for the age and developmental stage of fifth-year primary students. Furthermore, the study examined the organisation of activities to see if they followed a logical sequence, gradually increasing in cognitive complexity to support effective learning progression.

The structure of the study

The current study consists of two chapters. The first chapter provides the theoretical part, and the second chapter is about the practical part. The first chapter is divided into two sections. Section one deals with the textbook in EFL classes and the activities. The second section provides information about the textbook evaluation.

The second chapter is the core of the dissertation, which deals with the methodological framework applied in this study, concerned with the research tools and data description, analysis, and the interpretation of the findings obtained from the fifth-year primary school textbook evaluation.

Chapter I

Textbook in EFL classes

Section1: textbook

Introduction

Textbooks are the most commonly used teaching materials in foreign language classes. This chapter aims to define textbooks, discuss their role in learning and teaching, their importance in EFL classes, and examine their key elements with a particular focus on activities and their significance for learners. Additionally, it highlights the main criteria for selecting Activities/ Textbooks.

1. Definition of the textbook

Textbooks are regarded as the most useful material relied on by schools in the Algerian educational system. Tomlinson (2003) explains that a textbook is a resource in language teaching that provides the core material for a course. It aims to provide both teachers and learners with a structured framework of content and activities that support learning. According to the Cambridge textbook is a book that contains detailed information about a subject for people who are studying that subject.

SiskaCahyani and SatyaPerdana (1999.p, p.162, 171) indicated in their article: «Textbook is defined as a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Although most textbooks are only published in printed format, many are now available as online electronic books and increasingly, although illegally, in scanned format. However, although many modern media have been invented to support teachers and students in the teaching-learning process, such as tape recorders, LCD projectors, video, and e-books, many schools still buy and use printed textbooks and references. It is because the textbook is cheaper and easier to learn from. Textbooks are best seen as a resource in achieving aims and objectives that are set in terms of learners' needs. Textbooks are the most used printed material for knowledge practice, and they have become one of the many aids that assist students in acquiring clear concepts of the subject matter.(Cunningham's worth, 1995)

Ur (1996) highlights that in some educational settings; textbooks are heavily relied upon, while in others, they are not used at all. A balanced or “compromise” approach involves using textbooks selectively, supplemented with additional materials. Textbooks offer structure, guidance, and support, particularly for less experienced teachers, and they help reduce students' dependence on the teacher. At the same time, supplementary materials, whether created by teachers or sourced externally, can enhance student engagement and address the diverse needs

Chapter I : textbook in EFL classes

within a classroom. This balanced approach is especially valuable in English language classes, where students often have varying levels of language proficiency.

Richards (2001) argues that commercially produced materials are largely responsible for shaping language teaching practices globally. Similarly, Hutchinson and Torres (1994, p. 315) "...The textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in different countries...No teaching-learning situation, it seems, is complete until it has its relevant textbook.

Similarly, Apple (2011, p. 50) contends that English language teaching depends more heavily on textbooks than any other school subject. In many cases, textbooks dictate the structure of instruction, effectively serving as a syllabus by outlining learning objectives, content, and even teaching methodologies. Both teachers and students rely on textbooks as a guiding framework, which helps ensure that lessons are structured and logically grounded.

2. The role of the textbook

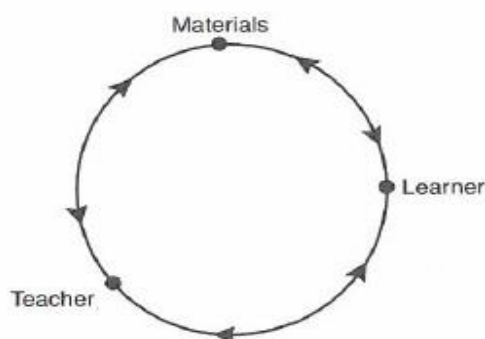
The textbook holds a central position in the learning process, in all types of educational institutions, public schools, colleges, and language schools all over the world. They are essential in language education, as they offer a main source of authentic input and structured language practice in the classroom.

"Teaching materials are a key component in most language programs"(Richards,2001, p.251). They usually include aspects of language such as grammar, vocabulary, and pronunciation, along with cultural elements that affect how language is used. Textbooks also provide learners with practical activities that support effective language use and help improve their language proficiency. According to Sheldon (1988), the textbook is an important tool in language teaching, particularly in ESL and EFL classes, often seen as the second most important factor in a foreign language classroom after the teacher. They function as a tool for the instructor, who must know effectively use them to help all the students and learners with the abundance of publishing available for English language teaching, choosing the right. Selecting a core textbook is a significant educational choice that involves professional, financial, and political investment.

Chapter I : textbook in EFL classes

Hutchinson and Terrors (1994) argue that textbooks play a central role in most educational systems worldwide. Hutchinson (1994) claims that “the textbook is an almost universal component of language teaching” and highlights its role not only in delivering content but also in supporting educational changes by providing structure and guidance for both teachers and learners in the process of learning an EFL language.

Figure 1: The relationship between materials, learners, and teachers (Thomas,2015)



On the other hand, Cunnings worth (1995) said that textbooks may serve as:

- A resource for presentation materials
- A source of practice activities
- A reference for learners
- a stimulus for classroom activities
- A syllabus outline
- A tool for self-directed learning
- A support for less experienced teachers

Davison (1976) argues that the textbook holds the second most crucial position in the classroom, surpassed only by the teacher, while learners may be relegated to third place or overlooked entirely. Allwright (1981) identifies several roles assigned to textbooks based on their perceived necessity in language teaching. One such perspective is the *deficiency* view, which suggests that instructional materials compensate for teachers' limitations by providing a structured framework for delivering the syllabus systematically.

Gurung, Landrum, and Daniel (2012) highlight textbooks as a key element in understanding how students learn within a particular educational setting. They group textbooks alongside other influential factors, such as learner strategies (e.g., note-taking or self-assessment) and teaching methods (e.g., interactive or lecture-based instruction), categorising them as essential tools for

delivering subject matter. Similarly, Khoo and Knight (2015) emphasise the significant contributions of textbooks in language education, noting their widespread preference over teacher-created materials as evidence of their importance. They further point out that many textbooks include supplementary resources (e.g., digital exercises or audio materials), which allow for customisation to different learning environments and help minimise potential drawbacks. Thus, textbooks remain a central component in language teaching methodologies.

3. The elements of the Textbook

Books in general are divided into sections such as books, units, chapters, sections, and subsections to define the course structure (Barker, 2018). On the other hand, textbook elements provide structure to support learning. According to Schneider (2008), these elements are categorised as openers, closers, and integrated pedagogical devices.

Openers include features like overviews, introductions, outlines, learning goals/objectives/skills, and photos, etc. Closers represent the main body of the textbook and may include conclusions, summaries (such as diagrams), self-assessment tools like quizzes, small exercises, content, projects, bibliographies, and links. Integrated pedagogical devices consist of boldfaced words, lists highlighting main points, summaries, tables, graphics, primary sources and data, and visual models.

4. Characteristics of a textbook

Cunningworth (1984) identified key characteristics for EFL materials. He emphasised the importance of real language materials that represent their functional and contextual nature. Effective language practice requires a purposeful approach. He suggested aiming for flexibility to make essential modifications to the content, rather than achieving a perfect fit across diverse learning environments. Materials can provide learners with a sense of autonomy, as previously indicated.

A handy package of materials helps learners adapt to varied circumstances by introducing communicative skills and providing suggestions for language-related tasks. Cotterall (2000, p. 111) supports this with her course design concepts. She says: “Course tasks either replicate real-world communicative tasks or provide a rehearsal for such tasks.” As a key component of most language programs, textbooks should adhere to this notion.

Chapter I : textbook in EFL classes

According to TESOL (2002, as cited in Tayebi, Khalili, Temorid, & Mahdi, 2014, P.190), the following criteria help determine the usefulness of a textbook:

- 1- Textbooks should cover relevant topics.
- 2- They should reflect the language and social diversity of the learners.
- 3- Ensure appropriate layout and text size for learners, and use precise and socially sensitive visuals and illustrations.
- 4- They should present clear, genuine, and appropriate visual and audio materials.
- 5- They should use a variety of learning approaches.
- 6- They should be suitable for a variety of grouping strategies.

Williams (1983) noted several key characteristics of EFL textbooks. He proposed that they should be based on present instructional methods while also encouraging critical analysis of such notions. He also underlined the need to provide support for non-native teachers and to meet the different requirements of students.

Cunningham's worth (1995) argued that first-hand textbook users are also learners, and that textbooks should not ignore the fact that students play a role in their own learning. A textbook should allow students to explore various learning methodologies and communicate in meaningful circumstances by assigning projects that require critical thinking and problem solving. The author suggests that textbooks can foster an integrated approach to language acquisition by exposing students to new learning methods. As a student's language proficiency improves, their learning methods evolve, empowering them to take control of their own education. A textbook can help learners create learning objectives and provide self-study resources with meaningful practice assignments.

5. Limitations of the Textbook

Despite the significant role of textbooks in teaching and learning programs, several researchers highlighted their limitations in the following points:

According to Richard (2001), if teachers base most of their instructional decisions on the textbook and teacher manual, they refuse the status of technicians to present materials prepared by others, as a result over-reliance on textbooks limits the teacher's creativity, autonomy in the classroom instead of acting as reflective workers who make informed educational decisions.

Chapter I : textbook in EFL classes

Textbooks may deform content and present an idealised version of reality or fail to represent real problems and issues. To make textbooks suitable for diverse situations, contentious themes and topics are avoided, omitted the middle-class view is depicted as the norm.

They may utilize inauthentic language because they intended for instructional purposes and may not accurately reflect real world language usage, this can limit learners' exposure to real linguistic elements including idiomatic phrase, informed words and how people rely speak in every day's situation and context, as a result it may be herded for them to use English naturally when talking to others.

Textbook may affect learner involvement in language acquisition processes (Allwright,1981). This shows that when instruction is extremely dependent on the textbook, learners can be viewed as passive consumers of knowledge rather than being active in the learning process.

6. Definition of activities

According to Richard (2006),activity is a broad concept referring to any purposeful classroom procedures that develop learners' actions with the course goals, like: songs, playing games, and participating in debates or discussions, while there is a clear difference between activities and tasks. They are used interchangeably in language classrooms. However, the tasks are characterised by:

- * It refers to learners' needs
- * Tasks emphasise communication skills.

Activity-based learning (ABL) is an approach that engages students throughout the learning process (Panko et al., 2007). Activity-based Learning involves pupils actively participating in the learning process, rather than passively listening. The authors underline the difference between active learning and traditional teaching methods.

According to the Oxford Learner's Dictionaries(2025),a task is defined as “an activity that is designed to help achieve a particular learning goal, especially in language teaching.”. A task is considered a meaning-focused activity that supports learners in understanding, producing, and communicating in the target language (Rosati, 2014, as cited in Qian, 2022, p. 32).

7. The importance of activities in Classroom

According to Ammouri (2023), the activities are the most important element in the textbook and the educational process because of:

Chapter I : textbook in EFL classes

1. To enhance cooperative work in an academic setting, students should be encouraged to collaborate with their peers and instructors through organised group activities. This approach promotes a supportive learning environment where students work together to achieve academic goals while benefiting from

guidance.

2. To increase students' self-confidence, it is essential to create an environment where they are empowered to take risks and express their ideas openly.

3. By using Activities, the lesson can be more fun and an easier time to learn

A well-structured task can enhance student's cognitive abilities and support their academic success. In the (TBLT) Environment, students are provided with opportunities to engage in learning through various tasks or Activities to encourage them to explore themselves and their ideas with their words to get deeper learning (Abraham, 2015)

Classroom activities play a significant role in shaping students' cognitive development and academic success by actively engaging learners in meaningful tasks that promote deeper understanding and knowledge retention. Research demonstrates that active learning strategies, such as problem-solving exercises, collaborative projects, and inquiry-based tasks, are significantly more effective than passive instruction methods like traditional lectures (Freeman et al., 2014; Prince, 2004). These interactive approaches align with Bloom's revised taxonomy (Anderson et al., 2001) by encouraging higher-order thinking skills, including analysis, synthesis, and evaluation, while also catering to diverse learning styles and increasing student motivation. By incorporating well-designed activities that require students to apply, discuss, and reflect on course material, educators can foster critical thinking, enhance knowledge retention, and ultimately improve academic outcomes across disciplines.

The cognitive demand of classroom activities directly influences students' critical thinking abilities. Activities that require reasoning, justification, and real-world application align with Bloom's taxonomy of higher-order thinking (Krathwohl, 2002). As Mayer (2004) argues, "Learning is most effective when students are cognitively engaged in constructing their understanding rather than merely receiving information" (p. 17). Furthermore, classroom activities serve as diagnostic tools for educators to assess students' comprehension and adjust instruction accordingly. Black and Wiliam (1998) emphasise that

“formative assessment embedded in classroom activities provides immediate feedback, allowing teachers to identify misconceptions and tailor their teaching strategies” (p. 7)

In this section, we have explained the textbook as an essential instructional material for EFL learners and teachers, and the dominant roles they play in the classroom as a guide for ESL learners. We started with the definition of textbooks and their role in learning and EFL classes, providing the elements of textbooks in general, like Activities, their importance in the educational system, and how can select Activities for learners.

Section 2: Textbook evaluation

Introduction

Textbook evaluation is the process of reviewing a textbook's quality and efficacy to guarantee that it satisfies the goals and educational objectives of the students.

In this chapter, we will explore the concept of evaluation with a particular focus on textbook evaluation in EFL contexts. It will present the definition of evaluation, followed by an overview of textbook evaluation, including its types and main purposes. Additionally, the chapter will address the criteria for selecting effective learning activities and examine the key frameworks commonly used in textbook evaluation. Finally, it will highlight the relationship between textbooks and learners' needs.

1. Definition of evaluation

Nunan (1999, p. 85) stated that "evaluation is the collection and interpretation of information about aspects of the curriculum (including learners, teachers, materials, etc.) for decision making purposes". Evaluation is a technique used to collect valid and valuable information on a previous, ongoing, or completed program, event, or activity to make decisions about the effectiveness and efficiency of such programs, events, or activities. Evaluation is the parent of measuring and evaluation processes that necessitate making meaningful decisions about whether to adapt, transform, continue, pause, or stop a program. The assessment process is described as: formulating objectives; collecting information; analyzing information; reporting information; and making decisions based on the information collected. Evaluation might be carried out with or without measurement and assessment (Ojetunde, 2019).

2. Textbook evaluation

According to CanningsWorth (1999,p. 8.9), "textbook evaluation is the process by which the evaluator selects or specifies the criteria against which text textbook is to be evaluated. Those various criteria differ from one situation to another, like the suitability of the textbook to the learner's needs, to the objectives and the goals of the program, or the social and cultural background of the learners and the situation as a whole".

According to Hutchinson and Waters (1987, p. 97), "textbook evaluation is basically a straightforward, analytical matching process, matching needs to available solutions." This definition emphasizes the importance of aligning the textbook's content and design with the specific needs of learners, teachers, and the educational context. In this sense, evaluation becomes a practical tool to ensure that the chosen material effectively supports learning objectives and outcomes, and is not enough to judge a textbook's quality in isolation; it is also important to consider how effectively it reacts to a particular teaching environment. The needs may differ depending on aspects like as learners' competence levels, learning objectives, classroom environment, cultural background, and institutional requirements. As a result, textbook evaluation must be systematic, contextual, and purpose-driven. It allows educators to make educated decisions based on data rather than preconceptions, ensuring that the resources utilized in the classroom truly enhance language acquisition and match with the broader goals of the curriculum.

Furthermore, Sheldon (1988, p. 237) contends that picking a coursebook is a complex decision-making process that requires "professional, financial, and even political investment." His perspective emphasizes the broader implications of textbook selection, implying that the process is important not only in educational terms but also in terms of institutional and policy issues. As a result, developing clear and systematic evaluation criteria is critical to guiding the selection and ensuring that the resources chosen are both pedagogically and culturally relevant.

3. Types of evaluation

The evaluation of a textbook can be done in a variety of ways, depending on the objective and the process. Cunnings worth (1995) distinguishes three types: pre-use, in-use, and post-use evaluations. The most typical type of evaluation is pre-use, which occurs before the textbook is

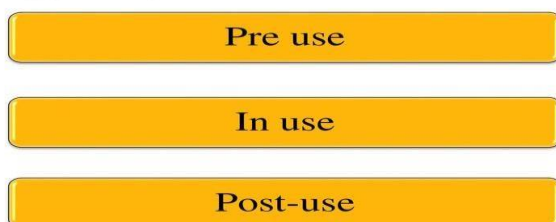
Chapter I : textbook in EFL classes

adopted in the classroom. It is primarily based on forecasts and assumptions about the textbook's potential efficacy, given that the evaluator has no experience with the topic. This makes it a particularly difficult form of evaluation because decisions must be made in the absence of classroom evidence

The second form, In-use evaluation, is more pragmatic and exploratory. It occurs while the textbook is actively used in a real-world teaching and learning setting. The goal here is to assess how effectively the textbook satisfies the learners' needs in practice and decide if it should be kept, modified, or replaced. Finally, post-use evaluation is reflective and takes place after the textbook has been used for a length of time. This style of review tries to examine the textbook's overall efficacy.

Figure 2: The types of textbook evaluation (Jodie, H., 2012)

Types of Textbook Evaluation



According to Richards (2001), evaluation in language teaching programs can be classified into three main types: formative, summative, and illuminative.

- **Formative Evaluation:** Formative evaluation focuses on ongoing development and improvement of the program. It is conducted during the implementation phase and is used to identify strengths and weaknesses as they start. This allows for immediate feedback, helping teachers and curriculum developers refine the program to better meet learners' needs.
- **Summative evaluation:** Summative evaluation seeks to make decisions about the worth or value of various aspects of the curriculum by determining its effectiveness, efficiency, and acceptability. It is carried out at the end of a course or program to judge its

overall success. The results from summative evaluation are often used to decide whether to adopt, revise, or discard the curriculum.

- **Illuminative evaluation:** This type seeks to find out how different aspects of the program work or are being implemented, and provides a deeper understanding of the processes of teaching and learning that occur in the program without changing the course in any way. It does not aim to measure success in terms of outcomes but rather to explore the educational setting, learner experiences, and the impact of teaching methods to offer a fuller picture of how the program operates in practice.

4. The purpose of the Textbook evaluation

Textbook evaluation is a necessary process that can benefit publishers, teachers, and students. Amrani (2011) claims that publishers need to evaluate their materials for learners' needs. Evaluation of teaching materials helps in selecting an appropriate textbook.

According to Cunnings Worth (1995), one of the primary purposes of evaluating teaching materials like textbooks is to identify their strengths and weaknesses. This allows educators to make the most of the effective part while also recognizing which areas need improvement or adaptation. Textbook evaluation and analysis help teachers move beyond the impressionistic assessment, and they help them to gain a clear, organized understanding of the textbook's content and structure. Textbook evaluation should be focused and systematic (Ellis, 1997).

According to (Sheldon, 1980), multiple reasons for Textbook evaluation:

- Thorough evaluation of text books, people in charge would be able to distinguish between the available textbooks on the market.
- Textbook evaluation provides a sense of familiarity with a book's content, which helps educators in identifying the particular strengths and weaknesses in textbooks, the shortcomings of certain tasks and entire texts.
- One additional reason for textbook evaluation is the fact that it can be useful in teacher development and professional growth.

Textbook evaluation serves as a critical mechanism for assessing the quality and effectiveness of educational materials in meeting learning objectives. According to Tomlinson (2012),

Chapter I : textbook in EFL classes

"Systematic textbook analysis helps educators determine whether content aligns with curriculum standards and pedagogical goals" (p. 157). For primary education, this process is particularly vital as it ensures that activities within textbooks appropriately stimulate students' cognitive development across different age groups. By evaluating textbooks, educators can identify whether the materials promote higher-order thinking skills or merely focus on rote memorization, which is essential for fostering meaningful learning experiences (Anderson et al., 2001).

A key purpose of textbook evaluation is to examine the cognitive demand of activities and their potential to engage students in critical thinking. As Hess (2008) notes, "Well-designed textbook tasks should progress from basic recall to more complex analytical and evaluative thinking" (p. 23). This evaluation helps determine whether the materials provide a balanced range of activities that cater to various levels of Bloom's taxonomy, from remembering and understanding to applying, analyzing, evaluating, and creating. In the context of five-year primary school curricula, such assessments ensure that textbooks support gradual cognitive development and avoid overwhelming young learners with tasks that are either too simplistic or excessively challenging (Mayer, 2008).

textbook evaluation plays a crucial role in promoting equitable and inclusive education. As UNESCO (2017) emphasizes, "Quality learning materials must be free from biases and culturally relevant to all student populations" (p. 9). Evaluating textbooks allows educators to identify and address potential gaps in representation, language complexity, or accessibility that may hinder learning. For primary school students, this process ensures that activities are developmentally appropriate, engaging, and capable of nurturing both cognitive skills and socio-emotional growth (Van den Branden, 2016). Ultimately, systematic textbook evaluation contributes to the selection and improvement of materials that best support student achievement and lifelong learning.

5. Criteria for selection of learning activities

Nowadays, emphasis is being laid on using learning activities as an effective teaching strategy because of their multifarious values. However, wrong selection and use of those activities may the learning affect outcome of children. Hence, the following precautions must be taken while selecting and using these activities:

Chapter I : textbook in EFL classes

*Activity should be integrated with learning. It should be an integral part of the learning process and appropriate to the curriculum of the class.

*The activity should not be merely recreational but should achieve the objective and ensure significant coordination with the day-to-day lesson. For example, while teaching about the types of soils, the actual soil collection from different places may be shown in the classroom. This will provide the life-like situation and will arouse the interest of the student.

*The activity should be chosen according to the age, interest, ability level, and use experiences of the students. It should neither be too simple nor too complex. It should meet the physical, psychological, intellectual, and social needs and development of the students.

*The activity should be truthful, accurate, and realistic and should be, more or less, a substitute for reality. For example, the teacher may organize a local self-government 'mock parliament', a 'plantation of trees', cleanliness of the school, etc.

* It should increase the motivation of the students and should be highly informative.

*The activity should attract and capture the attention of the students.

*The activity should be feasible and should be chosen from the primary education content.

*The activity should have the desirable utility and should be according to the local conditions and needs. The activity selected should satisfy the purpose for which it was selected.

*The teacher should have full knowledge, understanding and the required skills before organizing the activity. While executing the activity, the active participation of students should be sought. There should be adequate preparation on the part of the teacher as well as the students. Students should be clear about what they have to do and what they have to observe before the activity is executed. There should be a question so all the doubts of the students are discussed in detail.

* The availability of physical as well as human resources should be kept in mind while selecting a learning activity.

*The activity should be adjusted within the timetable and the working of the school.

6. Frameworks used in textbook evaluation

6.1. Revised Bloom's Taxonomy

According to Anderson and Krathwohl (2001), this model focuses on the cognitive skills. It evaluates the cognitive complexity of textbook activities and assessments. It is a widely recognized framework in the field of education, used to classify educational learning objectives according to levels of complexity and specificity. Developed by Benjamin Bloom and his colleagues in the 1950s, this taxonomy provides a structured way to develop and assess different cognitive skills in learners. Its primary purpose is to encourage higher-order thinking beyond simple memorization, enabling educators to design curriculum and assessments that promote deeper understanding and critical thinking.

Bloom's Taxonomy is often depicted as a pyramid, with each level building upon the one below it. This hierarchical model originally consisted of six levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. In 2001, a revised version was introduced by Anderson and Krathwohl, updating the levels to Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. This revision also introduced a more dynamic approach to categorizing cognitive skills, reflecting the evolving nature of education.

6.2. Affective Domain

According to Krathwohl et al. (1964), the affective domain encompasses five hierarchical stages: receiving, responding, valuing, organization, and characterization. These stages represent the progressive internalization of values, from basic awareness to consistent value-driven behavior. This domain focuses on the emotional and attitudinal aspects of learning, such as interest, motivation, empathy, and ethical commitment. In textbook analysis, the affective domain is essential for assessing how content promotes emotional engagement, moral sensitivity, and personal growth. For example, narratives that highlight compassion, classroom activities encouraging reflection on fairness or justice, and discussion prompts about cultural respect can all contribute to affective development. By addressing learners' feelings and values, textbooks play a critical role in shaping socially responsible and emotionally intelligent individuals.

6.3. Moral Development

Kohlberg (1984) proposed a three-level, six-stage model of moral development, which outlines how individuals progress in their moral reasoning. The levels are: Pre-conventional, where decisions are based on avoiding punishment or seeking personal gain; Conventional, where individuals conform to social norms and laws; and Post-conventional, where reasoning is guided by universal ethical principles and individual conscience. In textbook analysis, this framework helps examine how moral and ethical issues are presented to learners. Content can be evaluated based on whether it promotes simple rule-following or encourages deeper moral reflection, such as weighing justice, fairness, or human rights. Case studies, moral dilemmas, and character behavior in stories can be tools for fostering higher stages of moral reasoning, helping learners move from compliance to principled ethical thinking.

6.4. Critical Discourse Analysis

Fairclough (1995) emphasizes that language is not neutral—it plays a central role in constructing and maintaining power relations in society. Critical Discourse Analysis (CDA) examines how texts, including educational materials, reflect and shape ideologies, identities, and social hierarchies. In textbook analysis, CDA helps uncover implicit biases, stereotypes, and power dynamics related to gender, race, class, or culture. For example, the dominance of certain cultural narratives, underrepresentation of minority voices, or stereotypical character roles can reveal how textbooks may reinforce or challenge social inequalities. By analyzing vocabulary, framing, and discourse patterns, CDA exposes how language either supports or disrupts dominant ideologies within educational content.

6.5. Socio-cultural Theory

Vygotsky (1978) stressed that learning is fundamentally a social process, heavily influenced by cultural and historical context. According to his socio-cultural theory, cognitive development occurs through interaction with more knowledgeable others—such as teachers, peers, or parents—within a learner’s cultural environment. Central to this theory is the concept of the Zone of Proximal Development (ZPD), which refers to the range of tasks a learner can perform with guidance but not yet independently. In textbook analysis, this perspective encourages evaluation of how materials reflect learners’ cultural backgrounds, promote collaborative learning, and provide scaffolding for development. Textbooks aligned with socio-cultural theory often include culturally relevant examples, cooperative tasks, and language that bridges everyday experiences with academic concepts.

6.6. Multimodal Analysis

Kress and van Leeuwen (2006) introduced the concept of multimodality, which views communication as occurring through multiple modes—such as visuals, layout, color, and typography—alongside written text. They argue that images function like language and carry meaning through visual grammar. In textbook analysis, multimodal analysis examines how visual elements interact with text to support or enhance understanding. This includes evaluating how illustrations, diagrams, font choices, and page layout contribute to meaning-making, engagement, and accessibility. Effective use of multimodal elements can clarify complex concepts, highlight key ideas, and appeal to diverse learning styles.

6.7. Readability Formulas

According to Kincaid et al. (1975), readability formulas provide quantitative measures of textual complexity by analyzing factors such as sentence length and word difficulty. Tools like the Flesch-Kincaid Grade Level help determine whether a textbook's language matches the reading abilities of its intended audience. In textbook evaluation, readability scores ensure that content is neither too simplistic nor too challenging, promoting comprehension and learner engagement. These formulas are particularly useful in identifying texts that may need adaptation to suit different grade levels or language proficiency.

6.8. Gender Representation

Sunderland (2000) explored how gender bias manifests in language education materials, highlighting the prevalence of stereotypical portrayals and unequal representation of genders. Her analysis focuses on both linguistic choices—such as pronoun use and descriptive language—and visual representations in textbooks. Gender representation analysis evaluates whether materials reinforce traditional gender roles or promote equality and inclusivity. Balanced gender portrayal in textbooks contributes to shaping learners' perceptions of gender roles, fostering more equitable attitudes and reducing stereotypes.

6.9. Curriculum Alignment

Porter (2002) emphasizes the critical role of curriculum alignment in ensuring that instructional materials correspond closely with educational standards and learning objectives. Effective curriculum alignment means that textbooks and activities support the intended

knowledge, skills, and competencies outlined in the curriculum framework. This alignment is vital for coherent instruction, facilitating assessment, and ensuring that students are adequately prepared for standardized evaluations. Textbooks with strong curriculum alignment help teachers deliver targeted and efficient lessons that meet educational goals

7. The Relationship between the textbook and the learner's needs

Instructional materials are fundamental components of most language programs, serving as the primary source of language input and practice for learners within the classroom. These materials are a form of guidance on lesson planning. The effective materials should engage learners by arousing their interest, connecting new information, and encouraging them to practice (Richards, 2001, pp. 251, 263)

According to Harmer (2001), Students also value coursebooks because they give a clear sense of progress as they work through units and eventually finish the book. Additionally, coursebooks offer content that students can revisit for review, and when well-designed, their visuals and topics can be highly engaging.

Consequently, the alignment between instructional materials, such as a textbook, and learners' needs is crucial for facilitating and giving an effective language learning experience. When textbooks are designed with learners' cognitive levels, this is achieved by using suitable and appropriate content, Activities, and language for the student.

Conclusion

This section has provided a comprehensive overview of textbook evaluation by defining its core concepts, identifying its types and purposes, and outlining essential criteria for selecting appropriate learning activities. It also discussed various evaluation frameworks and emphasized the importance of aligning textbooks with learners' needs. Understanding these elements is crucial for ensuring that teaching materials effectively support language development and foster meaningful learning experiences.

Chapter Two
Research Methodology
and
Data Discussion

Chapter Two: Research Methodology and Data Discussion

INTRODUCTION

This chapter presents the methodological framework of the study, which uncovered the structure of the study, detailing the method, design, and tools used for data collection, as well as the techniques applied for data analysis. This framework is designed based on the researcher's guiding objectives and the research questions developed for this study. The study aims to investigate how Bloom's Taxonomy framework is applied as a tool for evaluating the cognitive demand of the activities in the 5th-year primary English textbook. The first part outlines the methodological steps undertaken in this research process. It begins with an explanation of the research methodology and design, which aligns with the research objectives. This is followed by an explanation of the materials selected for analysis, the procedure used for categorising the activities, and the rationale of this study. The second section of the chapter focuses on the process of data analysis and interpretation concerning the levels of cognitive demand identified in the textbook activities.

1. Research Design

This study adopted a qualitative descriptive research design to evaluate the cognitive demand of textbook activities included in the Algerian fifth-year primary school English textbook, *My Book of English*. The goal was to examine the extent to which these activities align with learners' cognitive development, using Bloom's Taxonomy as the analytical framework.

The data source consisted exclusively of the textbook *My Book of English*, which is the official English language textbook introduced for fifth-year primary pupils in Algeria. All learning activities across the textbook's units were analysed, including reading, writing, listening, speaking, grammar, and vocabulary tasks. Content Analysis is "a research technique for making replicable and valid inferences from text (or other meaningful matter) to the contexts of their use" (Krippendorff, as cited in Drisko, 2016).

Although the study mainly used a qualitative approach, it also included some basic numbers, like counting how many activities matched each level of Bloom's Taxonomy. This helped show patterns and whether some thinking levels were used more than others.

This method was chosen because it allows for a clear and organized way to study educational materials. Using Bloom's Taxonomy gave the study a strong and reliable base for understanding different levels of thinking. The results can help teachers, textbook writers, and curriculum

planners make sure that learning activities match the students' thinking abilities, especially at the beginning stage of learning English.

2. Description of Bloom's Taxonomy Framework

Bloom's Taxonomy has undergone significant revisions since its original conception in 1956 by Benjamin Bloom and his colleagues. The original taxonomy classified cognitive learning objectives into six hierarchical levels: knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom et al., 1956). While developing, this model was criticised for its noun-based language, which promoted static outcomes over active processes, and its inflexible hierarchy, which did not often reflect the dynamic nature of learning (Anderson & Krathwohl, 2001). To fix these limitations, based on Anderson and Krathwohl, the taxonomy was rewritten in 2001, using action-oriented verbs (for example, "remembering" instead of "knowledge"). This shift aligned the framework with modern educational goals, emphasizing critical thinking, problem-solving, and real-world application. The six levels of the revised taxonomy are Remembering (recalling facts), Understanding (explaining ideas), Applying (using knowledge in new contexts), Analyzing (breaking down information), Evaluating (justifying decisions), and Creating (producing original work).

Bloom's taxonomy is a "framework for classifying statements of what we expect or intend students to learn as a result of instruction" (Krathwohl, 2002, p. p213). This model can classify the educational objectives, educational experience, learning process, evaluation question, Activities, and problem (Paul, 1985)

3. Taxonomies of the Cognitive Domain.

Table 1: Taxonomies of the Cognitive Domain.

Bloom's Taxonomy 1956	Anderson and Krathwohl's Taxonomy 2001
1. Knowledge: Remembering or retrieving previously learned material. Examples of verbs that relate to this function are: • know identify • relate list	1. Remembering: Recognising or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.

Chapter II : Research Methodology and Data Discussion

• Define recall • memorize repeat • record name • recognize acquire	
2. Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are: • Restate, locate the report identify discuss • describe discuss • recognize explain • express • review infer • illustrate interpret • differentiate • draw a representation • conclude	2. Understanding: • Constructing meaning from different types of functions, be they written or graphic messages, or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining
3. Application: The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are: • Apply relate • organize employ • develop translate • restructure interpret • use operate	3. Applying: • Carrying out or using a procedure through executing, or implementing. Applying relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.

Chapter II : Research Methodology and Data Discussion

• demonstrate illustrate • Practice calculates • show exhibit • dramatize	
4. Analysis: The ability to break down or distinguish the parts of a material into its components so that its organisational structure may be better understood. Examples of verbs that relate to this function are: • analyze compare • differentiate contrast • probe inquire • investigate detect • examine contras • survey classification • categorize • deduce • scrutinise and discover • inspect dissect • discriminate • separate	4. Analyzing: • Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are differentiating, organising, and attributing, as well as being able to distinguish between the components or parts. When one is analysing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.
5. Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are: • compose produce • plan invent • design, assemble	5. Evaluating: • Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes

Chapter II : Research Methodology and Data Discussion

• formulate collect • create, prepare • set up a general • predict, modify, tell • document combine related • propose • propose, develop • arrange construct • organize originate • derive write	of evaluation. In the newer taxonomy, evaluating comes before creating as it is often a necessary part of the precursory behavior before one creates something.
6. Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are: • judge assess • argue decide • compare, evaluate • choose rate select • conclude, measure • estimate • deduce • appraise value • validate, consider • criticise infer	6. Creating: • Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesise parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy.

Bloom vs. Anderson/Krathwohl(Wilson,2016).

4. Action verbs of each Bloom's taxonomy level

Table 2: action verbs of each Bloom's taxonomy level

Bloom's taxonomy levels	Main verbs
Remembering	copy , find, locate , listen, repeating, highlighting, memorizing, googling, networking, search ,cite ,define, describe, identify, label, list, match ,name, outline, quote, recall, report, reproduce, retrieve, show, state, select, tell, read
Understanding	abstract, arrange ,associate ,categories, clarify, classify, articulate , ,compute , conclude, construct, defend, diagram, differ, construct, compose, differentiate, discuss, distinguish estimate exemplify, cuplare, extend, extrapolate, generalize, give example, illustrate, infer, interpolate, interpret, match, outline, paraphrase , Predict, rearrange ,reorder, rephrase, represent, summaries
Applying	apply ,calculate, classify, complete, employ ,examine, experiment, generalize, gather, express ,comment ,grouping ,interpreting ,estimating , articulate ,acting ,reenact, loading ,choosing ,determine, display, judge, executing, examining, experimenting , interviewing ,painting , preparing, playing ,illustrate, modify ,organize, outline, Predict, solve, transfer, translate, use, presenting
Analysing	calculate , correlating ,link, analyse ,arrange, breakdown, categories, classify, compare, connect, contrast, deconstructed, detect ,diagram, differentiate, discriminate, distinguish, divide, explain, identify integrate, inventory, order, organize, relate, separate, structure, appraise, advertise, deducte, Allustrate , Question ,Attributing ,Estimating, Explain
Evaluating	Argue, appraise, apprise, assess , comment , compare,

Chapter II : Research Methodology and Data Discussion

	conclude , consider , contrast, convince , criticize , critique , debate, decide, defende, detecte, determine, discriminate, editorialize, evaluate, experiment, grade, hypothesize, Judge, justify, measure moderate, rank, rate, recommend, review, score, select, standardize, support, test, validate, post, predict, reflect.
Creating	Arrange, adopte, assemble, animate, bogging, build, collaborate, collect, combine, compose, constitute, contrast, create, design, develop, devise, directive, filming, formulate, generate, hypothesize, integrate, invent, load, make, manage, modify, mixing, negotiate, organize, perform, plan, prepare, produce, propose, rearrange, reconstruct, reorganize, revise, rewrite, specify, synthesize, write

adopted from Anderson and Krathwohl (2001)

5. Description of the fifth year primary school English textbook

“My Book of English” is the official English language textbook designed for fifth-year primary school learners in Algeria. It represents the final level in the recently introduced English curriculum at the primary level in education. As such, the textbook plays a crucial role in improving learners’ language skills and preparing them for middle school education, This textbook serves as a comprehensive resource to support EFL learning. The textbook has 88 pages with six units. Each unit is structured to introduce pupils to new vocabulary, grammar concepts, and language skills.

The textbook includes a wrap-up component, which serves both as a review and an enjoyable tool. It consists of visual prompts, short tasks, songs, greetings, and shapes, aimed at helping learners revise and practice what they have already learned.

At the beginning of the unit, the textbook features a welcoming message presented by a fictional character. This introductory greeting, accompanied by a friendly illustration, is intended to establish a positive and engaging atmosphere at the start of the academic year. It sets a learner-centred tone and encourages students to interact with the content in a more personal and relatable way.

Chapter II : Research Methodology and Data Discussion

The textbook is organised around a single unit entitled “Back to School,” which serves as the core of the textbook for the entire content. It is divided into six sequences: “Jobs and Occupations,” “Hobbies,” “Hometown,” “Showing the Way,” “Travelling,” and “Holidays.” Each one has two sections

5.1-Skills building

Each sequence in the textbook is divided into two main sections, with each section designed to develop specific language skills in pupils:

- I sing and have fun, I listen and repeat, e.g., songs,
- I read and discover, e.g., phonetics lessons
- I read and enjoy, e.g., crossword puzzles
- I read and write, e.g., punctuation, word order
- I play roles, e.g., conversations, dialogues

The textbook provides a variety of pictures, songs, texts, educational games, and tables to illustrate. And shapes are designed to engage pupils and encourage their interest in the lesson. By incorporating different and interactive materials, we to create a motivating learning environment that supports language acquisition through enjoyment and active participation.

In addition to the interactive activities, the textbook also incorporates a Written Production within each sequence, like using the information to write about your hometown in short paragraph, or a statement. This production aims to foster early writing competence, encourage creativity, and help learners transfer their oral language knowledge into written form.

The textbook includes a project, "My Booklet, ". In each seq, pupils are instructed to complete a creative task related to the theme of the lesson, such as describing their favorite job, sticking a picture of their hobbies, locating their hometown on a map, collecting images to design a road safety set, sticking a picture of their favorite means of transport, drawing their favorite season, and choosing destination for their holiday. Through these tasks, pupils build their 6-page personalised booklet, allowing them to engage actively with the content, enhance language skills, and express their interests. This project-based approach fosters learner autonomy, creativity, and a sense of ownership over their learning process.

Chapter II : Research Methodology and Data Discussion

Table 3: Presentation of the 5-year primary school textbook in Algeria

The author	Samira.Charit (Head of project)
Names	Fatima ZohraBonini (writer) Hamina El-Hassen (Book Design and Layout) FadilaBou hila/ Miyaji (Illustration design) Baghdad Tawfiq (Cover design) Qassim and Ali Youssef/YahiaouiZouheir (Image Editing) Chone Hassan (Supervision and Coordination)
Title of the Book	My Book of English
Publishing	National Office of School Publications
Textbook edition	2024
Contents	Jobs and Occupation Hobbies Hometown Showing the Way Travelling Holidays
The size of the book	20cm/ 28cm
Number of pages	88 pages
The price	250.00 DA
ISBN	978.9947.77.4007
(My Book of English, 5 th year primary School,2024).	

6. Data Analysis and Interpretation

Sequence 01: jobs and occupations

This part will be devoted to the analysis and interpretation of the data collected from the evaluation of the fifth-year primary English textbook tasks; we will end the study with the general conclusion and some suggestions and recommendations:

Table 4: The distribution of tasks based on Bloom's taxonomy level of sequence one

Levels	Number of tasks
Remembering	8
Understanding	3
Applying	5
Analysing	2
Evaluating	0
Creating	1

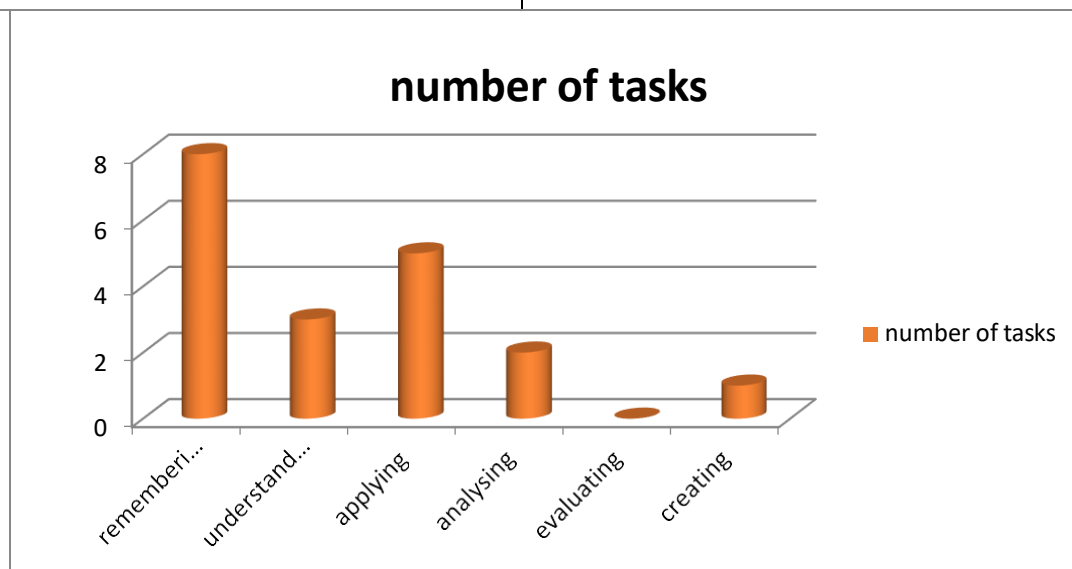


Figure 3: The distribution of tasks based on Bloom's taxonomy levels of sequence one

In the first sequence, «jobs and occupations», the following table and graph (1) present the distribution of tasks based on Bloom's Taxonomy framework. The tasks are categorised into six cognitive levels: Remembering level (8 tasks), the Applying level (5 tasks), while only a few tasks are designed to target Understanding (3 tasks), Analyzing (2 tasks), and Creating (1 task). Notably, no activities were assigned to the Evaluating level. This indicates that the textbook sequence follows Bloom's Taxonomy's hierarchical structure. For instance, in the Remembering

Chapter II : Research Methodology and Data Discussion

activity, “Listen and choose the right answer” on page 12, there is no prompting, explanation, or comparison.

Table 5: Higher- and Lower-order thinking skills in tasks in the sequence one

The order of thinking skills	Higherorder of thinking	Lowerorder of thinking	Total
Number of exercices	3	16	19
Frequency	84,2%	15,8%	100%

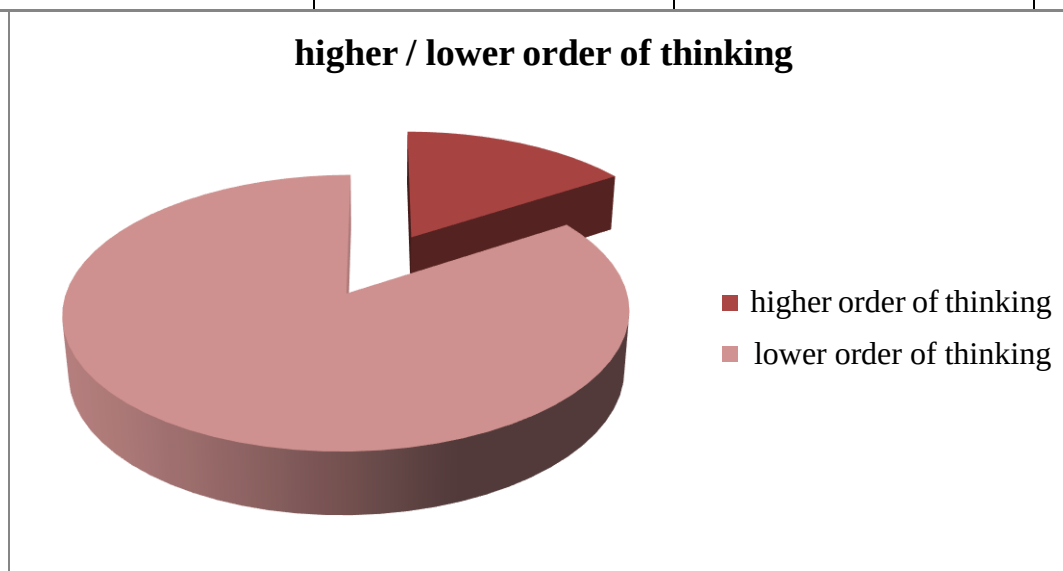


Figure 4:Higher- and Lower-order thinking skills tasks in sequence one

As shown in Table 1 and the pie chart, the majority of the tasks provide further insight into the cognitive demand of the activities by grouping them into lower-order and higher-order thinking skills. Out of a total of 19 tasks, 16 tasks (84.2%) fall under lower-order thinking (Remembering, Understanding, and Applying), while only 3 tasks (15.8%) are categorised as higher-order thinking (Analysing, Evaluating, and Creating). This significant disparity strongly emphasises basic cognitive processes, such as memorisation and simple application, rather than critical thinking, evaluation, or creativity. For instance, in page 20, task 3, pupils are asked to "Read the example and do the same on your copybook," a task that reflects Applying level task, since it focuses on applying and do the same on copybook While the predominance of lower-order thinking can be justified by the linguistic and cognitive stage of primary school learners, the

Chapter II : Research Methodology and Data Discussion

scarcity of higher-order tasks may limit the development of essential skills like reasoning, problem-solving, and innovation, which are crucial for academic success learning.

Conclusion of sequence 1

The result showed in the first sequence, “Jobs and Occupation,” that most tasks respect the cognitive demand of pupils focused on lower-order thinking skills more than higher-order thinking abilities, such as remembering and applying, which are appropriate for primary students in learning.

Sequence 02: hobbies

Table 6: The distribution of tasks based on Bloom’s taxonomy levels of the sequence two

Levels	number of tasks
Remembring	9
Understanding	0
Applying	2
Analysing	3
Evaluating	0
Creating	3

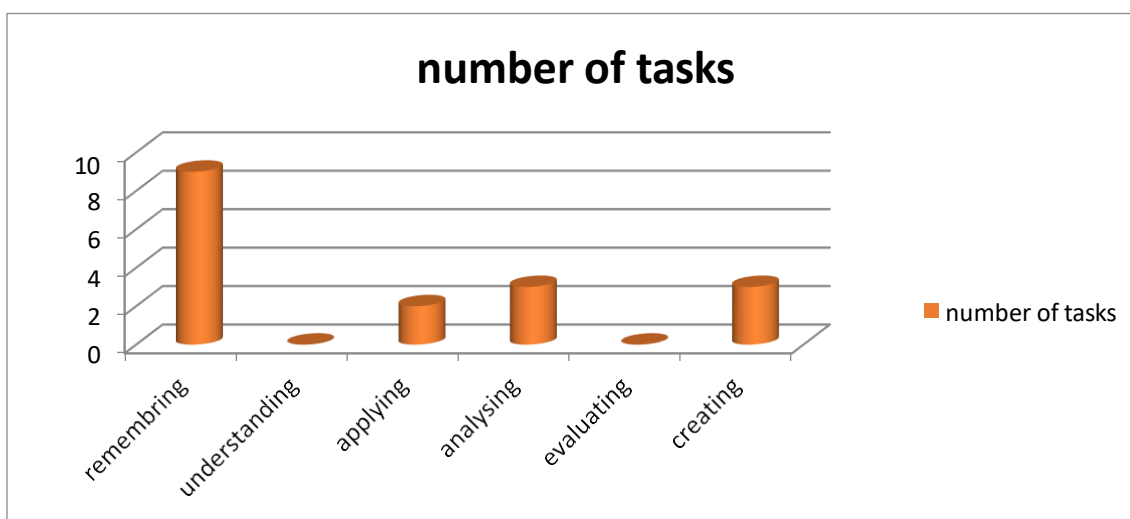


Figure 5: The distribution of tasks based on Bloom’s taxonomy levels of sequence two

The second sequence, “Hobbies”, the table and graph (2) present the distribution of tasks based on Bloom's Taxonomy framework. Remembering level (9 tasks), the understanding level (0 tasks), Applying (2 tasks), Analysing (3 tasks), evaluating (0 tasks), and Creating (3 tasks).

Chapter II : Research Methodology and Data Discussion

Level. This indicates that the textbook sequence follows Bloom's Taxonomy's hierarchical structure but focus more on the remember tasks for many reasons, like building basic knowledge and pupils in primary school need to acquire and recall vocabulary. For instance, a Remembering task page 33 task two "read the text and copy the right answer". However, there are no tasks that target, evaluating level. This suggests that while the sequence helps build basic language skills, it does not fully support students in developing skills like explaining ideas, making judgments, or exploring deeper meanings. For a more balanced approach

Table 7: Higher- and Lower-order thinking skills in tasks of sequence two

The order thinking skill	Higher order of thinking	Lower order of thinking	Total
Number of tasks	6	11	17
Frequency	35,3 %	64,7 %	100 %

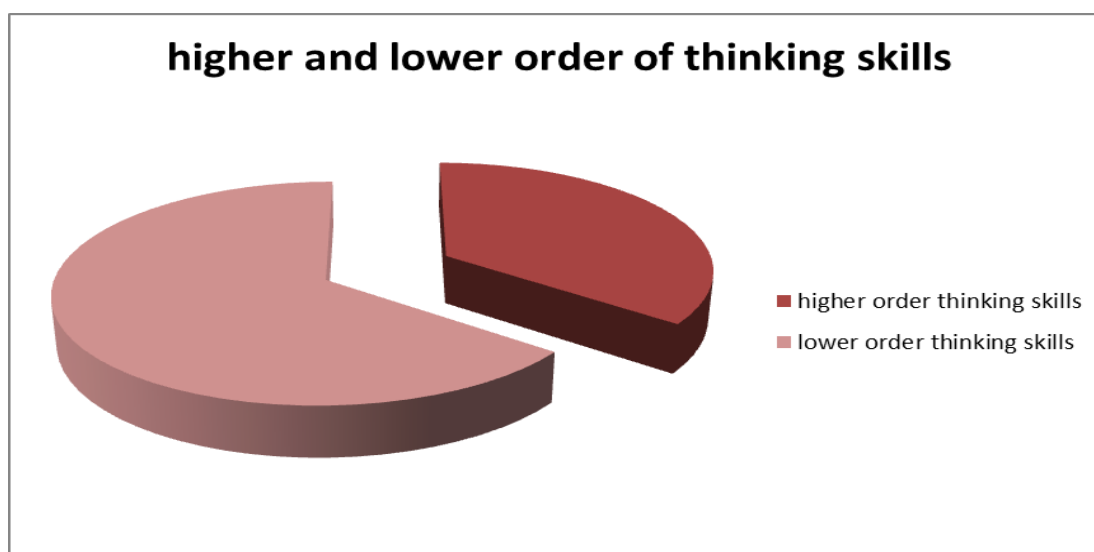


Figure 6: Higher- and Lower-order thinking skills in tasks in sequence two

In Table 2 and the pie chart, the majority of the tasks provide further insight into the cognitive demand of the tasks by grouping them into lower-order and higher-order thinking skills. Of 17 tasks, 11 (64.7%) target lower-order thinking skills, while only 6 (35.3%) promote higher-order thinking. This indicates a clear emphasis on basic cognitive processes such as remembering and applying, which are essential at the primary level but do not challenge students to go beyond simple recall.

Chapter II : Research Methodology and Data Discussion

The dominance of lower-order tasks suggests that the textbook sequence prioritises knowledge acquisition and factual learning, which is appropriate for pupils who are still building foundational language skills. For example, task three on page 33 includes the remember level. However, the presence of 35.3% higher-order tasks—including analysing and creating—demonstrates an attempt to encourage critical thinking, problem-solving, and creativity, which are crucial for deeper language learning.

Conclusion of sequence 2

The second sequence of tasks from the textbook “Hobbies” is appropriate for the pupils' level, focusing on lower-order thinking skills.

Sequence 03: hometown

Table 8: The distribution of tasks based on Bloom’s taxonomy levels of sequence three

Levels	Number of tasks
Remembering	7
Understanding	3
Applying	5
Analysing	3
Evaluating	0
Creating	0

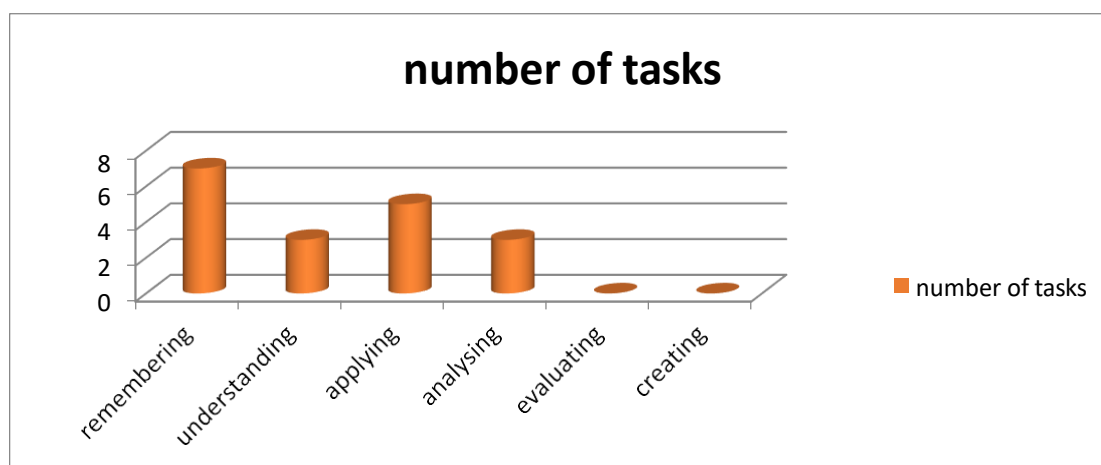


Figure 7: The distribution of tasks based on Bloom’s taxonomy levels of the sequence three

The table (3) and the graphs illustrate the distribution of tasks across different cognitive levels within the selected textbook sequence. The majority of the tasks fall under the "remembering"

Chapter II : Research Methodology and Data Discussion

category, with 7 tasks, indicating a strong focus on helping learners recall information such as vocabulary, spelling, or sentence structures.

This is followed by "applying", which includes 5 tasks, for instance: task five page38 “use the information in the table below to make correct sentences”, here the textbook encourages pupils to use language in context, such as filling in blanks, or answering simple questions based on a learned rule. The "understanding" level is represented by 3 tasks, which may involve classifying, explaining, or interpreting language items, though their number remains modest.

There are also three tasks related to "analysing," which show some attention to developing pupils' ability to identify patterns or relationships, such as recognising structures or comparing language use. Notably, there are no tasks at the "evaluating" or "creating" levels, indicating that students are not engaged in tasks that ask them to make judgments, give opinions, or produce original work.

This distribution indicates that the textbook sequence follows Bloom's Taxonomy's hierarchical structure reflects a textbook approach that prioritises recall and basic usage, while offering limited opportunities for learners to go beyond guided practice. The absence of evaluating and creating tasks may be due to the cognitive and linguistic level of primary learners, yet including even simple judgment or production activities could help foster more engagement and critical language use.

Table 9:Higher- and Lower-order thinking skills in tasks of the sequence three

The order thinking skill	Higher order of thinking	Lower order of thinking	Total
Number of tasks	3	15	18
Frequency	16,7 %	83,3 %	100%

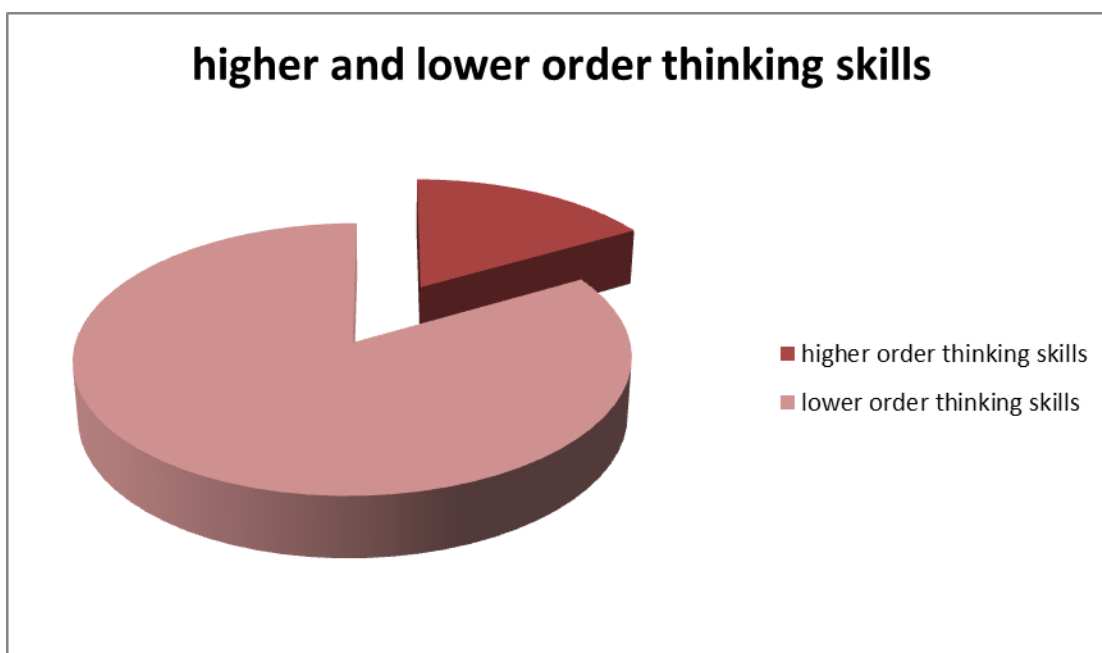


Figure8: Higher- and Lower-order thinking skills in tasks in the sequence three

In Table 3 and the pie chart, the majority of the tasks indicate that out of a total of 18 tasks. Among these, 15 tasks (83.3%) are designed to engage students in lower-order thinking skills, such as remembering, understanding, and applying. In contrast, only 3 tasks (16.7%) focus on higher-order thinking skills, including analysing, evaluating, and creating.

This significant imbalance suggests that the textbook emphasises basic language skills and foundational knowledge. While this approach supports students in building essential vocabulary and grammar understanding, it may limit opportunities for deeper engagement, critical thinking, and creativity. The small number of higher-order tasks means students have fewer chances to express original ideas, make judgments, or explore content in more complex ways.

Conclusion of the sequence 3

The result showed in this sequence, “Hometown,” that most tasks respect the cognitive level of pupils focused on lower-order thinking skills more than higher-order thinking abilities, like remembering and applying, which are appropriate for primary students in learning.

Chapter II : Research Methodology and Data Discussion

Sequence 04: showing the way

Table 10: The distribution of tasks based on Bloom's taxonomy levels of the sequence four

Levels	Number of tasks
Remembering	3
Understanding	5
Applying	4
Analysing	2
Evaluating	0
Creating	0

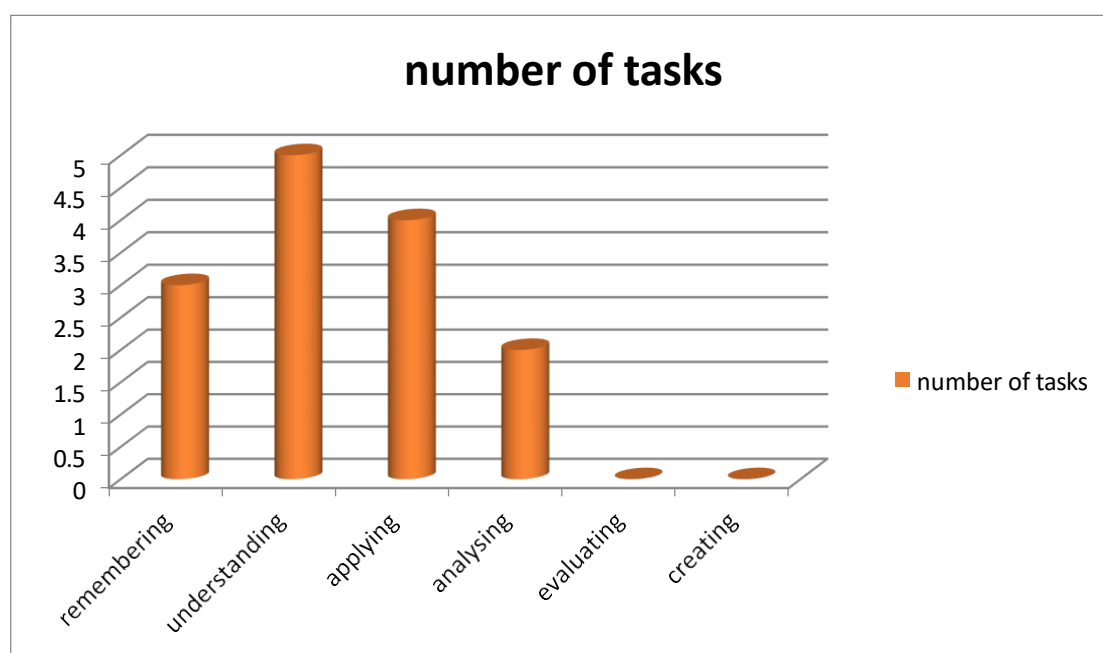


Figure9: The distribution of tasks based on Bloom's taxonomy levels of the sequence four

Table 4 and the graphs present the classification of tasks in Sequence 04: "Showing the Way" according to Bloom's Taxonomy. Most tasks are concentrated at the first three levels: 3 tasks focus on Remembering, 5 on Understanding, and 4 on Applying. Meanwhile, only 2 tasks require analysis, and none are designed to develop skills in evaluating or creating. This distribution strongly emphasises tasks that promote the recall and comprehension of information. For instance, task three, page 52, enhances the understanding level with "Listen, copy, and match to the right question," along with some practical application. However, tasks that encourage deeper

Chapter II : Research Methodology and Data Discussion

reflection, judgment, or the production of original work are absent. The structure of the sequence suggests a preference for foundational language skills while offering limited opportunities for pupils to engage in more complex cognitive levels.

Table 11:Higher- and Lower-order thinking skills in tasks in sequence four

The orderthinking skill	Higherorder of thinking	lowerorder of thinking	Total
Number of tasks	2	12	14
Frequency	14,3 %	85,7 %	100 %

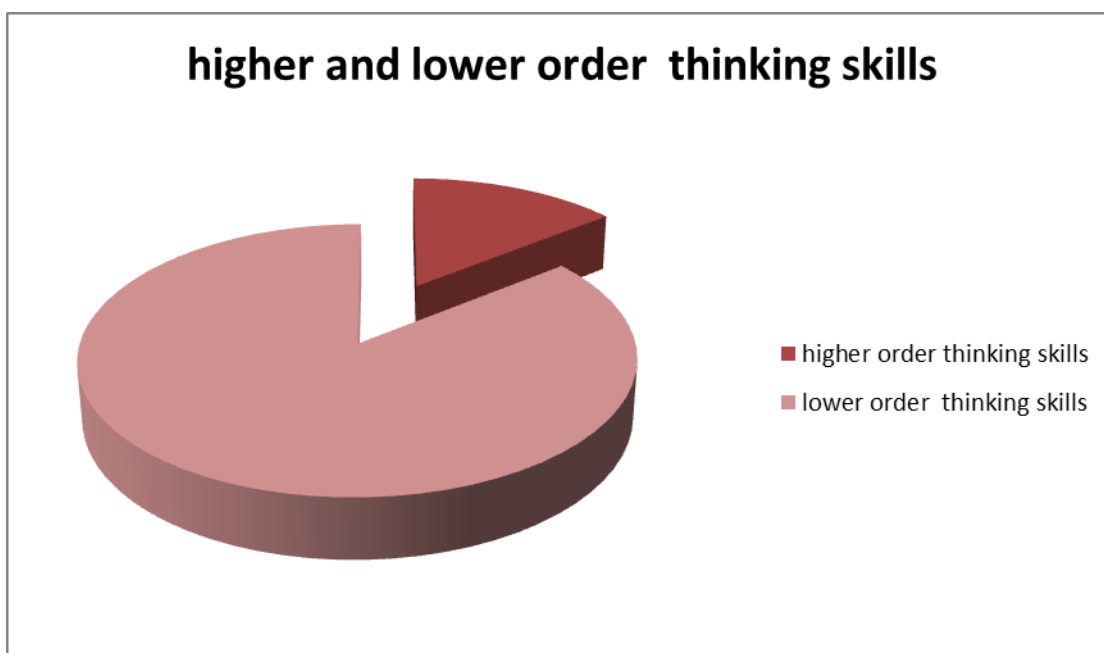


Figure 10:Higher- and Lower-order thinking skills in tasks in sequence four

The following table and pie chart illustrate that 14 tasks fall into two broad types: higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS). The data show that 12 tasks (85.7%) are classified as LOTS, while only 2 tasks (14.3%) fall under HOTS. This classification reveals a significant cognitive gap, with the majority of tasks requiring only basic knowledge that is suitable for primary students, such as recalling, understanding, and applying information. The minimal number of HOTS tasks suggests that pupils are rarely prompted to analyse, evaluate, or create skills, which are crucial for developing problem-solving abilities and independent thought.

Chapter II : Research Methodology and Data Discussion

This distribution confirms that the sequence respects the levels of blooms and the students' cognitive level.

Conclusion of sequence 4

The result of the 4 sequence “showing the way” shows that most tasks still respect the cognitive level of pupils, focused on lower-order thinking skills more than higher-order skills.

Sequence 05: Travelling

Table 12: The distribution of tasks based on Bloom’s taxonomy levels of the sequence five

Levels	Number of tasks
Remembering	5
Understanding	3
Applying	3
Analysing	5
Evaluating	0
Creating	0

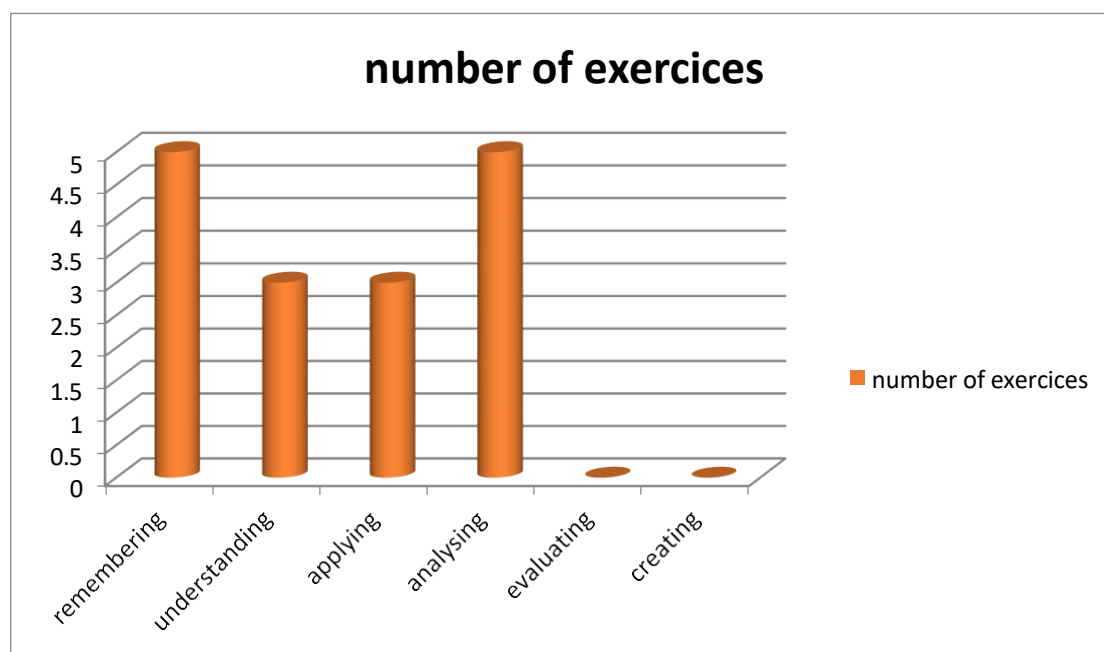


Figure 11: The distribution of tasks based on Bloom’s taxonomy levels of the sequence five

The following table and graphs of this sequence “Travelling” present the distribution of the tasks according to the Bloom's Taxonomy framework. The tasks are classified as follows:

Chapter II : Research Methodology and Data Discussion

remembering 5 tasks, understanding 3 tasks, applying 3 tasks, and analysing 5 tasks. Notably, no tasks for the evaluating and creating level in this sequence. This means that pupils are asked to recall information, for instance the task two on page 73, “Read the text and match the pairs on your copybook”, there are also tasks that help to explain and apply what they have learned for instance task 3 page 71 “ Listen, copy and complete with the right word”.

Table 13:Higher- and Lower-order thinking skills in tasks in the sequence five

The order of thinking skills	Higherorder of thinking	lowerorder of thinking	Total
Number of tasks	5	11	16
Frequency	31,2 %	68,8 %	100 %

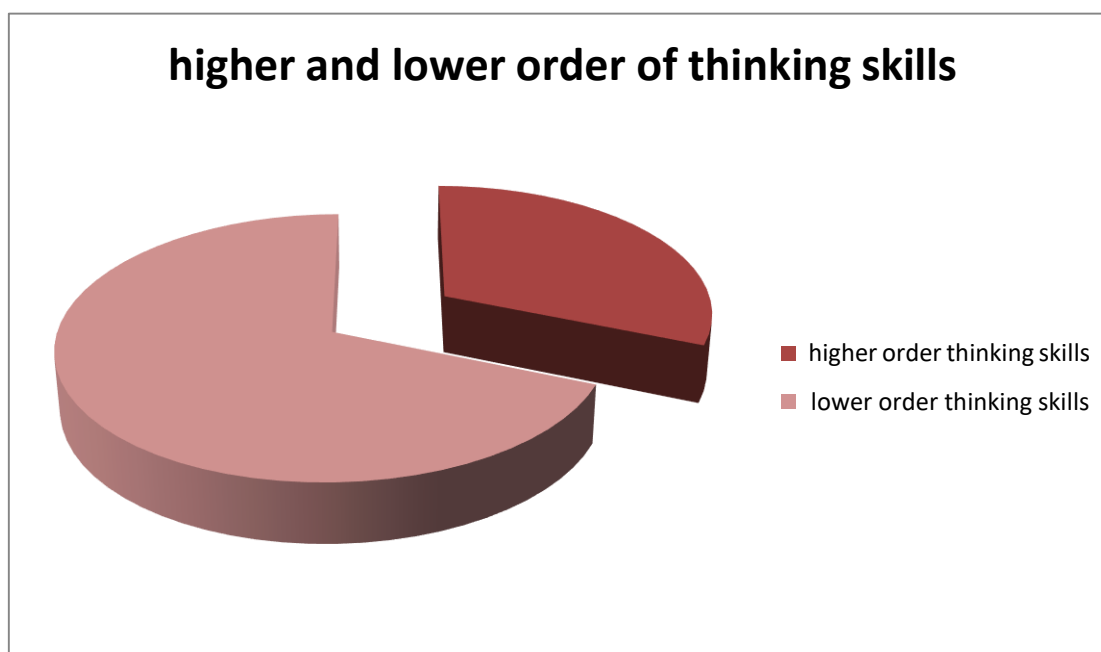


Figure 12:Higher- and Lower-order thinking skills in tasks in the sequence five

The table and the pie chart show how the 16 tasks in Sequence 05 are divided based on the type of thinking they require. According to the data, 11 tasks (68.8%) of LOTS focus on simple skills like remembering, understanding, or applying information. However, only 5 tasks (31.2%) are HOTS, asking pupils to use more advanced thinking, such as analysing situations or solving problems. This is clearly shown in the pie chart, where the larger section represents 68.8% of simple tasks, and the smaller section shows 31.2% of more complex ones. This

Chapter II : Research Methodology and Data Discussion

indicates that the textbook gives more attention to basic tasks and knowledge according to a primary school pupil, and includes fewer tasks that help pupils think deeply or develop strong thinking skills.

Conclusion of sequence 5

The result showed in this sequence, “Travelling”, that most tasks respect the cognitive level of pupils focused on lower-order thinking.

Sequence 06: Holiday

Table 14: The distribution of tasks based on Bloom’s taxonomy levels of the sequence six

Levels	Number of tasks
Remembering	5
Understanding	4
Applying	2
Analysing	4
Evaluating	1
Creating	1

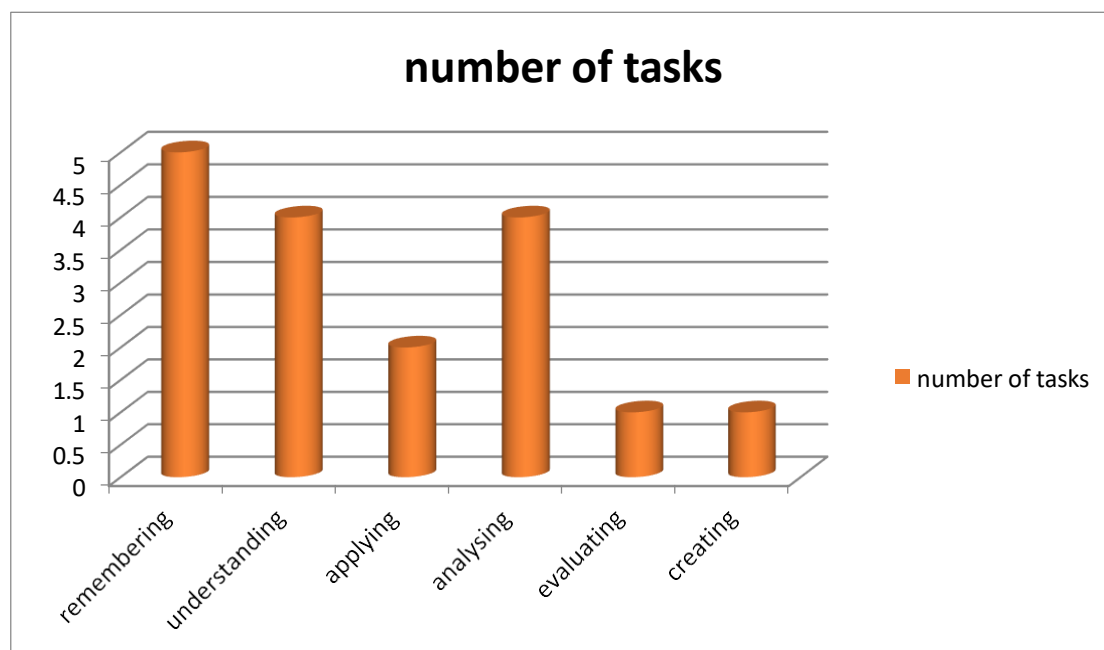


Figure 13: The distribution of tasks based on Bloom’s taxonomy levels of the sequence six

The table and graphs show that the majority of tasks in Sequence 06 focus on the levels of remembering 5 tasks, understanding 4 tasks with 5 and 4 tasks to help pupils recall and get the

Chapter II : Research Methodology and Data Discussion

basic meaning of information, for instance, task two page 84 “ Listen and choose the answer for each question”. 4 tasks involve analyzing, which encourages learners to examine and break down ideas like task two, page 78, “Listen and complete the table on your copybook”. Applying tasks appear twice, allowing pupils to use what they have learned in different situations. In addition, the sequence includes one evaluating task and one creating task, which promote judgment and imagination. Overall, the tasks are fairly distributed across different cognitive levels and according to Bloom's framework.

Table 15: Higher- and Lower-order thinking skills in tasks in sequence six

The order of thinking skills	Higherorder of thinking	Lowerorder of thinking	Total
Number of exercices	6	11	17
Frequency	35,3 %	64,7 %	100 %

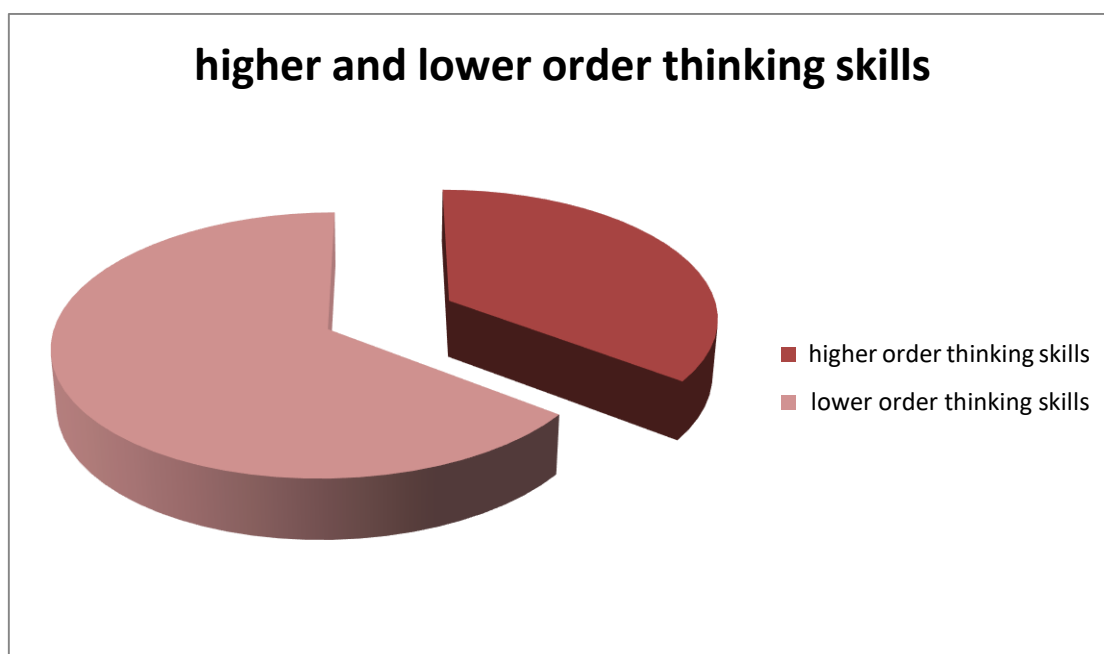


Figure 14: Higher- and Lower-order thinking skills in tasks in the sequence six

The table and pie chart show the distribution of tasks in Sequence 06 based on Bloom's Taxonomy levels. Out of a total of 17 tasks, 11 tasks (64.7%) are categorised as (LOTS), while 6 tasks (35.3%) fall under (HOTS). This refers to the sequence emphasis on tasks that target basic cognitive processes such as remembering, understanding, and applying. However, the presence of

Chapter II : Research Methodology and Data Discussion

HOTS tasks, including those that involve analysing, evaluating, and creating, reflects an attempt to engage pupils in deeper and more critical thinking. Although LOTS are more frequent, the inclusion of HOTS adds value by encouraging pupils to think beyond simple recall and comprehension.

Conclusion of sequence 6

The result of the sequence 6 “Holiday” presents the tasks that still respect the cognitive level of pupils focused on lower-order thinking.

Table 16: The cognitive levels in tasks

The cognitive levels	tasks	Frequency
remembering	37	36,60%
understanding	18	17,80%
Applying	21	20,80%
Analysing	19	18,80%
Evaluating	1	0,99%
Creating	5	4,95%

Distribution of tasks based on bloom's taxonomy levels.

■ remembering ■ understanding ■ applying ■ analysing ■ evaluating ■ creating

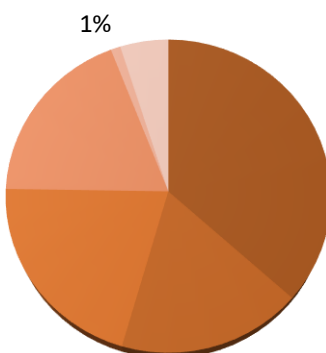


Figure 15:The distribution of tasks based on Bloom's taxonomy levels in sequences

The table and the pie chart represent the distribution of tasks based on Bloom's taxonomy levels.

Chapter II : Research Methodology and Data Discussion

The level of remembering has the highest number of tasks, which is 36.60%. This means that the majority of tasks focus on recalling facts or basic information.

There is a moderate number of tasks in the level of understanding, 17.80%, applying 20.80%, and analysing 18.80%. This shows that pupils are sometimes asked to explain ideas, using information in new situations and to break down ideas to understand them better.

However, nearly few tasks for evaluating 0.99% and creating 4.95%. This means pupils are rarely asked to judge or create something.

Table 17: Higher- and Lower-order thinking skills in tasks.

The order of thinking skills	Number	Frequency
Hots	25	24.8%
Lots	76	75.2%

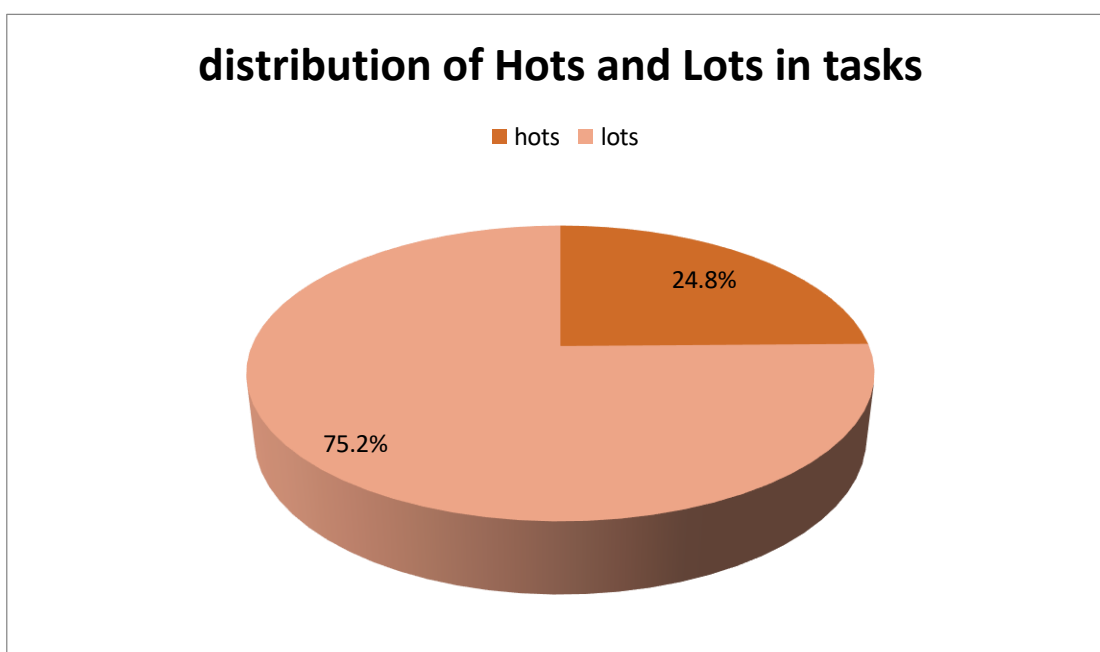


Figure 16: Higher- and Lower-order thinking skills in tasks of the sequences

The table and the pie chart represent the distribution of higher- and Lower-order thinking skills in tasks.

The majority of tasks 75.2% are classified under Lots focusing on basic cognitive processes like remembering, understanding and applying. However, a minority of tasks 24.8% are classified within Hots that deal with more complex skills such as analyzing, evaluating, and creating.

The order of thinking levels in tasks

Sequence One

Jobs and Occupations

Section 1

Task Two

Copy the words that contain the same sound as in "huge".

dream	journalist	Jeans	message
surgeon	drive	drink	orange
jail	age	jar	vegetables
girl	job	draw	good

Task Three

Read the text and find the mistakes.

Djamel is an architect. He works in a school.
He repairs cars. He hates his job.
Everyone dislikes him in his workplace.



Task Four

Read the text and complete the conversation on your copybook.



Are you a doctor, uncle Djamel?

No, I am not. I am an

Where do you work?

I work in an

What do you do?

I houses and huge

I read and enjoy

Guess who I am.

I am a teacher. I teach English at school.



teach school



examine patients hospital



redirect traffic street

Scanned avec CamScanner

Figure 17: picture from fifth year primary school textbook page 14

This figure page 14 represents part of the unit “jobs and occupations” from the fifth year primary school textbook, it contains three tasks that progressively engage different cognitive levels according to Bloom’s taxonomy. The first task which asks pupils to copy the same words that contain the same sound as “huge” focuses on LOTS so it belongs to remembering. The second task requires pupils to read and find the mistakes it focuses on LOTS too and belongs to understanding. The third task, where pupils complete a guided conversation and it belongs to applying.

The activities of this page are ordered progressively in alignment with Bloom’s taxonomy levels “LOTS” (remembering, understanding and applying)

7. Discussion of the Findings

The evaluation of the fifth-year primary school English textbook tasks, based on Bloom’s Taxonomy, reveals a strong emphasis on lower-order thinking skills, particularly remembering, understanding, and applying. These levels dominate across all six sequences, which is understandable given that English is a newly introduced subject in Algerian primary education. Since pupils are beginners in English, it is pedagogically appropriate for the textbook to focus on basic vocabulary, simple structures, and familiar contexts that support foundational language learning. This alignment indicates that the textbook tasks are largely suitable for the learners’ cognitive and linguistic readiness.

However, the evaluation also highlights the limited presence of higher-order thinking skills, such as evaluating and creating, though the skill of analysing appears occasionally, likely encouraged through teacher guidance and support materials. While this limited focus may be justified by the early stage of language learning, it also represents a missed opportunity to gradually introduce higher-order skills through age-appropriate and linguistically accessible tasks, which support the active learning that enhances student engagement, motivation, and language proficiency in EFL classrooms (Boumaraf & Djiti, 2023). Moreover, the textbook activities do not consistently follow a clear cognitive progression that moves learners from basic to more complex thinking. This lack of progression may restrict students’ potential to develop beyond recall and simple application.

Conclusion

Conclusion

This chapter presents the methodological process used in this study to get the result that helps to answer the research questions and fulfill the objectives, the results shows that the fifth-year primary school English textbook activities are aligned with pupils' cognitive needs. It effectively supports the primary objective of helping them to gain exposure to and familiarity with the English language. The heavy use of lower-order thinking activities is appropriate for their level and for the newness of the subject. Also, the textbook activities are well-ordered and designed according to cognitive levels. However, the textbook does not offer enough opportunities for pupils to engage in tasks that promote deeper cognitive engagement or develop critical and creative thinking. The structured progression across cognitive levels may also enhance pupils' thinking skills alongside language development. Therefore, the textbook achieves its basic goal

General conclusion

The present study evaluated the 5th-year primary school English textbook *My Book of English* using Bloom's Taxonomy to assess the cognitive demand of its activities. The aim was to determine whether the tasks in the textbook promote lower- or higher-order thinking skills, as defined by Bloom's thinking levels and if they align with pupils' needs. The study followed a qualitative approach and relied on content analysis to classify the activities according to the Bloom's taxonomy.

The analysis demonstrated that the textbook strongly emphasises lower-order thinking skills such as remembering, understanding, and applying, which is appropriate given the pupils' level and the fact that English is newly introduced at this stage in the Algerian curriculum. These activities support foundational language learning and align well with the pupils' thinking level.

While the textbook indicates that awareness of Bloom's hierarchical structure, higher-order thinking skills such as analysis are slightly present, often supported by teacher-guided instruction. However, evaluating and creating appear rarely, and opportunities for pupils to engage in critical or creative tasks are limited. The absence of a consistent cognitive progression throughout the sequences also restricts pupils from gradually moving toward more complex levels of thinking.

Conclusion

Despite these limitations, the textbook largely achieves its fundamental purpose: to introduce pupils to the English language in a structured and accessible way. It respects both cognitive and pedagogical principles appropriate for this stage of learning. To enhance its effectiveness, future editions should consider incorporating more varied and scaffolded activities that promote higher-order thinking while remaining age-appropriate and linguistically accessible. This would foster not only language acquisition but also thinking level, enabling pupils to engage more deeply with content and tasks.

Limitations of the study:

This study is concerned with the evaluation of the fifth-year Algerian primary school English textbook, focusing on the activities provided for learners, particularly their cognitive demand as classified by Bloom's Taxonomy. No other English textbooks or educational materials were included in the study. The study uses content analysis to evaluate the cognitive demand of activities in a newly introduced fifth-year primary English textbook, based on Bloom's Taxonomy. Although the framework is systematic, the classification process involves subjective interpretation, which may affect consistency. Additionally, the study is constrained by time and limited resources, restricting the depth of analysis. As this is a new topic focused on a recently published textbook, the findings are preliminary and cannot be generalized beyond this specific context.

Suggestions and recommendations

Based on the findings of our research study, the following recommendations and suggestions are proposed regarding the "My Book of English" textbook:

- "My Book of English" should include simplified tasks supported by visuals and clear examples to help pupils understand and complete each task with confidence.
- More interactive and engaging tasks, such as songs, games, and role-plays, should be included to suit the needs of beginners and to make language learning more enjoyable.
- Tasks should be consideration of people's needs, style, and Background.

Bibliography

BIBLIOGRAPHY

List of references:

1. Abdel Hakim, B. (2023). Textbook Evaluation: “My Book of English” The case Third year at the primary school of Tourgoer District (Doctoral dissertation, Kasid Merbah Ouargla University).
2. Abraham, A. P. (2015). Teaching and Learning to Write: Using a Task-Based Approach in anEFL Class.
3. Alan Cunnings worth. (1995) Choosing Your Coursebook. Macmillan Education. Page 7
4. Allwright, R. L. (1981). What do we want teaching materials for? *ELT Journal* 36(1): 5-18.
5. Al-Mahmoodi, R., Thakur, V. S. & Roscoe, A. (Eds.), *Methodologies for Effective Writing Instruction in EFL and ESL Classrooms*. Penn: IG Global.
6. Al-Mahrooqi, R. (Ed.). (2014). *Methodologies for effective writing instruction in EFL and ESL classrooms*. IGI Global.ISO 690
7. Amoria. (2023). The importance of using activities in teaching. Al-Mawae school.
8. Amrani, F. (2011). The process of evaluation: a publisher’s view. In Tomlinson, B. (Ed.), *Materials development in language teaching*. Cambridge: Cambridge University Press, 267– 295.
9. Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives. Longman.
10. Appel, J. (2012). Moments of practice: Teachers’ knowledge and interaction in the language classroom. *Theory and Practice in EFL Teacher Education: Bridging the Gap*, 22, 38.
11. Appel, J. (2012). Moments of practice: Teachers’ knowledge and interaction in the language classroom. *Theory and Practice in EFL Teacher Education: Bridging the Gap*, 22, 38.
12. Apple, M.W. (1992). The text and cultural politics. *Educational Researcher*, 21(7), 4-11.Barnard.
13. Barker, P. (2018, September 13). Quick notes: Defining textbook structure and elements. Phil
14. Barker’s blog. <https://blogs.pjtk.net/phil/quick-notes-defining-textbook-structure-and-elements/>
15. Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education:Principles, Policy & Practice*, 5(1),7
16. Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives: Handbook I—Cognitive Domain*. David McKay.
17. Cotterall, S. (2000). Promoting learner autonomy through the curriculum: Principles for designing language courses. *ELT Journal*, 54(2), 109-117

BIBLIOGRAPHY

18. Davison, W. F. (1976). Factors in Evaluating and Selecting Texts for a Foreign Language Classroom. *English Language Teaching Journal*, 30(4), 310-314.
19. Davison, W. F. (1976). Factors in Evaluating and Selecting Texts for the Foreign Language Classroom. *English Language Teaching Journal*, 30(4), 310-314.
20. Drisko, J. W. (2016). *Content analysis*. Oxford University Press.
21. Ellis, R. (1997). The empirical evaluation of language teaching materials, *ELT Journal*, 51(1), 69-82.
22. Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410-8415.
23. Gurung, R. A., Landrum, R. E., & Daniel, D. B. (2012). Textbook use and learning: A North American perspective. *Psychology Learning & Teaching*, 11(1), 87-98.
24. Gurung, R. A., Landrum, R. E., & Daniel, D. B. (2012). Textbook use and learning: North American perspective. *Psychology Learning & Teaching*, 11(1), 87-98.
25. Harmer, J. (2001). *The practice of English language teaching* (3rd edition). Longman.
26. Hess, K. K. (2008). Developing and using learning progressions as a schema for measuring progress. National Centre for the Improvement of Educational Assessment.
27. Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4), 315-328.
28. Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4), 315-328.
29. Hutchinson, T., & Terese. (Oct, 1994) The textbook as agent of change. *ELT Journal* 48 (4).p315. Retrieved from
30. IMERZOUKENE, S. (2023). At the crossroads of integrating English in the primary schools: Parents' Attitudes, challenges and impact 14(2), 344-363
31. Khoo, H. S., & Knight, P. (2015). Teachers' Evaluation of KBSM Form 4, 5 English Textbooks Used in the Secondary Schools in Penang, Malaysia. *Advances in Language and Literary Studies*, 6(4), 128-150.
32. Khoo, H. S., & Knight, P. (2015). Teachers' Evaluation of KBSM Form 4, 5 English Textbooks Used in the Secondary Schools in Penang, Malaysia. *Advances in Language and Literary Studies*, 6(4), 128-150.
33. Krathwohl, D. R. (2002). "A revision of Bloom's taxonomy: An overview." *Theory into Practice Journal* (Routledge), Vol. 41, No. 4.
34. Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practice*, 41(4), 212-218.

BIBLIOGRAPHY

35. Learners' Perspectives. *International Journal of Modern Management and Foresight*,1(6),187-195.
36. learning processes. *Centre for Educational Policy Studies Journal*,12(2),7–10.
37. Mayer, R. E. (2004). Should there be a three-strikes rule against pure discovery learning? *American Psychologist*, 59(1), 14–19.
38. Mayer, R. E. (2008). *Learning and instruction* (2nd ed.). Pearson.
39. Oxetane S.M. (2019). *Program Monitoring and Evaluation in Educational and Social Cycles*. His Lineage Publishing House, Ibadan, Nigeria.
40. Oxetane S.M. (2019). *Program Monitoring and Evaluation in Educational and Social Cycles*. His Lineage Publishing House, Ibadan, Nigeria.
41. Paul, R. W. (1985). "Bloom's taxonomy and critical thinking instruction, Educational Association Leadership" for Supervision & Curriculum Development, Vol. 42.
42. Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223-231. <https://doi.org/10.1002/j.2168-9830.2004.tb00809.x>.
43. Qian, Y. (2022). Analysing task types used in four high school English textbooks in China.*English Language Teaching*, 15(10), 32–41
44. Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press, page 251.
45. Richards, J. C. (2001). *The Role of Textbooks in a Language Program*. Retrieved from <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>
46. Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
47. Schneider, D. K. (2008, September 3). *Textbook writing tutorial*. Retrieved March 04, 2018.
48. Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42.4, 237 - 246
49. Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT journal*, 42(4), 237-246.
50. Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT journal*, 42(4),237-246.
51. Tabi, G., Khalil, M., Timouride, S., & Mahdi, S. (2014). *EFL Textbook Evaluation from EFL*
52. Tomlinson, B. (2012). *Materials development for language learning and teaching*.*Language Teaching*, 45(2), 143-179.
53. Torkar, G., Kovač, M., & Kovač Sebert, M. (2022). *The role of textbooks in teaching and*

BIBLIOGRAPHY

54. UNESCO. (2017). Textbooks and learning resources: Guidelines for developers and users. UNESCO Publishing
55. Van Dat, N. (2022). A Review on approaches to evaluating tertiary textbooks. Practice. Vancouver, 179-184
56. Van den Branden, K. (2016). Task-based language education: From theory to practice. Cambridge University Press.
57. Waters, A. (2006). Thinking and language learning. ELT Journal, 60(4), 319-327.
58. Waters, A. (2006). Thinking and language learning. ELT Journal, 60(4), 319-327.
59. Weimer, M. (2017). Learner-centred teaching: Five key changes to practice. Vancouver, B.C.:practice. Vancouver.
60. Weimer, M. (2017). Learner-centred teaching: Five key changes to practice. Vancouver, B.C.:Langara College.
61. White, M. D. & Marsh, E. E. (2006). Content Analysis: A Flexible Methodology LIBRARY TRENDS, Vol. 55. No. 1. Summer 2006 ("Research Methods, edited by Lynda M. Baker), pp. 22-45.
62. Wilson, L. O. (2016). Anderson and Krathwohl -Bloom's Taxonomy revised. Understanding the. New version of Bloom's taxonomy.
63. YAHIA, N. E. I. (2023). Textbook Analysis Book of English: The Case of Fourth Year at the Primary School of Biskara District.
64. YAHIA, N. E. I. Textbook Analysis " My Book of English " The Case of Fourth Year at the Primary School of Biskara District.
65. Boumaraf, A., & Djiti, A. (2023). From passive to active: Transforming EFL classrooms through student-centered pedagogy. International Journal of Early Childhood Special Education, 17(1), 993-1004. <https://doi.org/10.48047/intjecse/v17i1.79>

WEB SITES :

1. <http://textbookuse.pbworks.com/f/Textbooks%2Bas%2Bagents%2Bof>
2. <https://academic.oup.com/eltj/article-abstract/36/1/5/430947>.
3. <https://asjp.cerist.dz/en/article/239575>.
4. <https://books.aijr.org/index.php/press/catalog/download/132/53/20871?inlin1>
5. <https://dictionary.cambridge.org/dictionary/english/textbook>
6. <https://doi.org/10.1017/S0261444811000528>
7. <https://doi.org/10.1037/0003-066X.59.1.14>.
8. <https://doi.org/10.1073/pnas.1319030111>.
9. <https://doi.org/10.1080/0969595980050102>
10. https://doi.org/10.1207/s15430421tip4104_2.
11. <https://doi.org/10.26529/cepsj.1479>.
12. <https://doi.org/10.4018/978-1-4666-6619-1.ch008>
13. <https://doi.org/10.5539/elt.v15n10p32>.
14. <https://egyankosh.ac.in/bitstream/123456789/7871/1/Unit-12.pdf>

BIBLIOGRAPHY

15. https://www.academia.edu/13804165/EFL_TEXTBOOK_EVALUATION_FROM_EFL_LEARNERS_PERSPECTIVES
16. <https://www.teachthought.com/learning/what-is-blooms-taxonomy/>.

APPENDIX

APPENDIX

Task One Listen and choose the right answer.

1. Tarek's father is a surgeon doctor dentist
2. He works in a clinic an office a hospital
3. He examines patients looks after patients practises surgery

Task Three Read the example and do the same on your copybook. 

It is the bag of the teacher. 

It is the teacher's bag.



It is the tractor of the farmer. 

....



It is the car of the policeman. 

....



It is the truck of the fireman. 

....



Task Two Read the text and copy the right answer. 

- | | |
|--|--|
| <ul style="list-style-type: none"> Ⓐ Helping children in need Ⓑ Playing football Ⓒ Spending time in the orphanage | <ul style="list-style-type: none"> Ⓓ Fishing Ⓔ Swimming Ⓕ Offering food |
|--|--|

APPENDIX

Task Five

Use the information in the table below to make correct sentences.



City	Town
Algiers	Draria
Bejaia	Akbou
Ghardaia	Zelfana
Tlemcen	Mansorah

I am from Algiers city. I live in Draria town.

Task Two

Read the text and match the pairs on your copybook.



① Bousaada

city of Thousand Domes

② Oued Souf

city of oases

Task Two

Listen and complete the table on your copybook.



Where do they want to go?		
Mom	Fatima and Meriem	Nadjib
....		

Task Three

Listen, copy and match to the right question.



Can you show me the way to the book store?

What is the book store?

Where is the book store?



Résumé

الملخص

تلعب الكتب المدرسية دوراً محورياً في تعليم اللغة الإنجليزية كلغة أجنبية، لا سيما في المرحلة الابتدائية حيث تُعتمد كمصدر رئيسي للتعليم. في الجزائر تم اعتماد كتاب "MY BOOK OF ENGLISH" للسنة الخامسة ابتدائي ضمن المنظومة التربوية الحديثة. تهدف هذه الدراسة إلى تقييم أنشطة هذا الكتاب وتصنيفها بناءً على متطلبات التفكير المعرفي للتلاميذ. اعتمدت هذه الدراسة على التحليل النوعي لمحتوى الأنشطة من أجل تحديد مدى توافقها مع القدرات الذهنية للتلاميذ، وتصنيفها وفق تصنيفات بلوم، ودراسة ما إذا كانت تتبع تسلسلاً منطقيًا في مستويات التفكير. أظهرت النتائج أن أنشطة الكتاب تتماشى بشكل عام مع مستوى النمو المعرفي للتلاميذ، وتناسب سنهم ومستواهم الدراسي. وقد تبين أن التركيز على مهارات التفكير ذات المستوى الأدنى ملائمة نظرًا لحداثة تدريس مادة الإنجليزية ومدى جاهزية المتعلمين ذهنيًا. كما أن ترتيب الأنشطة يعكس احترامًا للتدرج المعرفي كما حدده تصنيف بلوم.

الكلمات المفتاحية: الكتاب المدرسي، القدرات الذهنية، تصنيفات بلوم، مهارات التفكير ذات المستوى الأدنى، التحليل النوعي للمحتوى.

Résumé

Les manuels scolaires occupent une place fondamentale dans l'enseignement de l'anglais langue étrangère, en particulier dans le cycle primaire où ils constituent la principale source d'apprentissage et d'activités pédagogiques. En Algérie, le manuel de 5e année primaire intitulé "MY BOOK OF ENGLISH" a été récemment introduit dans le système éducatif. La présente recherche vise à évaluer et à catégoriser les activités proposées dans ce manuel selon la demande cognitive. Pour ce faire, les chercheurs ont adopté une analyse qualitative du contenu afin d'examiner la concordance entre les activités et les capacités cognitives des élèves, en les classant selon la taxonomie de Bloom et en vérifiant la logique de progression des niveaux cognitifs. Les résultats montrent que les activités sont globalement adaptées au développement cognitif des apprenants, tenant compte de leur âge et de leur niveau scolaire. L'accent mis sur les compétences de pensée de bas niveau s'avère approprié, compte tenu de l'introduction récente de l'anglais et de la maturité cognitive des élèves. Par ailleurs, les activités suivent une progression logique conforme à la hiérarchie des niveaux cognitifs de Bloom.

Les mots clés : Les manuels scolaires, les activités, une analyse qualitative du contenu, développement cognitif, la taxonomie de Bloom.