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**An Evaluative Study of the Textbook of English "My
Book of English" for Fifth Year Primary School in**

Dissertation submitted in partial fulfillment of the requirements for a

Master's degree in science of Language

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Dedication

This dissertation is dedicated to:

My mother, whom I am indebted for care, love and encouragement.

The soul of my father may the blessings of Allah be upon him.

All my sisters and brother, for their constant support throughout conducting this work.

All my teachers and colleagues in the Department of English and Literature at the University of Biskra.

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Abstract

This study attempts to evaluate the Algerian primary school English textbook "*My Book of English 5PS*" using Penny Ur's (2023) checklist to assess its alignment with the pedagogical, cultural, and practical criteria. The objectives of the study are (1) to assess how well the textbook meets established textbook criteria and (2) to examine its alignment with both teacher expectations and national syllabus goals. Using a mixed-method design, a questionnaire was administered to 32 teachers of English in Biskra, Algeria, and a systematic content analysis of the textbook was conducted. Descriptive statistics, reliability test (Cronbach's $\alpha = 0.897$), and factor analysis were used to analyse quantitative data, while qualitative insights were obtained from open-ended question responses. The findings showed strong indicators for fundamental pedagogical components such as the textbook layout, cultural relevance, grammar content, and availability. However, a significant shortcoming were identified in support materials, such as audio/video, visual aids, and teacher's book. The factor analysis revealed four factors: core language components, cultural/design aspects, supplementary resources, and accessibility features, highlighting the need for more integrated multimedia and teacher support. The study concludes with recommendations for integrating digital tools and revising teachers' guides in order to enhance English-language-teaching in Algeria by providing practical recommendations for syllabus designers, textbook writers, and decision-makers.

Keywords: checklist; competency-based approach; primary school; textbook evaluation.

List of Abbreviations

CBA: Competency Based Approach

CBE: Competency-Based Education

CBI: Content-Based Instruction

CBLT: Competency-Based Teaching

CEFR: Common European Framework of Reference

CLIL: Content and Language Integrated Learning

CLT: Communicative Language Teaching

DA: Dinar Algérien (Algerian currency)

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

IELTS: International English Language Testing System

KMO: Kaiser-Meyer-Olkin

NCC: National Curriculum Council

PAF: Principal Axis Factoring

P-P-P: Presentation Practice Production

PS: Primary School

SD: Standard Deviation

SLA: Second Language Acquisition

SPSS: Statistical Package for Social Sciences

TEFL: Teaching English as a Foreign Language

TESOL: Teaching English to Speakers of Other Languages

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ملخص الدراسة:

GENERAL INTRODUCTION

1. Background of the Study

The use of textbooks in language teaching is central, constituting a significant base for both teachers and learners. In Algeria, English has been playing an increasingly larger role in recent years, especially at the primary level of education, amidst country-wide efforts to promote multilingualism and improve global communication. The textbook for the 5th-year primary school, "*My Book of English 5PS*", is an important source, although little research has been conducted on how suitable it is to fulfil the criteria of the textbook and correspond to the national educational goals. This study intends to assess the book using Ur's (2023) textbook evaluation checklist in relation to the physical appearance of the book, the content, the tasks and the relationship with what teachers expect and the national syllabus objectives.

2. Statement of the Problem

Despite the limited use of "*My Book of English 5PS*" in Algerian primary schools, no studies have empirically examined its effectiveness. The mismatch between the content in the textbook and the proficiency levels of the students, insufficient intercultural content, and lack of diversity in the language task types are frequently cited by teachers as problems with the textbook. This study aims to fill both gaps through a systematic analysis and evaluation of the strengths and limitations of the textbook.

3. Research Objectives

The main objectives of this study are:

- ✓ To determine to what extent "*My Book of English 5PS*" meets the standard criteria for a textbook concerning physical appearance, organization, texts, topics, intercultural content, language tasks, strategies, outcomes, language skills, and competence.
- ✓ To examine the fit between the textbook and teachers' expectations and the goals stated in the national syllabus for the 5th year of primary school English education in Algeria.

4. Research Questions

The study seeks to answer the following research questions:

1. To what extent does the textbook "*My Book of English 5 PS*" conform to established textbook criteria in terms of physical appearance, layout, text amount and topic, intercultural content, language tasks, strategies, objectives, language skills and competencies?
2. Does the textbook "*My Book of English 5PS*" correspond to teachers' expectations and the objectives outlined in the national syllabus for the 5th year level of primary school English education in Algeria?

5. Textbook Evaluation Overview

The examination of language materials, especially textbooks, is a significant topic in the field of language teaching. As Tomlinson (2023) notes, most of the literature in this area, and perhaps even within his/her research focuses – materials development, has been on materials evaluation, and there have been many useful guides and frameworks to undertake evaluations. The seminal works in this field were studies presented in Brown (1997), Byrd (1995), Candlin and Breen (1980), Cummingsworth (1984, 1995), Donovan (1998), Daoud and Celce-Murcia (1979), Ellis (1995, 1998), Grant (1987), Garton and Graves (2014), Harwood (2014), Hidalgo et al. (1988), Littlejohn (2011), Mariani (1983), Masuhara et al. (2008), McDonough et al. (2013, 2016), McGrath (2002, 2013), Mishan and Timmis (2015), Mukundan (2006), Mukundan and Ahour (2010), Nimehchisalem and Mukundan (2014), Pham (2021), Richards (2001), Roxburgh (1997), Sheldon (1987, 1988), Skierso (1991), Tomlinson (1999, 2016a, 2019, 2021), Tomlinson et al. (2001), Tomlinson & Masuhara (2004, 2013, 2018), and Williams (1983). These studies will generate lists and tests that are useful in testing materials. However, Tomlinson (1999) cautions that some of the gestures are "impressionistic, unsystematic, or not rooted in principled rationale" (p. 864). In addition, there is no universally applicable materials evaluation checklist, as the choice of a scheme should be influenced by the goal, rationale and situation of the evaluation (Tomlinson, 1999).

Penny Ur's (Ur 1996, 2023) checklist is one such example, and it has received considerable attention, mostly due to its depth in the assessment of textbooks. It measures its various facets - appearance, content relevance, task design, and matching pedagogical need. Ur's (1996) work also supplements previous research that has advocated for intercultural content to produce global estimates of ease, task authenticity (Byram, 1997), and the importance of task variation to support variety in learning style (Nunan, 2004). Such considerations have had an impact on the evaluation of textbooks in different educational contexts, among them Algeria.

5.1 Textbook Assessment in the Algerian Primary School

The framework adopted for the assessment of primary English as a Foreign Language (EFL) textbook in Algeria typically utilizes a mixed-method approach in the form of content analysis combined with stakeholder questionnaires and checklists (Benchabana, 2023; Zegai & Djaider, 2023). Linguistic appropriacy, task type and culture have been three aspects that researchers have focused on. For example, Benchabana's (2023) case study on "*My Book of English*" used a heterogeneous checklist to evaluate layout, activities, and cultural elements, and found strong points in communicative tasks and weak ones in specific cultural guidance. Likewise, Zegai and Djaider examined teacher interviews, as well as checklist ratings to investigate content appropriateness and observed that the themes of the textbook were coherent with the students, but the tasks were at times beyond the level of learners' cognitive maturity (Zegai & Djaider, 2023).

Attitudes of teachers are becoming an important aspect of assessment. In the same Naama area, a study done by Abbas and Mbata (2024) investigated the perceptions of 33 teachers regarding the use of the third-year textbook, the feedback mechanisms, and the necessity for additional materials. The content was exciting and fun to learn, but the respondents recommended that they use more culturally relevant illustrations and have the activity guidelines in a way that suits different learning styles (Abbas & Mbata, 2024). In Souk Ahras and Mila, attitudinal studies and follow-ups further supported these results: teachers welcomed the linear development of

language skills but held that more scaffolding and contextual examples were needed to improve relevance (Benouareth & Khiari, 2024; Rouba, 2023).

Additional understanding has been created through analyses in comparison with international references. Benouareth and Khiari (2024) compared “My Book of English” with Britain’s “English Junior Textbook” and found that the former had been reasonably aligned and matched to communicative competencies but fell short in providing opportunities for critical thinking and intercultural communication as practised in the British model. This discrepancy is indicative of the broader difficulties raised by Guerza and Nedjaï (2023), who suggested that Algeria’s systemic speed of policy production often outstrips the pre-service preparation of adequately trained teachers and the implementation of strong evaluation, which in turn has implications for the efficacy of textbook implementation.

Textbooks as a representation of culture are one of the issues of concern in the academic world. Aoumeur and Ziani (2022) found that in its linguistic and content orientations, “My Book of English” appears to favour source-culture narratives over target-oriented narratives among pupils, which might undermine pupils' ability to navigate globalized situations. They advocate for a more equilibrated representation of the local and international cultural dimensions to promote intercultural competence (Aoumeur & Ziani, 2022). In a similar vein, Yahia’s (2024) analysis in Biskra highlighted the importance of varied visual resources and interactive activities that mirror Algeria’s multilingual environment, making learning more attractive and identity confirming.

In summary, the judgment of textbooks to be used in Algerian primary schools is a complex issue composed of judgments of content, cultural relevance, pedagogic value, and teacher thought. These appraisals are so vital as they will contribute to the quality of English language teaching (ELT) textbooks and the relevance of their effectiveness, hence the extent to which the experience is beneficial or not to the learners (pupils of the primary school) in Algeria.

Despite this growing body of work, there is still a gap for context-specific and systematic analysis for the case of Algeria, now that we witness new developments and challenges regarding the integration of technology in education in this country. A similar gap is to be filled by the application of Ur's (2023) checklist on "*My Book of English 5PS*".

6. Methodology

6.1 .Research Design

The research methodology employed in this study is a mixed-methods design, integrating quantitative descriptive analysis, qualitative open-ended feedback, and content analysis, all structured around Penny Ur's (2023) textbook evaluation framework.

6.2 .Population and Sample

Population: The population consists of 89 teachers of English language who work in primary schools in Biskra's second educational district, Algeria.

Sample: A stratified random sample of 32 teachers (29 female, 3 male) from both urban and rural schools was selected.

6.3 .Data Collection Tools

Questionnaire:

18 Likert-scale items based on Ur's (2023) criteria (e.g., cultural relevance, grammar layout).

Open-ended section for teacher suggestions.

Textbook Content Analysis: an in-depth content analysis of "*My Book of English 5 PS*" itself systematically evaluated how the actual instructional materials conformed to Ur's framework.

6.4 .Data Analysis

Quantitative Analysis: The data received from the survey and checklist ratings are analysed using:

- Descriptive statistics (mean, SD, variance) using SPSS 23.0.
- Reliability analysis (Cronbach's α) and factor analysis (Principal Axis Factoring).

Qualitative Analysis:

- Thematic coding of open-ended responses.
- Content Analysis: an in-depth content analysis of "*My Book of English 5 PS*".

7. Significance of the Study

This study theoretically will contribute to the existing studies on English language teaching in Algeria, focusing on an evaluation of a primary-school textbook that has had little input in the literature. Practically, the findings will provide policymakers and educators with details about what they can do. It will identify the strengths and weaknesses in the textbook and provide feedback to the curriculum writers and administrators on improvements that are necessary, as well as suggestions for making it more effective and wishing to enhance English language teaching at the primary level in Algeria. Furthermore, teachers' point of view can be revealed, which will show how teachers will adapt the materials in order to suit their students.

8. Dissertation Structure

The dissertation is composed of three chapters. The first chapter establishes the theoretical foundation of the study by examining language teaching approaches (CLT, CBLT), curriculum design and the historical background of English language teaching in Algeria. Chapter Two evaluates the principles of textbook evaluation and critiques Sheldon, Cunningsworth, and Ur's checklists, presenting Ur's (2023) framework as a reference. Chapter Three is dedicated to the interpretation of the teachers' questionnaires as a means of obtaining a reliable feedback and valid outcomes of the study. It also covers the analysis and evaluation of the textbook "My Book of English 5PS" in terms of physical appearance, the design and the four skills according to Ur's criteria, in order to gain a better understanding of the textbook. A general conclusion will enable us to draw a number of recommendations for syllabus designers and textbook writers, and for teachers. This arrangement allows us to proceed systematically from theory to empirical approach, and thus, to provide useful perspectives for enhancing English education in Algeria

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CHAPTER ONE: LANGUAGE TEACHING METHODOLOGIES

Introduction

In Chapter one, we look at many important aspects of language teaching, including terminology such as approach, method, design, technique and procedure. Along with looking at various language teaching approaches such as Communicative Language Teaching (CLT) and Competency-Based Language Teaching (CBLT), we review their characteristics, practices and implications for syllabus design. We also provide detailed discussions on the language curriculum and the language syllabus, looking at different types of syllabi (i.e., structural, functional-notional, situational, lexical, task-based, content-based, negotiated) while linking both theoretical and practical discussions and considerations on how these approaches and syllabi can be implemented in learning and educational contexts. In particular, we put the context of teaching English in Algeria within its historical, sociocultural, political and ideological context, while explaining relevant topics of the evolution of English education today.

1.1 Key Concepts in Language Teaching

In teaching language, approach, method, design, technique and procedure are words often used. It is important for the theoretician and for the practitioner to be able to distinguish between these notions.

1.1.1 Approach

An approach is a set of assumptions dealing with the nature of language and the nature of language learning. It is what is supposed to inform our teaching but is not what we actually do in a classroom. One input comes from our theory of the nature of language and of language learning. For instance, Communicative Language Teaching (CLT) is a methodological framework, which focuses on interaction and the use of language in authentic settings (Richards, 2015).

1.1.2 Method

The method is a plan for the presentation of language material that agrees with the approach. It is constructed from a predetermined 'toolkit' of teaching techniques, both teachers' and learners' roles, and anticipated results. Unlike approaches, methods are more prescriptive, and they often involve instructions. The Audiolingual Method, characterized by repetition practice and memorization, and the Grammar-Translation Method, which pays attention to text mining and writing through translation exercises are model cases (Richards, 2015; Richards & Rodgers, 2014).

1.1.3 Design

The design of a method refers to the arrangement of content and the distribution of roles among learners and teachers. It encompasses:

- Aims and Objectives: A statement of what is intended to be accomplished by students.
- Syllabus: How content is ordered and arranged.
- The teacher/learner roles: The responsibilities and expectations of each.
- Types of Activities: Exercises and tasks undertaken in the classroom (Richards & Rodgers, 2014).

For example, with Task-Based Language Teaching (TBLT), the design focuses on the use of authentic tasks to motivate learning (e.g., asking for directions or finding a solution).

1.1.4 Technique

A technique is a concrete activity in the classroom which embodies one part of a method or an approach. So far, techniques are the most concrete and observable elements in language teaching. Examples include:

- Role plays
- Information-gap activities

- Substitution drills: These may be accommodated to other techniques. For instance, substitution drills are characteristic feature of audiolingualism, where role plays are consistent with CLT (Richards, 2015).

1.1.5 Procedure

Procedure refers to the sequence of steps used in presenting a lesson. One well-known case is the PPP model (Presentation, Practice, Production) employed in situational language teaching. It starts with the presentation of new content, is followed by controlled practice, and then there is student-generated language use (Richards, 2015).

1.2 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is an approach that emphasizes the ability to communicate rather than to produce correct grammatical sentences. Emerging in the 1970s, the approach was pioneered in reaction to the perceived constraints of past methods, such as audiolingualism and grammatical-translation, which focused on accuracy in form rather than function in language (Richards, 2015).

CLT advocates a student-centered classroom, in which language is taught through social interaction and meaningful tasks. As Larsen-Freeman and Anderson (2011) state, CLT addresses communicative competence, such as having learners use language for authentic reasons, for instance, to make requests, express opinions, or solve problems. This approach respects fluency in combination with accuracy and endorses an authentic-infused curriculum, which incorporates information-gap activities, role-plays, and small group activities to help students better imitate the reality of communication in the world.

Furthermore, CLT is not a relatively monolithic approach with a set of fixed techniques, but instead it is an open framework that is open to different pedagogical contexts. As Brown (2014) points out, CLT is an “umbrella term” for pedagogical approaches that foster students' skills in communication (fluency), including fluency-building and accuracy-focused activities.

1.2.1 Communicative Competence

Communicative competence was first introduced by Dell Hymes (1972) as a more comprehensive framework compared with only grammatical competence. It is commonly interpreted as a measure of a speaker's ability to construct valid sentences, as well as use them appropriately in the social context. (Brown, 2014).

Canale and Swain (1980) expanded communicative competence into four dimensions:

1. Grammatical competence: Knowledge of syntax, morphology, and vocabulary.
2. Sociolinguistic competence: This involves employing language appropriately in different social situations.
3. Discourse competence: This is the ability to link sentences together in a cohesive and coherent manner.
4. Strategic competence: This is the skill of being able to repair communication when it breaks down (Richards & Rodgers, 2014).

Brown (2014) highlights that the development of communicative competence in classroom practices means to provide the students with skills that enable them to participate in conversation in real-time, express clearly ideas and modify language responsive to the interlocutor and context. This is facilitated by activities that create opportunities for meaningful interaction and negotiations of meaning, in which key components include the learner expressing their thoughts and respond to others in real exchanges.

1.2.2 Key Features of Communicative Language Teaching

CLT is more of an approach than a method because it represents a set of principles rather than fixed procedures (Richards & Rodgers, 2014). Its key features include:

1. Emphasis on meaningful communication: Interaction, meaning negotiation and using language in a contextualized way are emphasized instead of memorizing grammar rules.
2. Fluency and accuracy: Both are important, but the former matters typically more because most learners want to engage in real-time interaction" (Brown, 2014).

3. Use of authentic materials: newspapers, brochures, and real-life scenarios are frequent in CLT classrooms (Larsen-Freeman & Anderson, 2011).
4. Learner-centered teaching: Teacher act as a guide in class and students work in pairs or groups to use language actively (Richards, 2015).

1.2.3 Classroom Practices in CLT

Larsen-Freeman and Anderson (2011) outlined several common communicative activities including:

- Information-gap tasks, in which students have to compare what information they know in order to complete a task.
- Role play and simulation, practicing in different social contexts;
- Opinion exchanges and prediction games to encourage language use at a more fundamental level.

These tasks serve to model authentic communication, which encourages not just information sharing, but also appropriate social and linguistic strategies.

1.2.4 Syllabus and Materials

Communicative language teaching (CLT) changed the syllabus by making the language function more important than the grammatical form. As argued by Richards and Rodgers (2014), CLT has led to the popularity of functional syllabuses, where education is structured around tasks that need to be accomplished in the real world (e.g., asking a favour, providing instructions) rather than inflexible grammatical sequences. Likewise, Larsen-Freeman and Anderson (2011) bring attention to how CLT texts promote authenticity, using realia (ads, news clippings, everyday objects) to mirror real communication contexts.

1.3 Competency-Based Language Teaching (CBLT)

Competency-Based Language Teaching (CBLT) is an educational approach based on Competency-Based Education (CBE). CBLT, as Richards and Rodgers (2014) argue, moves the spotlight away from traditional inputs (e.g. a strict syllabus, proscribed teaching methods) towards clear, visible learning outcomes. Derived from U.S. adult ESL programs in the 1970s (Center for Applied Linguistics, 1983), it gives primacy to the functional use of language by learners for real-life tasks. It should be noted that the CBLT's principles of design is also consistent with the backward design scheme, the work of Wiggins and McTighe (2006), which states that curriculum planning must begin with a definition of target competences rather than with the selection of teaching strategies.

CBLT is based on a functional and interactional perspective of language, which connects language ability to the students' ability to perform tasks in social and workplace contexts (Richards & Rodgers, 2014). It is considered that learning is a matter of developing the ability needed to perform with the aid of a sufficient amount of practice and feedback (DeKeyser, 2007). This differs from the knowledge-based models such as CBLT emphasizes behavioral outcomes rather than theoretical knowledge.

1.3.1 Key Features of Competency-Based Language Teaching

Auerbach (1986, as cited in Richards & Rodgers, 2014, p. 153) gave a useful review of factors involved in the implementation of CBLT programs and identified eight key features:

1. ***Emphasis on successful functioning in society.*** The goal is to equip learners who will themselves become independent and able to successfully face the challenges of society.
2. ***A focus on life skills.*** CBLT focuses on language teaching in relation to real-world tasks; language taught is only the linguistic forms or skills necessary for specific communicative needs identified through empirical analysis.
3. ***Task or performance-based orientation.*** The measure of success is what learners can do rather than what they know in theory, or how they can talk about language.

4. Modularized instruction. Teaching is broken up into manageable, purposeful chunks with sub-objectives for both teachers and children to follow.

5. Explicit outcomes a priori specified. Outcomes are clearly defined and contracted, stated as observable actions in order to direct expectations.

6. Continuous and ongoing assessment. Learners are pretested to identify skill gaps and post-tested for mastery. Unfulfilled objectives require continued practice and retesting, with program success tied to quantifiable results.

7. Demonstrated mastery of performance objectives. The focus of the assessment is on the demonstration of predetermined goal behaviors, and not on traditional paper and pencil tests of knowledge.

8. Individualized, learner-centered instruction. Content, level and the rate of progress of objectives are determined according to individual needs; the prior learning and accomplishment are considered in formulating curricula. It is not time dependent - students move at their own pace and focus only on those areas where they need competency.

1.3.2 Design and Implementation

- **Syllabus:** Competencies replace the classic syllabus, seeking directly to assess skills such as workplace communication or academic writing. A vocational ESL program, for instance, might list competencies like "complete job application forms" or "follow oral instructions" (Mrowicki, 1986).

- **Materials:** Resources focus on functional tasks (e.g., forms, role-playing job interviews). Textbooks such as Ventures (Savage *et al.*, 2007) are designed with competency-based activities.

- **Teacher Roles:** Teachers function as both needs analysts, material developers and coaches of learners to promote self-assessment and strategy use (Richards & Rodgers, 2014).

- **Student Roles:** Students monitor their own progress and use communication strategies; they transfer skills to new contexts.

• **Role of Assessment:** CBLT involves criterion-related assessment based on rare competencies. For example, learners may provide evidence of accomplishment by conducting an assessment of a simulated workplace task (Docking, 1994). Ongoing feedback helps learners to fill in the gaps before moving forward.

CBLT is focused on practical activities and relevant skills. For instance, in the Ventures lesson, students:

- Read an appointment card for key details (e.g., doctor's name, address).
- Answer questions to show understanding.
- Role-play (such as making an appointment to reschedule other appointments), combining speaking and listening.

These types of tasks evidence CBLT's attention to naturalistic language and learner-centered instruction, in which the role of the teacher is much more that of a facilitator than a conduit of knowledge (Richards & Rodgers, 2014).

CBLT intersects with the standards of the Common European Framework of References (CEFR) which carry out proficiency through can-do statements (Council of Europe, 2001). These frameworks offer standards for levels of competence to be attained but need to be localized according to the needs of the learners (Leung, 2012). In the same vein, the Algerian National curriculum council devises the global competence and the values in Year 5 English Syllabus together with cross-curricular competences in the following table.

Table 1.1

Global Competence and Values in Year 5 English Syllabus (Adapted from: Algerian National Curriculum Council, 2023, p. 3)

Exit Profile	Global competence	<p>Interpret oral messages and interact orally, decode a short simple message to understand its meaning, and produce a written message.</p>
	National Identity	<p>The learner is proud of being Algerian, Muslim, Arab and Amazigh.</p>
	National Conscience	<p>S/he respects her/his nation's constant fundamental tenets.</p>
	Values	<p>Citizenship S/he demonstrates respect towards others.</p>
	Openness to the World	<p>S/he exchanges and communicates with friends from English-speaking countries.</p>
	Intellectual Competence	<p>The learner can: demonstrate understanding of listening skills. discover the usage of words, expressions and sentences in oral interaction. demonstrate understanding of reading skills. demonstrate understanding of the writing mechanics and the relevant information to write a message.</p>
	Methodological Competence	<p>The learner can: make use of the context, paralinguistic features, and listening skills to comprehend a short message. exploit the linguistic repertoire and paralinguistic features to interact orally. employ reading skills to understand a short simple message. implement the writing mechanics to produce a message.</p>
	Communicative Competence	<p>The learner can: react to verbal and non-verbal messages to show understanding. select the appropriate words, expressions, sentences and paralinguistic features to interact orally. communicate reading skills to peers. communicate the writing mechanics to peers.</p>
	Personal and Social Competence	<p>The learner can: collaborate with peers verbally and non-verbally to comprehend oral messages. consider the context and paralinguistic features when interacting orally. share understanding with others using reading skills publish one's production.</p>

1.4 Curriculum Development

Various definitions and interpretations have been ascribed to the concept of curriculum by educational scholars. A foundational definition is provided by Nunan (1988), who describes curriculum as "principles and procedures for the planning, implementation, evaluation, and management of an educational programme" (p. 158). This definition focuses more widely on what curriculum is, and it includes syllabus design (content selection and grading) as well as two methodologies (learning task and activity selection). Subsequently, Nunan (2004) extended this description by defining curriculum as everything and anything involved in planning, implementation, and evaluation of learning.

Kelly (2004) presents a wide-ranging view, defining curriculum as "the totality of experiences of the pupil that are a result of the educational provision made" (pp. 7-8). It encompasses formal academic content and three other dimensions: the hidden curriculum (implicit values and norms), the planned and received curriculum, and informal extracurricular activities. Kelly (2004) maintains that the curriculum is not just a syllabus or list of subjects, but rather the underlying rationale of educational programs, which consists of:

- The intentions of educational planners
- Implementation procedures
- Pupils' actual learning experiences
- Unintended learning outcomes resulting from curriculum organization and school environment.

Graves (2023) approaches the curriculum as a dynamic system, also highlighting its operational dimension as three interacting components: planning, enacting, and evaluating. It emphasizes the notion of curriculum as an active, iterative process rather than a static document.

Moore (2015) views curriculum as a complex social process; it is the daily production of intentional events that is meant to lead the learner in a particular direction (more on curriculum).

It includes not just the specified knowledge and skills (the content) but also the learned and lived experience, as understood by the teachers and students who enacted it. Moore (1982) critiques traditional models, such as Tyler's (1949) objectives-based, didactic training, and argues for a process-oriented curriculum that seeks to emphasize active, exploratory modes of learning (p. 55). He specifically highlights the need for curricula to evolve with social shifts such as globalization while interrogating inequitable social structures.

One of Moore's (2015) major contributions to this literature is his exploration of the "hidden curriculum" (Dreeben, 1967; Lynch, 1989), i.e. the implicit values and norms delivered through schooling. Pairing this with his support for curricula that emphasize critical literacy, social justice, and democratic participation suggests that Kelly's concept of "adjectival curriculum" where empowerment of learners trumps subject matter (Moore, 2015).

1.5 Curriculum Design

Richards and Rodgers (2014) examine the relationship between approaches, methods, and curriculum design in language teaching by looking at three major strategies: forward design, central design, and backward design. These strategies represent dissimilar orientations with regard to the sequence of input (content), process (methodology) and output (learning outcomes) in curriculum design (Richards & Rodgers, 2014).

1.5.1 Forward Design

This is a linear approach which starts with syllabus, linguistic content (e.g. grammar, vocabulary, functions), selection and sequence, then method of teaching, and assessment. Forward design is typified by methods such as Audiolingualism and Communicative Language Teaching (CLT), both of which advocate planned input. For example, CLT courses typically utilize functional syllabi based on corpus analysis and discourse studies to promote authentic language use (Richards & Rodgers, 2014). CBI and CLIL both use forward design by integrating language syllabi with content syllabi to develop both language and content knowledge

at the same time (Richards & Rodgers, 2014). The curriculum design process associated with forward design can be represented as in figure 1.1:



Figure 1.1

The forward design process (Adopted from: Richards & Rodgers, 2014, p. 368)

1.5.2 Central Design

Central design inverts the order and ranks method above predefined contents or outcomes. Approaches such as Natural Approach, the Silent Way, and Dogme focus on classroom process (i.e., meaningful interaction, problem-solving) with content developing rather more indirectly. For example, the Natural Approach eschews grammar syllabi in favour of students' personal communicative tasks (adapted to their interests) (Richards & Rodgers, 2014). The centrality of design fits into a post-method teaching mode, in which teachers individually apply principles to their contexts in order to create environments that are centered on learning (Richards & Rodgers, 2014). According to Richards & Rodgers (2014), central design approaches emphasize interactions among their core elements, prioritizing learning processes, classroom participation, and the roles of teachers and learners in fostering opportunities for learning. Unlike traditional models where the syllabus or learning input is predetermined and treated as the starting point for curriculum development, it instead emerges as an outcome of dynamic teaching and learning practices (Figure 1.2).

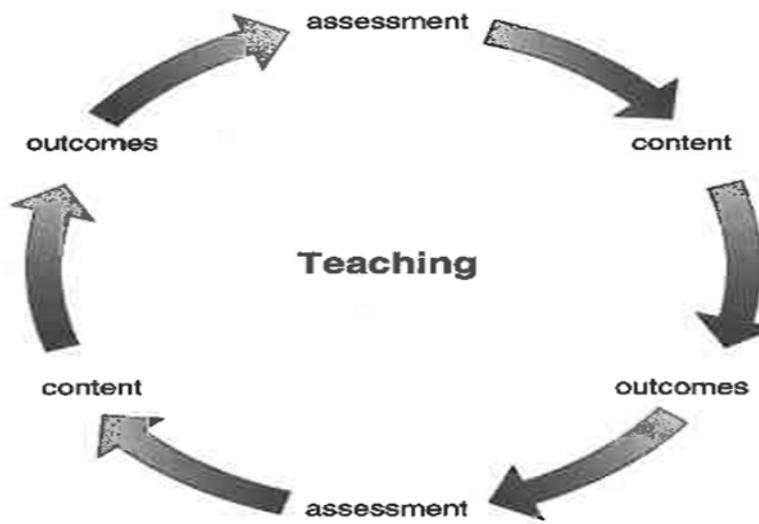


Figure 1.2

The central design process (Adopted from: Richards & Rodgers, 2014, p. 372).

1.5.3 Backward Design

This approach begins with the end in view, focusing on learning outcomes to inform content and method. Competency-Based Language Learning (CBLT) and the Common European Framework of Reference (CEFR) are examples of backward design. CBLT identifies real-life competences (e.g., professional tasks) through needs analysis, and CEFR provides "can do" descriptors as proficiency criteria (Richards & Rodgers, 2014). While this type of framework holds everyone accountable, it requires careful planning to match assessments and materials to targeted objectives.

Each method is appropriate for different kinds of contexts: forward design for standard systems, central design for flexible, learner-centered environments, and backward design for results-based programs (Richards & Rodgers, 2014). The decision will be based on considerations such as teacher autonomy, organizational goals and learner needs emphasizing the contextual nature of effective curriculum construction. Figure 1.3 represents what backward design with CEFR involves.



Figure 1.3

Backward design with CEFR (Adopted from: Richards & Rodgers, 2014, p. 376)

2.6 Definition of Syllabus

A syllabus is a core aspect of educational planning, and its nature and function have been described by various scholars. A revolutionary perspective is proposed by Yalden (1984), who suggested that the syllabus takes over from the idea of 'method' and serves as "an instrument whereby the teacher...can achieve a measure of 'fit' between the needs and objectives of the learner...and the actions which will take place in the classroom". This view holds that the syllabus acts as a mediating device between learning goals and practices in the classroom.

According to Breen (1984), "Syllabuses are essentially practical things" and "teachers make their own or adopt institutional syllabuses", where "Any syllabus is a plan of what is to be achieved through our teaching and our students' learning" (p. 47). He goes on to describe the syllabus used in language teaching as serving to 'map out the content or subject-matter of our courses', functioning as a 'route map' that provides continuity and reference points along the road of learning (Breen 1984, p. 48).

Hutchinson and Waters (1987) provide a more simplistic definition, calling a syllabus "a document which says what will (or at least what should) be learnt," most often characterizing an official declaration of learning outcomes. This pragmatic perspective draws attention to the syllabus as an often-prescriptive document produced by educational authorities.

In Nunan (1988), stated as "a specification of what is to be taught in a language programme and the order in which it is to be taught," and referring to the specificity of elements to be taught that may characterize a language syllabus, some of them linguistic (phonology, grammar or functions) or theme and task-based (p.159). He further elaborates on this

perspective, where the syllabus consists of a public document that includes items of content (structures, topics, functions) and process (tasks, activities) items with objectives matching higher-level curriculum goals (Nunan, 2004). He adds that a syllabus is a subcomponent of a curriculum in that it specifies and sequences language and experiential content.

Ur (2023) mentions the confusion that sometimes exists between what a syllabus and what a curriculum is, which particularly dominates at national levels of education, while, for her, defining syllabus essentially as "a document which presents information on what topics or content are to be covered, and in what order" (Ur 2023, p. 195). She also describes many possible applications of English language syllabi:

- in order to reach levels specified internationally (e.g., by the CEFR);
- in a national school system;
- in order to pass a particular examination (e.g., IELTS);
- in a specific course (no matter what materials are used);
- in a specific coursebook. (Ur 2023, p. 195).

1.7 Types of Language Syllabus

A language syllabus is a plan for classroom language learning, detailing what the language learner should learn, how they will learn it and what the teacher will do (Nunan, 1988). Many types of syllabi emerged over time, which align with different pedagogical trends and theories of language acquisition. There are product-oriented and process-oriented syllabuses, and most current models combine elements from these two types.

1.7.1 Product-Oriented Syllabuses

It focuses on where you are going; linguistic outcomes are pre-determined and largely based on the systematic presentation of language components.

1.7.1.1 Structural Syllabus

One of the oldest and most commonly employed models of language teaching, the structural syllabus is based on the idea that language learning is the gradual collection of grammatical rules. Content is organized as lists of grammatical items (e.g., tenses, clauses) sorted by complexity, frequency, and contrastive difficulty in comparison to the learners' first language (Nunan, 1988). For example, McDonough's (1981) structural progression starts with simple copula structures (She is happy) and progressively includes complex forms such as stative verbs (I don't come from Newcastle) and adverbs (I usually come at six o'clock).

Supporters of structural syllabuses argue that they give clarity and measurable aims as their learning outcomes, where learners are able to systematically "crack the code" of a language (Nunan, 1988). In fact, research into second language acquisition (SLA) has shown that learners do not pick up structures in a linear fashion, grammatical complexity does not equal learning difficulty (Pienemann, 1985). In addition, structural syllabuses do not consider communicative competence and treat the language as a set of decontextualized forms, leading to passive instead of active use of the language (Ur, 2023; Sabbah, 2018).

1.7.1.2 Functional-Notional Syllabus

This approach began to emerge in the 1970s with the shift in the focus from form to communicative purpose (the functional-notional syllabus). Wilkins (1976), for example, suggested organizing content according to functions (e.g., requesting, apologizing), and notions (e.g., time, quantity), in order to provide learners with language for real-world engagement. A unit about "giving advice," for example, will cover phrases such as Why don't you...? (Yalden, 1984).

By emphasising meaning and context, this method in many ways overcame criticisms of structural syllabuses. Finocchiaro and Brumfit (1983) praised its relevance to learners' communicative needs and potential to increase motivation. However, challenges persist. The absence of a one-to-one relationship between form and function presents complications for

grading; one structure can perform multiple functions (e.g., to give direction, to warn) and one function (e.g., requesting) can be expressed through heterogeneous forms (e.g., May I...? vs. I'm dying to... (Nunan, 1988) In addition, critics maintain that functional-notional syllabuses can be just as inelastic as their structural predecessors and treat communication as the reproduction of rehearsed phrases rather than the creative employment (Widdowson, 1990).

1.7.1.3 Situational Syllabus

Situational syllabus socks organized content to real-life situations, like "At the Airport" or "In a Restaurant," and adjusted languages to the corresponding environments (Yalden, 1984). This model is based on the idea that linking language to real-world contexts improves retention and usefulness. For example, students can pretend to order food in a restaurant or ask for directions using a dialogue modelled after real-life situations. It is used in language teaching textbooks to a great extent, Richards and Schmidt (2010) state the following, "Situational Language Teaching is a grammar-based method in which principles of grammatical and lexical gradation are used and new teaching points presented and practiced through situations" (cited in Aounali, 2014, p. 50). Ur (2023) asserts that situational and topic-based syllabuses are ideal for courses on English for Specific Purposes: in certain fields (e.g., tourism, business, etc.).

Situational syllabuses emphasise immediacy and relevance, but they have been criticized for reducing language use to preset scenarios. As Learners may have difficulty transferring skills out of practice-contexts, and the method tends to neglect grammatical systematization (Sabbah, 2018). Even If we decided however that choosing contexts applicable to everyone is difficult in heterogeneous classrooms especially both in the context of English for Specific Purposes (ESP) (Hutchinson & Waters, 1987).

1.7.1.4 Lexical Syllabus

The lexical syllabus developed is based upon high-frequency words and collocations as emphasized through corpus linguistics. Ur (2023) states this internal lexicon includes a list of lexical items (girl, happily), but also possibly multi-word expressions (in any case, call it a day)

and collocational links (take + a decision, hard + work). It does include grammatical items like that or the suffix -ing but relates to them in pretty much the same way as a lexical item. There is some argument over what the ‘words’ in a lexical syllabus should be, the two major options being lemmas or word families. A compromise option was provided whereby lemmas are given for elementary or intermediate syllabuses and word families for the more advanced (Brown *et al.*, 2021).

Supporters of this approach point out that it mirrors how humans acquire language in nature: picking up patterns in context rather than focusing on certain parts of sentences in isolation. As some critics observe, lexical syllabuses might also overlook grammatical correctness and find it difficult to supply organizational coherence first, especially for novice learners (Sabbah, 2018). Nunan (1988) states that the length of the lexical syllabus textbook might sometimes be 350 pages.

1.7.2 Process-Oriented Syllabuses

Process-oriented syllabuses prioritize learning experiences over expected outcomes, promoting holistic language use and empowering learners to take charge of decision-making.

1.7.2.1 Task-Based Syllabus

Task-based syllabuses focus on communicative tasks, activities with set outcomes like planning a trip or solving a problem. From SLA research, this approach on which the course development is based considers that acquisition leads from meaningful interaction and cognitive engagement (Long, 1985, as cited in Sabbah, 2018). Tasks could be categorized as either pedagogical – such as information-gap activities – or real-world, such as writing a job application multiple tasks are sequenced along a pedagogical continuum according to cognitive complexity (Nunan, 1988). Asking learners to describe a picture first (a simple task) before discussing its societal implications (a complex task), for instance. The Bangalore Project is one specific example of this model which is task-oriented and focuses on unconscious acquisition of grammar (Nunan, 1988). While this actually works wonders to increase fluency, it does come with two

problems: assessing the difficulty of the task and monitoring the accuracy of the language. Ur (2023) describes a dilemma teachers have to deal with: having to choose between task democracy and language focus.

1.7.2.2 Content-Based Syllabus

Content based instruction (CBI) combines language with content (history, science, CLIL) and is considered a way to promote academic literacy through authentic materials and tasks (Stoller, 2002, cited in Sabbah, 2018). Based on Krashen's acquisition theory, CBI assumes that if learners are meaningfully involved with the content, language development will take place (Brown, 2000, cited in Sabbah, 2018). Lessons have authentic texts, lectures, discussions, and written assignments that require interpretation, synthesis, and evaluation, so listening, speaking, reading, and writing are integrated (Nunan, 1988). Challenges, however, include learner frustration when their language skills lag behind the demands of content and the risk of trivialising complex topics. In successful CBI, the depth of content within the lesson (subject matter) must be balanced with the specific language scaffolding used (e.g., cooperative learning, project work, graphic organizers, as well as webquests) to support both comprehension and production (Sabbah, 2018).

As Ur (2023) states, the list of what is to be taught and learned is defined in terms of the subjects or skills which are being taught through English rather than English itself; and the language – whether grammar, lexis, pronunciation, functions, notions, or any other language forms and meanings – will be that which emerges as necessary in order to engage with the content. The teacher may in practice take time out to focus on language forms, but these will not be included as such in the syllabus.

1.7.2.3 Negotiated Syllabus

Breen and Littlejohn (2000), as cited in Macalister & Nation (2020), point out that "negotiation of the goals, content, presentation, or assessment of the syllabus can occur at any level of detail

or generality from negotiating a particular task in the course, to a sequence of tasks, a series of lessons, the whole course, or the wider curriculum" (Figure 1.4).

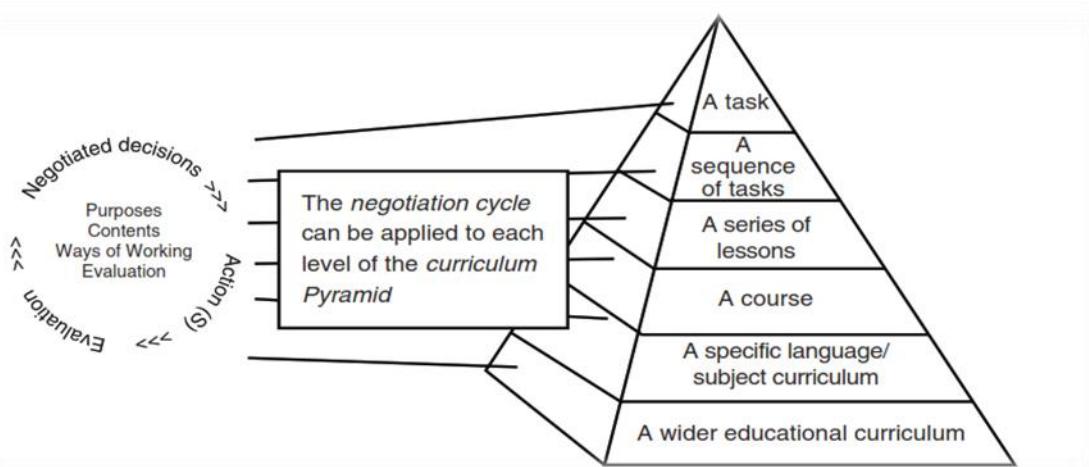


Figure 1.4

A process syllabus (Adopted from Macalister & Nation, 2020, p.172).

Breen (1987), for instance, claims that collaboration increases motivation and relevance when it comes to group work in heterogeneous classrooms. Macalister (2007) provided an example of a pre-university use of ranking activities for a two-week trial period by learners where ownership was achieved, and the course was adaptable.

Negotiation requires a lot of teacher flexibility and learner preparedness. Implementation may be inhibited by cultural expectations (e.g., teacher-centered traditions) and logistical constraints (e.g., time, resources) (Macalister & Nation, 2020).

1.7.3 Mixed and Multi-Strand Syllabuses

Modern syllabuses tend to combine both product and process characteristics in responding to diverse needs. Ur (2023) observes that most contemporary coursebooks are hybrids of three theoretical paradigms: structural, functional, and task-oriented. For example, a unit on “health” could encompass grammar (e.g., modal verbs), functions (e.g., giving advice) and tasks (e.g., role-play conversations between doctors and patients). Eclectic approaches seek to balance form and meaning, although critics have warned against haphazard design. Richards (2001)

favors systematic integration in which syllabuses explicitly relate enter of language with exit from writing (communicative activities). Ultimately, syllabus selection depends on educational goals, learner characteristics and contextual limitations. Product-oriented models provide clarity and organization but can result in a mechanistic understanding; whereas process-oriented models promote involvement but come at the expense of systematization.

1.8 Implementing Curriculum and Syllabus in a Coursebook

Macalister and Nation (2020) explain that “curriculum design deals with the production of both language courses and course materials.” Integrating systematic curriculum planning (Graves, 2023) with research-informed materials development (Tomlinson, 2023) is a crucial aspect of implementing both curriculum and syllabus in a coursebook. In my outline below I integrate key stages and aspects of curriculum (planning, enactment, evaluation) gleaned from Graves’s three-dimensional model of curriculum, and Tomlinson’s principles for linking theory to practice in coursebook development.

1.8.1 Curriculum Planning: From Needs to Syllabus

Graves (2023) notes that planning is, or should be, a matter of accumulating information about learners and context, articulating guiding principles, setting goals, and converting this into a syllabus.

Needs and Context Analysis: First, carry out a needs analysis (e.g., learners’ age, L1 literacy, motivations) and a context analysis (e.g., class size and resources) to ensure that the textbook’s content and activities are appropriate (Graves, 2023).

Guiding Principles: Develop principles for curriculum based on theories of language and learning (e.g., language as social practice; constructivist learning; Graves, 2023). These principles will guide you in the types of text you use, the skills emphasized, and task formats.

Goals and Objectives: Describe broad goals (e.g., fostering social literacies through the English language) and break them into more specific objectives (e.g., “Can ask and answer basic questions about self and family;” Graves, 2023).

Syllabus Design: Break content into cohesive cycles or units. Graves's example of six cycles (introductory, term-based, special occasions, extra material) shows how a syllabus can be structured while still offering the flexibility to recycle language and include additional topics that suit learners' needs (Graves, 2023).

1.8.2 Research-Informed Materials Development

According to Tomlinson (2023), the coursebook content should be informed by evidence from second language acquisition, in order to mediate between theory with classroom practice.

Principles for Materials: Material needs to present learners with language that is rich, meaningful, comprehensible, and recycled; encourage the learners affectively and cognitively; promote noticing and discovery; provide opportunities for meaningful communication (Tomlinson, 2023).

Framework Development: Bring together curriculum specialists, writers, and representative users (teachers and learners) to co-construct a principled framework. This involves:

- Providing target users with objective specifications.
- Brainstorming of SLA informed beliefs.
- Turning beliefs into universal and local evaluation criteria (e.g., “To what extent do texts provide authentic, recycled language?”).
- Developing and adjusting a materials framework (for example, text-driven core unit with scaffolding, reflective and communicative activities) (Tomlinson, 2023).

Iterative Unit Development: Develop sample units using the criteria and framework, assess against the criteria, revise, and, where feasible, pilot in actual classrooms before full production (Tomlinson, 2023).

1.8.3 Curriculum Enactment: Mediating Textbook Use

Even the best-designed textbook must be mediated by a teacher. According to Graves (2023), enactment refers to the co-experience constructed by teachers and learners in the classroom, that is, the textbook needs to be adaptive.

Teacher Ownership: Teacher involvement in materials development creates ownership and deeper understanding about how to adapt lessons to local learner needs (Graves, 2023).

Flexible Use: Advise teachers to change, fill, work esp. perform coursebook content, dramatize dialogues, re-use, recontextualize, improvise follow-up assignments to increase engagement and embodiment of language (Tomlinson, 2023).

1.8.4 Curriculum Evaluation: Ensuring Alignment and Improvement

Evaluation completes the circle: it measures both learners' outcomes and how well the curriculum worked.

Formative Assessment: Embed "can-do" descriptors and process-focused observation guides in teacher's notes to monitor learners' progress (Graves, 2023).

Summative Assessment: Include end-of-unit or end-of-course tasks that will align with stated objectives (e.g., presentations, projects); self and teacher-assessment tools (Tomlinson, 2023).

Curriculum Review: Based on learner performance data (e.g., assessments, completion rates) and feedback from teachers, revisit guiding principles, modify syllabus sequencing, and revise materials in subsequent editions (Graves, 2023).

Developers can create textbooks that are pedagogically sound, contextually relevant and dynamically adaptable by synthesizing Graves's systematic approach to curriculum planning, enactment, and evaluation with Tomlinson's SLA-grounded materials framework. This alignment, at once, guarantees that and syllabus within the textbook is high to possibility institutional objectives and, there will never be ways with real communicative competence.

1.9 Teaching English in Algeria

1.9.1 Historical background

Teaching of the English language in Algeria has undergone certain historical periods. Sennagh and Sibachir (2023) noted in the post-independent period (1962) that the Ministry of Education created the General Inspectorate of English to monitor the newly introduced foreign languages syllabi. During the 1960s, expatriate cooperative teachers, who were overwhelmingly

French, accounted for 84.6% of middle and secondary school staff teaching English (Slimani, 2016), using imported French curricula and materials with no accommodation to the context of Algeria. In the late 1980s, the British Council, encouraged by England's status in the world, announced that English was Algeria's third official language and worked to train Algerian educators and to endow scholarships for Algerian teachers (Yahia, 2024). For English, this came in 1993, when the reform permitted pilot courses that enabled fourth graders in the pilot schools to elect English in lieu of French as their first foreign language (Zegai & Djaider, 2023). A decade later, the 2000 reform, supported by a United States manifestation, projected English teaching into the first grade of middle school, reflecting a political shift towards earlier language education (Sennagh & Sibachir, 2023). According to Chelli (2010), a most significant turning point was the introduction of the Competency-Based Approach in 2002 in Algeria at all educational levels, which changed the English teaching from the traditional, teacher-centered method to a result-oriented approach based on real-life communication. In line with these objectives, Imerzoukene (2019) shows that the secondary syllabuses, published in the same reform period, were developed on explicit communicative and task-based and cyclical principles: a clear sign of a national decision to achieve modernizing English learning and providing the country's young learners with the skills popularly required by globalization.

1.9.2 Teaching English in Algerian primary schools.

Teaching English in Algerian primary schools has undergone a process with its own timeline. The first major attempt to introduce English occurred in 1993 when Decree 029/m.d/93, signed by the then-Minister of National Education, Ali Benmohamed, experimented with the formal introduction of English as the first obligatory foreign language taught in the fourth year of primary school, with a five-hour weekly schedule and textbooks were issued through the "Centre de Recherche Didactique et Pédagogique" (CRDP)-Didactic and Pedagogical Research Centre (Sennagh & Sibachir, 2023). However, this project was short-lived due to episodes of civil

unrest associated with the “Black Decade” and persistent parental demand for French, leading to its interruption within a year (Sennagh & Sibachir, 2023).

A June 2022 ruling by President Abdelmadjid Tebboune stated that “English is the language of research and science,” declaring that from September 2022, third-year primary pupils, aged around eight or nine, would have to study English as their second foreign language after French. Sennagh and Sibachir (2023) recount the subsequent rush to hire 5,000 teachers of English from 60,000 applicants, the accelerated writing of textbooks and a didactic guide for the third year, and the challenges of limited training and resources. The process extended to the primary level in 2022 with the introduction of new “My Book of English” materials for third-year primary school children, which integrated the Competency Approach lessons designed around clear competency outcomes and cross-curricular values (Benchabana, 2023). Today, primary teaching of English is deeply rooted in the Competency-Based Approach, with a weekly schedule, well-planned thematic units, and a focus on communicative tasks, as seen in *“My Book of English”* (Benchabana, 2023).

1.9.3 English Learning Goals in Algerian Primary Education: Year 5

The finalities of learning English in Year 5 focus on fostering global communication, cultural openness, and foundational linguistic skills, enabling Algerian learners to interact with English-speaking communities, access global knowledge, and transition smoothly to middle school (National Curriculum Council, 2023). The Year 5 syllabus emphasizes practical language use through thematic units designed to build real-world communication skills. As outlined in Table 1.2, the topics and objectives include:

Table 1.2

Topics and Communicative Objectives –Year 5 (Adopted from: National Curriculum Council, 2024, p. 24)

Sequence	Sections	Communicative Objectives
Jobs, Occupations & Hobbies	Jobs and Occupations Hobbies	<ul style="list-style-type: none"> ❖ Name/identify common jobs and occupations. ❖ Ask and answer questions about family members and friends' jobs and occupations. ❖ Name/identify common places of work. ❖ Identify/ name different hobbies ❖ Identify/ name family members and friends' favourite hobbies. ❖ Ask and answer questions about favourite hobbies.
Hometown / City / Village Amenities & Directions & Signs	Hometown / City / Village Amenities Directions and Signs	<ul style="list-style-type: none"> ❖ Name/identify different amenities in city/ hometown/village. ❖ Ask and answer questions about different amenities in city/ hometown/village and their location. ❖ Ask for and show the way to different amenities in city/hometown/ village. ❖ Name common places for holidays.
Holidays & Travelling	Holidays Travelling	<ul style="list-style-type: none"> ❖ Ask and answer questions about destinations / places for holidays. ❖ Name/identify different means of transportation ❖ Ask and answer questions about favourite way of travelling.

Conclusion

Chapter one offered a detailed exploration of a number of characteristics involved in language teaching and syllabus design, identifying that there are important connections between different theoretical discussions and classroom action. Through our exploration of a number of teaching methodologies and syllabi, we accepted that ideally effective language teaching should take account of context, as well as the need to be flexible and learner-responsive. We also highlighted the importance of aligning curriculum, syllabuses and teaching to promote the achievement of learning goals and outcomes. We provided a detailed analysis of the English language education system in Algeria, placing this in historical context, in terms of how exactly they put into practice and adapted these aims and while also reflecting trends in education and from the global context.

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CHAPTER TWO: TEXTBOOK EVALUATION

Introduction

Textbooks are a vital instrument in the teaching and learning of language. They offer organized content, activities, support and ensure they are an essential part of academic instruction. This chapter delves into the complex role played by textbooks in English Language Teaching (ELT), discussing what they are, the pros and cons, and the basic principles involved in their assessment and adaptation. It starts with the definition of textbooks and the difference between coursebooks, workbooks, and global coursebooks, and the role they play in language learning. It also discusses the pros and cons in the use of textbooks, emphasizing the significance of adjusting them to learners' varied profiles. It also covers the materials-evaluation process and advocates the adoption of principled and systematic procedures to choose the appropriate materials. By looking at these issues, the chapter aims to cover the function and influence of textbooks in language instruction.

2.1 Textbooks

2.1.1 Conceptual Definitions

A coursebook is, according to Tomlinson (2011), a “textbook which provides the core materials for a language-learning course” which aims at introducing grammar, vocabulary, pronunciation, functions, and the skills of reading, writing, listening, and speaking “so that it could serve as the only book which the learners necessarily use during a course”. (p. xi). On the other hand, Tomlinson (2011) describes a workbook as “a book that has extra practice exercises for learners to do outside class”, typically with space for learners to write in and often also with an answer key for learners to self-correct their answers (p. xvii).

Another form of textbooks is the global coursebook, which is not based on a particular culture or part of the world but is designed for learners of a certain level and age across the globe (Tomlinson, 2011). Materials, beyond textbooks, are anything that can be used to help language

learning. They could be linguistic, visual, audio or kinaesthetic; and they could be offered in print (in textbooks, workbooks), live (in performance, display) or on cassette, CD-ROM, DVD or the internet (Tomlinson, 2011). They may be instructive, experiential, elicitative, or exploratory, in the sense that they may teach learners about the language, give students experience of the language in use, prompt language use or assist learners to discover things for themselves.

Ur (2023) makes a distinction between a coursebook and a textbook, specifying that the former encompasses all texts, tasks and language points in a course, whereas the latter is a general term used as a reference to coursebooks or other sources, such as grammar exercises or reading texts. Printing is common for both, although digital materials are also increasing in use. However, studies have shown that the majority of university students, and it is presumably the same for younger students, prefer paper textbooks (Baron *et al.*, 2017, as cited in Ur, 2023).

Cunningsworth (1995) stresses that coursebooks should be regarded as instruments designed to serve certain learning aims, but not as aims in themselves. He adds that "coursebooks are best seen as a resource in achieving aims and objectives that have already been set in terms of learners' needs" (p. 7). Even less experienced teachers can fall back on them to help explain and develop the subject when their teaching is in danger of falling short of what is needed. Similarly, in Richards' (2010) view, when teachers are less experienced, textbooks provide structured materials with which to teach.

In other words, for this study, a distinction was not made between a textbook and a coursebook. These are indispensable resources for language teaching, as learning aids for students and as teaching adjuncts for instructors.

2.1.2 Advantages and Disadvantages of Textbooks

Whether for print or digital, textbooks play a critical role in education. But they are not without drawbacks, as a number of researchers have pointed out (Ur, 2023; Cunningsworth, 1984; Brown & Lee, 2015). Here are the pros and cons of each.

2.1.2.1 Advantages of Textbooks

1. Framework: The textbook supplies an obvious structure. Teachers and students know where they are going and what comes next, so there is also a sense of structure and progress.
2. Syllabus: In some places, the textbook serves as the syllabus. When applied systematically, there will be a suitable and graded coverage of content, including focal and related language items, and other features such as topics, tasks.
3. Ready-made texts and tasks: The coursebook contains texts and learning activities that are probably suitable for the majority of the group. This also saves time for the instructor, who may need to create their own.
4. Guidance: For new teachers, the coursebook could offer valuable help and support; it may even serve as a teacher training/development tool, as it contains suggestions on how to plan and teach lessons, explanations of language points and suggestions for how to engage learners.
5. Learner autonomy: Students can learn new material and focus on studying and tracking their own progress autonomously with the coursebook. A classroom without a coursebook is a room that would necessitate more teacher dependency. (Ur, 2023).

2.1.2.2 Disadvantages of Textbooks

1. Inadequacy for Diverse Needs: A textbook can never fully address the individual needs for every class (Ur, 2023; Cunningham, 1984).
2. Irrelevance, lack of interest: The contents of the coursebook might not be important or interesting for your class. They may also date quickly, while materials you select yourself can be more current.
3. Cultural inappropriateness: A coursebook may contain culturally inappropriate material, which can not only render it irrelevant or unstimulating, but can cause discomfort, or worse, offend.
4. Limited range of level: Coursebooks are designed for a specific level, and we all know that

most classes are not taught at the same level of ability or proficiency.

5. Possible negative effect on teaching: Teachers may feel unable to use their own initiative and choose simply to teach students what is presented in the coursebook, leaving themselves to be at best facilitators of the book's contents, and not teachers (Ur, 2023).

As Cummingsworth (1984) points out, no textbook is ideal for all teaching situations. It is necessary for teachers to adapt and complement textbooks to serve the needs of their own students. Also, Brown and Lee (2015) emphasize the importance of having teachers situate textbook lessons, indicating that teachers should exercise critical analysis when adapting the exercises to make them correspond with the students' level, interest, and goals. In the classroom, for instance, teachers may discuss whether the exercises are suitable and/or how to deal with new words, as well as how to motivate the students (Brown & Lee, 2015).

2.1.3 The Role of Textbooks in English Language Teaching

Textbooks have played a significant role in the field of English Language Teaching (ELT) and have been a dominant force in classrooms worldwide. According to Hutchinson and Torres (1994), the near-universal presence of textbooks in ELT is significant to such a degree that many projects worldwide have been devised for their creation. They contend that no teaching-learning situation would be effective without a textbook; they make them mandatory in education. Pingel (2010) also emphasizes the significance of setting goals for the textbooks, in the sense that they serve to provide a source of information, as an instrument that develops skills, or as a means of disseminating ethical and/or patriotic values. This diversity of functions highlights the flexibility of textbooks in the accomplishment of various educational objectives.

Cummingsworth (1995) lists some important roles of textbooks in ELT settings. He claims that textbooks are:

- a source of material for presentation (oral and written),
- an activity bank for practice and communication;

- a reference source of grammar, vocabulary and phonetic for the learner, etc.
- a stimulus and topic bank for a range of classroom language activities,
- a syllabus (since they are based on learning objectives that have already been established),
- a self-directed learning or self-access resource,
- a support for inexperienced teachers who lack that confidence.

Textbooks, as Ansary and Babaii (2002), are a structured basis for programs, a ready-made material for teachers, and inexpensive learning resources. They are a source of security and support for novice teachers, and a support for keeping the focus for students and for learner autonomy. Harmer (1991) compliments organized textbooks that provide interesting content, logical progression of language items, and whether it is learner-independent.

To further improve the efficiency of textbooks, Trujillo *et al.* (2010) advocate for flexible use, providing teachers with the freedom to adapt content upwards or downwards. They stress that the textbook needs to serve the teacher and not vice versa, so other resources should always be used in addition to those in the textbook. Skierso (1991) also emphasizes the motivational and supportive function of coursebooks, especially for inexperienced or insecure teachers in communicative teaching methods (Ghettas, 2017).

2.2 Adapting Textbooks

Adapting textbooks is one of the most critical activities in language teaching because it permits teachers to make materials suitable for the needs, interests, and context of their learners. This adaptation may include modifying, supplementing, or reorganizing existing materials to more closely match the learning objectives, cultural backgrounds and skill levels of students. Insights from Cummingsworth (1995), Tomlinson (2013), and McDonough *et al.* (2013) are referred to in the present discussion in terms of why, what, and how to adapt the textbooks.

2.2.1 Why Adapt Textbooks

Cunningsworth (1995) asserts that one book alone cannot be the perfect fit for any learner or learning environment. Factors like classroom environment, students' enthusiasm, syllabus limitations, and available resources are predominantly the forces that require adjustments to be made. Textbooks must be modified in various aspects, including language content, subject matter, skills balance, cultural appropriateness, and the flow of the material. In a case where a book has too much grammar on points that are easily comprehensible to students and disregards the difficult areas, or it contains information that is already outdated or culturally insensitive, it will certainly need some changes.

Moreover, Tomlinson (2013) brings up another interesting point regarding the rift between the results of theoretical studies on Second Language Acquisition (SLA) and the application of these findings in typical coursebooks. Very often, coursebooks may be crowded with overused activities, trivial topics, and control practices, which in some cases do not help learners to generate oral language or merely practice the target language in a meaningful way. Revising materials can do a great deal in narrowing down this gap and making the content more appropriate to SLA principles by making it more meaningful and interesting to learners.

2.2.2 When to Adapt Textbooks

Adaptation becomes indispensable if there is a discrepancy between the textbook and the learners' needs. McDonough *et al.* (2013) describe a number of justifications for adaptation as follows:

- **Language Content:** The book might lack grammar coverage or fail to tackle areas of difficulty for students.
- **Skills Balance:** It is possible to overbalance a programme towards written or spoken skills.
- **Cultural Relevance:** Some cultural aspects may have to be removed or adapted to make it suitable for readers from different English-speaking countries.

- Progression and Grading: The sequence of language may be adapted to correspond with an outside syllabus or learner proficiency.
- Authenticity: Listening to written passages or reading spoken ones can feel unnatural and irrelevant.

2.2.3 Principles of Adaptation

Adaptation of a textbook is not a simple matter, and a principled approach to adaptation is needed to ensure that any desired changes result in learning improvements. McDonough *et al.* (2013) define several general principles of adaptation:

- Personalization: Adapting materials to the learner's interests, academic needs, and professional aspirations.
- Individualization: Meeting students' individual learning needs within a classroom.
- Localization: The adaptation of content to be suitable for the students' cultural and linguistic backgrounds.
- Modernization: The updating of obsolete language or wording to current usage and practice.

Tomlinson (2013) also stresses that adaptation should target learner-centeredness and critical awareness-raising. We say that teachers who engage students in the adaptation process enable students to drive their own learning and encourage the development of analytical skills.

2.2.4 Procedures for Adaptation

McDonough *et al.* (2013) have proposed an elaborate framework for material adaptation, consisting of the following methods:

1. Adding: Complementing materials with more activities, grammar drills, listening exercises, or vocabulary exercises. This can be done by extending (more of the same) or expanding (new skills or methodologies).

2. Deleting: Removing content that is irrelevant, hard, or overly culturally specific. This can mean eliminating (all or part of the information or resource) or abridging (shortening or simplifying).
3. Modifying: Adjusting the orientation or type of an activity to increase its communicative and authentic appeal. This may involve rewording (changing the language of what is said) or reordering (reordering the sequence of what occurs in the classroom).
4. Simplifying: Simplifying language or content to match the level of participants. This can involve simplifying syntax, the lexicon, or grammar explanations.
5. Reordering: Re-sequencing activities or units to better align with the learners' needs or the syllabus requirements.

2.2.5 Examples of Adaptation

Cunningsworth (1995) illustrates how textbooks can be manipulated to deal with specific problems. For example, if a textbook does not have an adequate amount of practice with pronunciation, teachers can use resources such as "Ship or Sheep?" (Baker, 1981) or "Tree or Three?" (Baker, 1982). (Baker, 1982). Likewise, if the lexical coverage is not enough, teachers can provide enhancement materials, such as the "Heinemann English Wordbuilder" (Wellman, 1992), which would help learners to enlarge their stock of words.

Tomlinson (2023) recommends that adapting instruction may also mean more far-reaching changes, for example substituting normal comprehension questions for open-ended assignments that prompt a critical and a personal response. For instance, rather than having learners answer literal questions about a text, teachers can have them interpret the text, connect it to their lives, or generate their own versions

2.3 What is Materials Evaluation?

Materials evaluation is a systematic procedure aimed at determining the value or potential value of a set of learning materials by examining their effects on those who use them. Rather

than focusing solely on the content of the materials, evaluation emphasizes the impact that materials are likely to have on learners, teachers, administrators, and other stakeholders (Tomlinson, 2023). Key dimensions that are typically assessed include:

- Learner engagement and motivation: the capacity of materials to appeal to and motivate learners through affective engagement and sustained interest.
- Credibility and validity: the extent to which materials are perceived as trustworthy and worth teaching, and whether they teach language features that are pedagogically and communicatively valuable.
- Reliability: the consistency of materials' effects across different learner groups and contexts.
- Short- and long-term learning outcomes: effectiveness in promoting immediate performance (e.g., test preparation) and durable communicative competence over time.
- Cultural and developmental value: contributions to learners' cultural awareness and the development of lifelong skills such as criticality and creativity.
- Practical considerations: flexibility for adaptation, alignment with curricular or administrative requirements (e.g., syllabus coverage, exam preparation), and support for teachers in preparation and delivery (Tomlinson, 2023, pp. 26–27).

Materials evaluation differs from materials analysis in that the former involves subjective judgments about users' responses and learning outcomes, whereas the latter objectively describes what materials contain and ask learners to do without assessing their likely impact (Tomlinson, 2023).

2.4 Types of Materials Evaluation

Materials evaluation is one of the crucial stages in language teaching, with varying approaches and objectives. Tomlinson (2023) differentiates three general categories of materials evaluation: pre-use, while-use, and post-use evaluations, which share various differences relating to timing, aims, and methodology.

2.4.1 Pre-Use Evaluation

The pre-use assessment requires the prediction of material effectiveness before its use. This type of analysis is subjective in nature, as the analyst must guess how materials will affect potential learners, teachers, and administrators. It may be context-free (e.g., journal reviews), context-influenced (e.g., publisher reviews for target users) or context-conditioned (e.g., a teacher selecting a coursebook for a particular class) (Tomlinson, 2023, p. 34). Typical methods include impressionistic "flick tests" or structured checklists. Yet, Tomlinson (2023) warns that pre-use appraisals are frequently not based on solid empirical analysis but instead are based on predictions. For example, evaluators may want to determine whether materials are based on principles of language acquisition, including the provision of opportunities for meaningful communication and accommodation of a variety of learning styles (p. 35).

2.4.2 Whilst-Use Evaluation

Whilst-use evaluation takes place during the use of the material itself and describes what actually happens. It also measures aspects such as ease of instruction, user interest, and task feasibility. For instance, an evaluator may record whether children can be engaged in an activity without confusion or if a task has prolonged cognitive and emotional engagement (Tomlinson, 2023). While-use evaluations are less subjective than pre-use evaluations, and focus on behaviors that can be measured, such as flagging participation rates, facial expressions that show interest in a subject, etc. For example, it may be difficult to differentiate between surface task completion (e.g., right answers) and actual language learning (Tomlinson, 2023).

2.4.3 Post-Use Evaluation

Post-use evaluation assesses the effectiveness of materials that have been implemented. It also addresses fundamental questions about whether students have acquired the ability to learn language skills, develop cultural awareness, and are prepared to sit for exams (Tomlinson, 2023). This process involves standardized tests, learner self-assessment, interviews and post-course diaries. Although highly valuable, post-use evaluation is rarely practiced due to the resource-

intensive nature of the specific type of data required and the challenges of controlling variables such as teacher competence and external language exposure (Tomlinson, 2023). For instance, longitudinal studies comparing student performance before and after material implementation are very informative but also require more time and expertise. Tomlinson (2023) explains that one evaluation type is not superior to others but rather depends on the evaluator's goals and context. Pre-use assessments are used to inform selection, use-assessments are used to guide real-time adjustments, and post-use assessments are used to validate longer-term effectiveness.

2.5 Purposes of Textbook Evaluation

Textbook evaluation can be driven by various reasons, from accountability to programme development, and teacher development. Tomlinson (2003) notes that there are two broad objectives in evaluation: accountability and programme development. Accountability has the goal of identifying whether the programme's objectives have been met, while programme development sets out to enhance curriculum content and teacher professional development.

Weir and Roberts (1994) emphasize the importance of achieving both internal and external accountability to support programme development. They argue that textbook evaluation should be comprehensive and involve both insiders (e.g., teachers, administrators) and outsiders (e.g., external evaluators, researchers) to ensure a thorough assessment. Additionally, they highlight the need for systematic documentation throughout the evaluation process, as well as a willingness to use both qualitative and quantitative methodologies depending on the context and purpose of the evaluation. This approach fosters a deeper understanding of educational change and its outcomes (Weir & Roberts, 1994).

Hutchinson and Waters (1987) describe evaluation as judging the suitability of materials for meeting a specific purpose. They say, "To evaluate is to judge the fitness for a purpose of anything." In accordance with the exigency, and in view of the resources (p. 96). In this view, it is the materials that should be linked to the aims and purposes of a programme.

Cunningsworth (1984) Professional judgment, based on principles of language teaching and learning and informed by experience, is declared to be indispensable for valid assessment (Cunningsworth, 1984). He says, "Professional judgment, founded on the understanding of the rationale of language teaching and learning and backed up by practical experience, lies at the base of the evaluation procedure" (p. 74). This emphasizes the necessity and role of expertise and experience in being able to make informed decisions as to the use of materials.

Richards (2001) sees evaluation as a means to encourage reflection, review, and revision of the curriculum. According to him, evaluation is the process of collecting information from different sources to guide decisions. Meanwhile, he warns that recommendations stemming from evaluation need to be taken with care and should not be acted upon until having confirmed that the evaluation was itself correctly conducted and comprehensive.

2.6 Principles in Materials Evaluation

Material evaluation is an important phase in language teaching, to verify that all resources brought to the class are appropriate, effective and responsive towards both the learners' needs and the teacher's pedagogical objectives. Tomlinson (2023) believes that assessments should be guided by a series of principles emerging from theories of language learning rather than impressionistic or subjective considerations. This method improves the accuracy and reliability of the evaluation and minimizes errors during material selection and utilization.

2.6.1 The Evaluator's Theory of Learning and Teaching

Tomlinson (2023) contends that all teachers operate from a set of implicit theories of learning and teaching, whether they are brought to consciousness or not. Careful consideration and explicit explanation of these theories are necessary in order to evaluate materials effectively. By expressing their beliefs on how language learning takes place, evaluators can gain a better sense of their predispositions and be able to justify their criteria of evaluation from sound pedagogical principles. For instance, Tomlinson (2023) offers his theories, which claim that

language learning is best to be a positive, pleasant process and that materials should be more learner-centered than teacher-centered.

Some of the key principles Tomlinson (2023) refers to are:

- Learner-centeredness: Material should cater to the needs, interests, preferences and wants of the learners, rather than just that of the teacher.
- Affective engagement: Learning materials need to emotionally engage learners, because emotions are fundamental to learning. Positive emotions, such as happiness, curiosity, and even sadness, can facilitate learning, whereas neutrality or numbness can hinder it.
- Relevance: The materials offered help students make sense of the classroom learning in the "real world." This is what makes learning more meaningful and memorable.
- Novelty and creativity: Unusual or innovative learning experiences are more likely to be remembered and lead to long-term language learning.
- Energy and Motivation: Successful language learning, especially in large classes, is reliant on maintaining a high level of energy and drive. The teachers create this energy themselves at first, but good materials can maintain it and multiply it.

2.6.2 Learning Theory and Materials Evaluation

As Tomlinson (2023) notes, it is necessary to link material evaluation in established learning theories. Some of the important scientific findings in learning that we believe should be informing the evaluation process are:

- Deep Processing: Successful learning involves deep processing, in which learners attend to meaning and relevance, connect new information with existing knowledge and to their lives. This semantic processing is vital to lasting learning.
- Affective Engagement: Emotional involvement is an important aspect of successful learning. Positive attitudes, self-esteem, and emotional connections to the material are associated with learning outcomes (Williams & Burden, 1997; Damasio & Carvalho, 2013).

- **Making Connections:** Learners must relate new information to what they already know and connect the learning context to its future use (Kern, 2008).
- **Experiential Learning:** Learning is most effective when it is experiential, and the learners are provided opportunities to relate new learning to their prior experiences in meaningful ways (Kolb, 1984; Tomlinson & Masuhara, 2021).
- **Motivation:** Both instrumental (goal-oriented) and integrative (social and cultural) motivation are crucial for success in learning. Materials need to be the heart of the language classroom and should be motivating for learners, as one can never take learners' motivation for granted (Dörnyei & Ushioda, 2009; Tomlinson & Masuhara, 2021).

Drawing on these concepts, Tomlinson (2023) argues that evaluators should generate concrete standards to analyse learning materials. Such criteria should ideally embody the evaluator's theories about learning and teaching and the findings of learning research. For instance, evaluators could inquire:

- **Relevance:** How relevant are the materials to the needs and wants of the learners?
- **Connection:** How connected to the materials do the learners feel?
- **Emotional Engagement:** Do the materials stimulate emotional engagement, such as joy, excitement, or curiosity?
- **Multidimensional Processing:** Does the material foster multiple ways of processing, including visualizing, associating with affect, and using inner voice? (Tomlinson, 2000).
- **Personal Voice:** Are the materials written in an informal, personal voice that causes readers to feel "You too could belong" rather than "You will not be able to belong", rather than an impersonal, formal voice? rather than an impersonal, formal voice? (Tomlinson, 2001).

2.7 Standard Approaches to Materials Evaluation

Materials According to Tomlinson (2023), “standard” approaches to the evaluation of language-learning materials can be grouped into four broad types, each differing in the degree of principled rigor and systematisation they bring to the task:

2.7.1 Impressionistic evaluations

These rely on evaluators’ immediate, unaided reactions whether a teacher “flicks through” a coursebook in a bookshop, a Ministry official appraises manuscripts without agreed criteria, or reviewers write journal reviews based solely on their personal impressions. Such evaluations are quick but highly subjective and lack any coherent set of principles or systematic criteria (Tomlinson, 2023, pp. 40–41).

2.7.2 Checklist-based evaluations

Here, evaluators apply pre-existing lists of criteria (e.g., Cunningsworth’s checklist, Brown’s textbook evaluation form, Skierso’s list of criteria). While these offer more structure than purely impressionistic methods, many published checklists lack a principled theoretical base, may be unduly context-bound or dogmatic (e.g., requiring a controlled progression of vocabulary items), and often omit important dimensions of language learning (Tomlinson, 2023).

2.7.3 Framework-driven approaches

the limitations of checklists, several researchers have proposed models for generating evaluation criteria in a principled way. Notable examples include:

- McDonough *et al.* (2013): a two-stage model combining an “external” rapid overview (cover, contents) with a subsequent detailed “internal” evaluation.
- McGrath (2002): a multi-phase procedure of initial analysis, “first-glance” appraisal, user feedback, and context-specific checklist evaluation.
- Mukundan (2006): a composite framework integrating checklists, reflective journals, and software tools.

- Riazi (2003) and Rubdy (2003): belief-driven and dynamic models emphasising psychological, pedagogical, and content/process validity.
- Tomlinson and Masuhara (2004, 2013, 2018) criteria for assessing criteria themselves (e.g. answerability, non-dogmatism, reliability) before they are used in evaluation.

2.7.4 Multi-evaluator, criterion-referenced procedures

The most rigorous evaluations begin by articulating clear underlying principles of language learning, translating these into universal, local, and medium-specific criteria, trialling them, and then having multiple evaluators score materials independently before averaging results and discussing discrepant judgments. Such procedures can involve hundreds of criteria (for example, Tomlinson *et al.*'s 133-item framework for adult EFL course-book evaluation) and yield greater validity and reliability – albeit at the cost of considerable time and expertise (Tomlinson, 2023).

2.8 Checklist Approach to Textbook Evaluation

The checklist approach of textbook evaluation is one of the systematic ways adopted by educators, curriculum developers, and material designers to review the appropriateness, the efficacy, and the quality of textbooks and other instructional materials. This means that EVA contains a set of criteria or questions that support and facilitate the work of the evaluator in making judgments on the acceptance, adaptation, or rejection of the material. Checklists help facilitate the fit of materials to the specific learning objectives, learner needs, and contextual considerations of an educational environment. The checklist approach is described in greater detail below, with reference to the frameworks of Sheldon (1988), Cummingsworth (1995), Skierso (1991), Ansari and Babaii (2002), and Ur (1996, 2023).

2.8.1 Sheldon (1988) Checklist

One of the most extensive checklists for evaluating English Language Teaching (ELT) textbooks is Sheldon's (1988). It highlights the significance of the right choice of textbooks for learners and teachers. The checklist is organized in categories which focus on different aspects of the textbook:

1. Rationale: Discusses the goals and focus of the textbook.
2. Availability: Describes how readily the textbook and supplemental materials can be obtained.
3. User Definition: Judges clarity of definition of the audience by the textbook.
4. Layout/Graphics: Deals with visual attractiveness and structural effectiveness of the learning text.
5. Accessibility: Checks if the textbook is well-organized and easy to navigate.
6. Linkage: Assesses the coherence and progression of content within the textbook.
7. Selection/Grading: Judges the appropriateness of the language content and its order.
8. Physical Characteristics: Includes strength, the size, and a possible value of the textbook.
9. Appropriacy: Assess whether the content is age appropriate for its intended target audience.
10. Authenticity: Evaluates how real the language and tasks in the book are.
11. Sufficiency: Evaluates whether the textbook is comprehensive and self-contained.
12. Cultural Bias: Tests of the cultural appropriateness and appropriateness of the administration and content.
13. Educational Validity: Examines the relationship between the textbook and larger educational education.
14. Stimulus/Practice/Revision: Assesses the interactive features and amount of practice and revision.
15. Flexibility: Considers the text's ability to be adapted to different teaching settings.
16. Guidance: Evaluates the existence of teacher support materials.
17. Overall Value for Money: Measures how cost-effective the textbook is.

Factors that distinguish Sheldon's from other tools are their explicit reflection of the importance of the cultural and educational appropriateness of the materials being reviewed, and the focus on the likelihood of being able to utilize the textbook in a classroom. (Sheldon, 1988).

2.8.2 **Cunningsworth (1995) Checklist**

Cunningsworth's (1995) checklist specifically concentrates on the rating of coursebooks in relation to learners' needs, teaching objectives and the learning process. The checklist has components across four broad areas:

1. Correspondence to learners' needs: The textbook must be a reflection of the goals and purposes of the language learning program.
2. Effective language use: The textbook is intended to enable students to use the language effectively for their own needs.
3. Facilitation of learning: The textbook should make learning easy and not mandate a specific learning methodology.
4. Support for learning: The role of the textbook is seen as a bridge between the target language and the learner.

Cunningsworth (1995) also provides a detailed set of checklists for assessing the integration of the four skills:

- **Listening:** the quality of listening materials, pre-listening activities and the authenticity of audio content.
- **Speaking:** Emphasis on spoken English, role-playing and communication-based activities.
- **Reading:** The authenticity of texts, progress in reading skills, and proficiency in answering questions about the content of the reading.
- **Writing:** Progression of writing tasks, focus on accuracy with an emphasis on self-editing.

Cunningsworth's checklists are especially appreciated for their orientation towards skills development and their practical application in the classroom. Most importantly, they can be

applied to evaluate the linguistic and pedagogical aspects of textbooks, and to ensure a balance and comprehensive approach to language learning.

2.8.3 Skierso (1991) Checklist

The Skierso checklist is one of the most detailed and comprehensive frameworks for textbook evaluation. It includes 59 criteria within six categories and encompasses many influences upon the effectiveness of a textbook. Key Criteria in the Skierso's Checklist:

- Bibliographical data: Contains the author's credentials, availability of supplementary materials, and cost comparisons.
- Goals: Determines if the textbook reflects the syllabus objectives and the needs of the students.
- Subject matter: Reviews content to determine appropriateness, variety and sensitivity.
- Vocabulary and structures: Judgments are made based upon the appropriateness, clarity, and sequence of the linguistic material.
- Exercises and activities: Assesses the effectiveness, communicative potential, and instructional clarity of tasks.
- Layout and physical make-up: Evaluates the visual appeal, organizational clarity, and durability of the textbook.

Skierso's checklist is particularly noted for its comprehensiveness and its focus on both the content and physical attributes of the textbook. It also includes a section for evaluating the teacher's guide, which is often overlooked in other frameworks. (Skierso, 1991).

2.8.4 Ansari and Babaii (2002)

Ansari and Babaii (2002) suggested a checklist that concentrates on the universal characteristics of EFL/ESL textbooks. Their model is motivated by what they posit as core features that any good textbook should have, irrespective of particular contexts. The main criteria include:

- Approach: The theoretical foundation and methodology of the textbook.
- Content presentation: The organization, sequencing, and grading of content.
- Physical features: The design, layout, and durability of the textbook.
- Administrative concerns: Cost, availability, and cultural appropriateness.

The list by Ansari and Babaii is especially suitable for examining textbooks in an international framework because it consists of universal criteria that can be applied to all EFL/ESL materials.

2.8.5 Ur (1996, 2023) Checklist

Ur's (1996, 2023) checklist is recognized for its effectiveness and simplicity. Her framework can be used by teachers to evaluate, quickly and effectively, how appropriate a textbook will be in relation to their teaching context and learners. The broad categories are as follows:

1. Methodological approach and objectives: There should be a clear indication in the coursebook regarding its pedagogical methodology and objectives.
2. Cultural acceptability: The approach should fit the learners' cultural norms.
3. Explicit syllabus: The syllabus itself needs to be a coherent and transparent curriculum, readable from the table of contents.
4. Layout and navigability: (For digital materials) A clear and attractive design with readable text and intuitive navigation are essential.
5. Interest of texts/tasks: Not necessary, but it does help to give input which is easy to teach.
6. Varied learning opportunities: Materials should recognize differences in level, style, and interest.
7. Clear instructions: Essential, especially in monolingual beginner classes.
8. Review and test sections: Useful but may be replaced with teacher-generated tests.
9. Pronunciation and spelling practice: Context-dependent; systematic, depending on one's preference.

10. Vocabulary practice: The most critical aspect of language expansion and review.
11. Grammar practice: From required to optional, depending on the teaching context.
12. Four-skills activation: Listening, speaking, reading, and writing tasks provide the basis for communicative practice.
13. Learner independence: Promoting students to become autonomous through self-check exercises or student-led activities is beneficial.
14. Teacher guidance: Teacher's guides are quite useful for new teachers.
15. Audio/video recordings: Essential for oral input and listening.
16. Visual materials: Essential for younger learners; less important for advanced learners.
17. Coursebook website: An additional source for some further materials.
18. Availability and affordability: Essential for practical use.

Ur's checklist is well-known because of its practicality and focus on both learner and teacher-centered needs. The 2023 updates provided by her place an increased focus on cultural relevance and the use of authentic ELT materials in modern coursebooks. It will continue to be well-liked by teachers and educators alike. (Ur, 1996, 2023).

Finally, the checklist method of textbook evaluation is a systematic and structured way of appraising the quality and appropriateness of educational materials. Every one of the frameworks considered – Sheldon (1988), Cunningsworth (1995), Skierso (1991), Ansari and Babaii (2002) and Ur (1996, 2023) – has its unique strengths and addresses different dimensions of textbook evaluation. Whereas Sheldon and Skierso are concerned with comprehensiveness and cultural appropriateness, Cunningsworth in turn, addresses linguistic and pedagogical appropriateness. Ansari and Babaii emphasize global standards, and Ur focuses on practicality and convenience.

Conclusion

In summary, the evaluation of teaching materials, especially textbooks, is a complex activity that needs to be approached systematically and on principle. Materials evaluation, as presented in this chapter, is important in the sense that it is the process of determining the usefulness, relevance and match between resources for language teaching and the learners' needs as well as the teacher's pedagogical objectives. The elaboration of clear and context-specific criteria and the application of checklists will be a key step in this process. The chapter emphasized the need to take steps beyond impressionistic judgments towards more systematic assessments. Guiding assessments through well-known theories of second language learning and teaching, and contextualizing criteria to the context and medium of the learning materials, teachers can make informed decisions as to the adoption, editing, or adaptation of language learning resources. One way of doing this is the use of checklists such as those offered by Sheldon (1988), Cunningsworth (1995), Skierso (1991), Ansari and Babaii (2002), and Ur (1996, 2023), which present enhanced guidelines for the assessment of textbooks and ensure that none of the important elements is missed. Additionally, the chapter reiterated the ongoing improvement and change to the materials to suit the changing needs of learners. The systematic approach to materials evaluation demonstrates how teachers can improve their language teaching, as well as improve the learning outcomes of learners. Tomlinson (2023) states that educators who take a principled approach towards materials evaluation will positively improve the quality of the materials and the overall learning experience of their students.

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CHAPTER THREE: DATA ANALYSIS AND RESULTS

Introduction

This chapter describes the research methodology used to evaluate "*My Book of English 5 PS*", an English textbook for fifth-year primary students in Algeria, based on Penny Ur's 18 evaluation criteria. It describes how the research employed a mixed method design to gather teachers' perceptions of the textbook in terms of pedagogical, cultural, and practical aspects. Therefore, the chapter systematically describes the sampling strategy and data collection tools, which were used to gather the data, primarily a structured questionnaire that predominantly contained Likert-scale items but also included open-ended questions. The subsequent sections then describe how statistical analyses (e.g., descriptive statistics, reliability analysis, and factor analysis) and content analysis were used to make sense of the data gathered and conclude with a content evaluation of the textbook. Furthermore, the chapter discusses key findings and provides relevant recommendations that would help to inform future revisions.

3.1 Research Design

The research methodology employed in this study is a mixed-methods design, integrating quantitative descriptive analysis, qualitative open-ended feedback, and content analysis, all structured around Penny Ur's (2023) textbook evaluation framework. As Abbas and Mbata (2024) emphasized that a descriptive design was chosen to systematically explore teachers' perceptions of the textbook's pedagogical, cultural, and practical dimensions, using a questionnaire as the primary tool. Quantitative methods were prioritized to objectively analyse numerical data, including Likert-scale responses and descriptive statistics, aligning with the study's goal to describe phenomena as they exist without manipulating variables (Paltridge and Phakiti, 2015). The questionnaire integrated closed-ended Likert-scale items and open-ended qualitative questions, ensuring a mixed-methods

approach. The Likert-scale section employed a 5-point format (totally unimportant to essential) to quantify teachers' evaluations of criteria such as cultural relevance, grammar content, and supplementary resources. Open-ended responses allowed participants to elaborate on recommendations for improvement, capturing nuanced insights beyond numerical ratings (Paltridge and Phakiti, 2015).

The statistical means, variance, and standard distribution were calculated by SPSS 23.0 to summarise central tendencies and variability in the data for descriptive statistics. As highlighted by Mackey and Gass (2005), such statistics present a broad picture of the answering behaviour and enable efficient interpretation of large datasets. Dörnyei (2003) also emphasised that descriptive statistics provide a practitioner summary of scores and consider that these would be limited to sample-based inferences.

Reliability analysis was performed using Cronbach's alpha to examine the internal consistency of the 18 criteria. Cronbach's alpha > 0.70 were considered as acceptable, indicating an adequate level of internal consistency across items that measure the same construct (Paltridge & Phakiti, 2015; Dörnyei & Dewaele, 2023). For smaller scales, alpha > 0.60 was kept in order to represent an equilibrium between practical and psychometric significance (Mackey & Gass, 2005).

Underlying dimensions, such as core language components and supplementary materials, were discovered through factor analysis (Principal Axis Factoring) of correlating variables (Mackey & Gass, 2005). Such method has served to support the reliability analyses and provide a more thorough understanding of the questionnaire's structural validity (Paltridge & Phakiti, 2015). The Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test confirmed the suitability of factor analysis although with moderate sampling adequacy.

3.2 Participants of the Study

3.2.1 Population

The population consisted of 89 English language teachers who work in primary schools in Biskra's second educational district, Algeria. Teachers' views were worthy of consideration because they are the main users of the textbook, and their field experiences may shed light on its usefulness (Aounali, 2014). According to Cunningham (1995), textbook evaluation should focus on the point of view of end-users, as teachers' "mediate" materials to students and can sense whether these materials match or oppose curricular objectives. The district's heterogeneous urban and rural schools were a representative environment in which to assess the relevance of the textbook in a variety of educational settings.

3.2.2 Sample

A stratified random sample of 32 teachers were selected, comprising 29 female and 3 male (36% of the population) to ensure both urban and rural schools were proportionately represented. Stratification criteria included gender, qualifications and teaching experience was used to reflect the population's diversity.

Stratified random sampling is a form of random sampling in which strata within a population are identified and samples are drawn from them (Paltridge & Phakiti, 2015). The advantages of the application of stratified random sampling in educational research are that it will help to ensure the adequate representation of varieties of subgroups of the population. This method increases the external validity of the results, enabling conclusions to be drawn on a broader population. The sample of the current research was determined so as to represent the variety of teaching contexts in the district of Biskra; thus, ensuring the generalizability of the experiment to the entire population of English teachers in primary schools in Algeria. Anonymity procedures were implemented in order

to minimize response bias, as Dörnyei and Dewaele (2023) assert, unidentified participants are less likely to give honest responses.

3.3 Data Collection Tools and Procedures

3.3.1 Questionnaire for English Teachers

According to Cummingsworth (1995), one useful aspect when scrutinizing textbooks is obtaining feedback from the books' actual users: the students and teachers. Among the most commonly used tools are questionnaires. As Dörnyei and Dewaele (2023) point out: "A questionnaire allows the researcher to collect a huge amount of information in a relatively short time, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people." (p. 7). It is particularly common in second language (L2) research studies as it is a kind of technique that is easy to set up and that produces data that are easily analyzable (Dörnyei & Dewaele, 2023). Supporting this practice, Paltridge and Phakiti (2015) note that questionnaires facilitate data collection at a large scale, objectify the scoring of the responses and their quantitative analysis.

3.3.2 Objectives of the Questionnaire

1. The questionnaire aimed at:
2. Assessing the textbook on the basis of Ur's (2023) 18 criteria for evaluating textbooks, taking into account pedagogical, cultural and practical perspectives.
3. Analysing design (layout), content (grammar exercises), and ancillary content (audio resources) for strengths and weaknesses.
4. Collecting valuable feedback for future editions, such as simplifying content or adding multimedia.

3.3.3 Description of the Questionnaire

The questionnaire is a carefully designed instrument with three separate sections:

3.3.3.1 Section One: General Information

This section records key demographic characteristics, such as gender, qualifications, teaching experience, and class load and size.

3.3.3.2 Section Two: Coursebook Evaluation

Teachers were then requested to evaluate the textbook "My Book of English 5PS" based on the evaluation criteria of Penny Ur (2023) in a 5-point Likert scale (totally unimportant, not important, not sure, quite important and essential). The questionnaire comprised 18 items related to the textbook on different dimensions, including its approach and objectives, syllabus design, pronunciation and spelling instruction, vocabulary and grammar content, listening, speaking, reading, and writing activities, cultural relevance, layout, engagement level, audio resources, visual materials, website accessibility, and availability.

This method is consistent with closed-ended questionnaires that Paltridge and Phakiti (2015) characterize as instruments where participants are first given specified response categories for the purpose of efficient data collection. In particular, the Likert-type scale, one of the most accessible survey items, enables structured answers that are coded in numerical format for statistical analysis.

3.3.3.3 Section Three: Open-Ended Suggestions

In order to collect qualitative feedback for potential improvements, teachers were asked to provide suggestions for improving future editions of the textbook. This open-ended format allowed respondents the freedom to express their views with varying degrees of brevity or description. As Paltridge and Phakiti (2015) point out, open-ended questionnaires require participants to produce written responses and generate their answers in their own terms, and response lengths and depths can also differ. This method complemented the Likert-scale data by providing a means to gain in-depth insights into different views on the quality of the textbook from the respective participants.

3.3.4 Administration

With the help of an English inspector, the questionnaire was distributed to teachers at the training seminar in March 2025. This strategic placement accounted for a response in response rate, as the participants were readily available. Among the 35 questionnaires that were administered, 32 were returned with complete responses. The inspector played a crucial role in organizing the distribution and collection process.

Participants were 32 English teachers selected through a stratified random sample technique from several primary schools in the second Biskra District. This sampling approach was chosen to provide an even mix of urban and rural school representation, as well as to capture a variety of teaching backgrounds and experiences. As Roopa and Rani (2012) suggest, well-constructed and ethically administered questionnaires are proven techniques for learning about specialized populations.

3.4 Data Analysis Tools and Procedures

Descriptive statistics, reliability analysis, and factor analysis were performed to make in-depth data analysis.

3.4.1 Descriptive Statistics

Descriptive statistics offered clear, concise details that comprehensively captured the participants' responses. Statistical Package for Social Sciences (SPSS 23.0) was used to calculate statistics such as mean, variance, and standard deviation of items measured on a five-point Likert scale. The mean, the arithmetic average of scores, is a basic statistical measure and the basis of many other advanced measures (Mackey and Gass, 2005). The variance is the square of the standard deviation, which also provides a measure of the dispersion of scores about the mean (Mackey and Gass, 2005). Informants' views were also summarized into tables for comments and suggestions were recorded. The formulas used in the analysis are as follows:

- **Sample Mean:** $\bar{x} = \frac{\sum x_i}{n}$

- **Sample Standard Deviation:** $s = \sqrt{s^2} = \sqrt{\left[\frac{\sum (x_i - \bar{x})^2}{n-1} \right]}$

- **Sample Standard Deviation:**

$$s^2 = \frac{\sum (x_i - \bar{x})^2}{n-1}$$

Descriptive statistics are efficient for summarizing data; however, they are specific to the sample and do not permit generalizations beyond it (Dörnyei, 2007).

3.4.2 Reliability Analysis

Internal consistency reliability was measured with Cronbach's alpha, which reflects the extent to which items on a scale measure the same construct. Cronbach's alpha lies between 0 and 1, with a score closer to 1 signifying higher reliability (Paltridge & Phakiti, 2015; Dörnyei & Dewaele, 2023). This task becomes easy in SPSS, which computes not only the alpha coefficient as a whole, but also an estimate of how the reliability would change if a particular item were eliminated. While an alpha of 0.80 can be approached by well-constructed attitude scales, shorter scales may also be acceptable with alphas over 0.70.

3.4.3 Factor Analysis

Factor analysis, namely Principal Axis Factoring (PAF), was employed to extract the underlying dimensions including core language contents and supplementary materials. This technique analyses the shared variation across variables, and clusters similar items into factors (Mackey & Gass, 2005; Paltridge & Phakiti, 2015). Two tests of adequacy for factor analysis were used to verify whether factor analysis was appropriate:

3.4.3.1 Kaiser-Meyer-Olkin (KMO) Measure

This measure evaluates the adequacy of sampling by estimating the proportion of variance due to common factors. A value of 0.6 or higher is considered adequate whereas values greater than or equal to 0.8 indicate an excellent fit (Kaiser, 1970; Field, 2018).

3.4.3.2 Bartlett's Test of Sphericity

This test checks whether the correlation matrix significantly departs from an identity matrix, ensuring that factor analysis is warranted. A significant result ($p < .05$) lends support to the existence of meaningful relations among the variables, but very large sample sizes can increase the likelihood of significance (Tabachnick & Fidell, 2019).

Together, these methods offered a strong strategy for interpreting the data and for establishing the results as reliable and valid.

3.5 Questionnaire Analysis

In this descriptive and analytical section, we analyse the results of the questionnaire, rendering and recording the mean, the variance and the standard deviation values, as well as the calculated percentages in a table and in graphic. The quantitative results will be explained and discussed in detail for all the criteria and for all the sections.

Key features of the questionnaire are presented by statistical test in Table 3.1

Table 3.1*Descriptive Statistics of Teachers' Evaluations Across All Criteria*

	N	Mean	Std. Deviation	Variance
Criterion 1: Approach and objectives.	32	4.06	1.343	1.802
Criterion 2: Cultural aspects.	32	4.41	0.798	0.636
Criterion 3: Syllabus.	32	3.69	1.378	1.899
Criterion 4: Layout.	32	4.41	1.188	1.410
Criterion 5: Interest.	32	3.97	1.307	1.709
Criterion 6: Varied learning opportunities.	32	4.28	1.023	1.047
Criterion 7: Clear instructions.	32	4.19	0.780	0.609
Criterion 8: Reviews and tests.	32	3.50	1.295	1.677
Criterion 9: Pronunciation and spelling.	32	4.13	0.942	0.887
Criterion 10: Vocabulary.	32	4.09	0.963	0.926
Criterion 11: Grammar.	32	4.37	1.040	1.081
Criterion 12: Listening, speaking, reading and writing.	32	4.13	0.942	0.887
Criterion 13: Learner independence.	32	4.03	1.470	2.160
Criterion 14: Teacher's guides.	32	3.31	1.378	1.899
Criterion 15: Audio and video recordings.	32	1.34	0.653	0.426
Criterion 16: Visual materials.	32	1.19	0.397	0.157
Criterion 17: Coursebook Website.	32	1.31	0.471	0.222
Criterion 18: Availability.	32	4.62	0.492	0.242
Valid N (listwise)	32			

3.5.1 Section One: General Information and Teaching Experience**Q3. Teachers' experience:** *How long have you been teaching English in primary school?***Table 3.2***Teachers' Experience*

	Frequency	Percent	Mean	Std. Deviation	Variance
One year	5	15.63 %			
Two years	5	15.63 %			
Three years	22	68.74%	2.53	0.761	0.580
Total	32	100 %			

In terms of **teachers' experience**, the majority (68.74%) have been teaching English for three years, with 15.63% each for one year and two years. Coding these 'years of experience' responses as 1 for one year, 2 for two years, and 3 for three years yields a mean of 2.53, which suggests that, on average, teachers are closer to their third year of experience. The moderate standard deviation

(0.761) and variance (0.580) indicate that there is some diversity with respect to the teaching experience of the sample; however, the high percentage of three-year teachers is indicative of a quite consistent level of teaching experience among the respondents. This commonality of experience could lead to greater uniformity in the way the effectiveness of the coursebook is judged.

Q4. Fifth-year teaching classes: *How many fifth-year classes do you teach?*

Table 3.3

Fifth-year teaching classes

	Frequency	Percent	Mean	Std. Deviation	Variance
Two classes	18	56.30 %			
Three classes	12	37.50 %	2.50	0.622	0.387
Four classes	2	6.20 %			
Total	32	100 %			

In terms of the number of passive fifth-year classes taught by these teachers, the data show that 56.30% teach two classes, 37.50% teach three classes, and only 6.20% teach four classes. When coded (two classes = 2; three classes = 3; and four classes = 4), the mean is 2.50; so, on average, the teachers are teaching between two and three classes. The standard deviation is low (0.622) and the variance is low (0.387), indicating that the passive fifth-year classes taught by these teachers have no relatively large spread in the number of classes taught. The moderate teaching loads may potentially influence the method of coursebook enactment in the classroom because teachers with similar responsibilities may anticipate navigating similar obstacles and opportunities.

Q5. Number of pupils: How many pupils are there in each class?

Table 3.4

Number of pupils

	Frequency	Percent	Mean	Std. Deviation	Variance
Less than 25 pupils	2	6.25 %			
Between 25 and 40 pupils	27	84.37 %	2.03	0.40	0.160
More than 40 pupils	3	9.38 %			
Total	32	100 %			

In terms of *the number of pupils per class*, almost all (84.37%) reported that their classes have between 25 and 40 pupils. The mean of 2.03 suggests that the average class falls in the midrange category of the number of pupils in which they are likely to vary (Greater than 25 and less than 40 pupils). The very low standard deviation (0.40) and variance (0.160) indicate that classes in the sample do not vary greatly in size. The similarity of class sizes affords some consistency across the sample in class design, which could be one important consideration when interpreting the effectiveness of the coursebook.

Discussion

In general, the descriptive statistics reveal that the majority of teachers are female and tend to be BA-qualified teachers who have approximately three years of teaching experience and about the same number of classes, each comprised of a relatively consistent number of students. There are various similarities among the teachers that provide a useful context for understanding how the teachers might evaluate the coursebook "*My Book of English 5PS*" with respect to the criteria provided by Penny Ur. Homogeneity in key demographic and teaching environment variables reflects evaluations being made under similar contexts, which lends credence to the interpretations made from their responses.

3.5.2 Section Two: Evaluating the Coursebook Using Ur's Criteria.

In this descriptive analytical section, we will analyse the results from the second section of the questionnaire and present the mean, variance, and standard deviation (time and money) calculated in percentages, as shown in tables and graphs. After the quantitative overview, we will interpret and discuss the results for each criterion as we go through them one by one.

Criterion 1: Approach and objectives: *The methodological approach and objectives are clearly explained in the introduction and implemented in the material.*

Table 3.5*Teachers' Views on the Approach and Objectives of the Textbook*

	Frequency	Percent	Mean	Std. Deviation	Variance
Totally unimportant	1	03.13 %			
Not important	7	21.88 %			
Quite important	5	15.63 %	4.06	1.343	1.802
Essential	19	59.36 %			
Total	32	100 %			

The coursebook's *approach and objectives* had an average score of 4.06, with a standard deviation of 1.343 and a variance of 1.802. This fairly high average suggests that, as a whole, teachers regard the stated approach and objectives as significant. However, the moderate standard deviation and variance nonetheless reflect some variation among the respondents. In terms of frequency, 59.36% of the respondents rated the criterion "essential," reinforcing the notion that a clearly specified pedagogical aim is necessary. At the other extreme, 21.88% of colleagues rated it "not important" and a scant 3.13% chose "totally unimportant." Presumably, these differences resulted from differences in experience with clarity between how clearly the coursebook objectives were established and the extent to which they directly influence the actual activities in the classroom. Ur (2023) maintains that the coursebook's objectives are at times mostly or entirely rhetorical in nature rather than practical and the spread we see here suggests that many teachers could find value in the objectives, but a significant minority found it problematic with respect to implementing them effectively.

Criterion 2: Cultural aspects. *The approach is culturally acceptable to the target students.*

Table 3.6*Teachers' Evaluation of the Cultural Aspects of the Textbook*

	Frequency	Percent	Mean	Std. Deviation	Variance
Not important	2	06.25 %			
Quite important	13	40.63 %			
Essential	17	53.12 %	4.41	0.798	0.636
Total	32	100 %			

Cultural aspects received a mean of 4.41 with a relatively low standard deviation (0.798) and lower variance (0.636) suggesting positive agreement and consistently favourable views. More than 93% of all teachers (53.12% deemed essential and 40.63% deemed it quite important) felt that cultural aspects were an important ingredient. The relatively low variation in response suggests that nearly all teachers valued them in the same way. This appears to indicate that where cultural aspects were included, the coursebook likely integrated culturally relevant contexts that aligned meaningfully with the students' backgrounds, or the social context in which the educational course design communicated. Consistent with Ur's criteria, cultural aspects were valued not merely for diversity's sake, but to provide opportunities for context that might allow language learning to be more meaningful. Teachers who rated them substantially lower than other teachers were likely from a social context where cultural aspects were less valuable or where their own cultural framework was not aligned with that of the coursebook.

Criterion 3: Syllabus: *There is an explicit syllabus, which is covered systematically.*

Table 3.7

Teachers' Views on the Syllabus Design of the Textbook

	Frequency	Percent	Mean	Std. Deviation	Variance
Totally unimportant	3	09.38 %			
Not important	6	18.75 %			
Quite important	12	37.50 %	3.69	1.378	1.899
Essential	11	34.37 %			
Total	32	100 %			

The syllabus criterion yielded a mean of 3.69, with a wide dispersion (1.378) and variance (1.899), indicating significant variation in teachers' perceptions. Roughly 34.37% of teachers rated the syllabus as "essential" and 37.50% rated it as "quite important" to their teaching needs, while approximately 28.13% believed the syllabus did not align with their teaching needs rating it either "not important" (18.75%) or "totally unimportant" (9.38%). This divergent response suggests that the syllabus presented in the criteria did present a coherent syllabus, but some educators who took

the criteria to heart thought that components on topics or skills they viewed as necessary were missing. According to Ur (2023), an effective syllabus needs to include a defined layout that shows how the course adheres to national syllabuses, in relation to what is happening within the classroom. The significant variations in the syllabus responses could suggest the presence of different curricula across regions or potential differences in teacher expectations based on depth and breadth of content.

Criterion 4: Layout: *The layout is clear and attractive, and the print is easy to read. If digital, then it is easy to navigate from page to page.*

Table 3.8

Teachers' Views on the Layout of the Textbook

	Frequency	Percent	Mean	Std. Deviation	Variance
Totally unimportant	3	09.38 %			
Quite important	7	21.88 %			
Essential	22	68.74 %	4.41	1.188	1.410
Total	32	100 %			

Layout was rated with a mean of 4.41, a standard deviation of 1.188, and a variance of 1.410, proving that the vast majority of teachers rate this as a very important feature of the coursebook. That visual design, navigability, and overall readability are valued is clear, considering 68.74% rated the layout as “essential” and another 21.88% marked it as “quite important.” User-friendly design can achieve good teaching effects and learning effects, participants can quickly find the information through the design of the system, saving the participants' memory load and cognitive load. That “totally unimportant” frequency being relatively low (9.38%) indicates that there may be minor disagreements or preferences about design specifics (e.g., font, spacing), but overall respondents are pleased with how the page looks. This strong showing on layout reflects Ur's (2023) pervasive insistence on the value of clear, learner-friendly materials.

Criterion 5: Interest: *The texts and tasks are interesting.*

Table 3.9*Teachers' Evaluation of the Interest Aspects of the Textbook*

	Frequency	Percent	Mean	Std. Deviation	Variance
Totally unimportant	3	09.38 %			
Not important	2	06.25 %			
Not sure	3	09.38 %			
Quite important	9	28.11 %	3.97	1.307	1.709
Essential	15	46.88 %			
Total	32	100 %			

Interest in the material ranged from a mean of 3.97, a standard deviation of 1.307, and a variance of 1.709, indicating a generally high score but with a substantial amount of individual diversity. Here, 46.9% of teachers rated the material as "essential" as a way to get students engaged, while 28.1 percent rated it as "quite important," in the same regard. A further 12.5% of teachers rated it as "totally unimportant"; 15.6% as "not important" and 9.4% had indicated they were not sure. Subjective factors, such as personal teaching style or variation in classroom goals, could account for this generalization. Some teachers may think that the coursebook already motivates students, while others may argue it is not lively enough to interest new students. Interest, as Ur (2023) asserts, is essential, and this can be sharply accentuated through the teacher's own creativeness, which is probably the confounding factor in these ratings.

Criterion 6: Varied learning: *The texts and tasks are varied in level and style, afford learning opportunities for different learner levels, learning styles, interests, etc.*

Table 3.10*Teachers' Viewpoints on the Varied Learning Opportunities of the Textbook.*

	Frequency	Percent	Mean	Std. Deviation	Variance
Not important	4	12.50 %			
Not sure	1	03.13 %			
Quite important	9	28.13 %	4.28	1.023	1.047
Essential	18	56.24 %			
Total	32	100 %			

The mean was 4.28, the standard deviation was 1.023, the variance was 1.047, and varied learning opportunities appear to be of high value to most teachers. Here, it is stated that "Essential"

is considered essential for 56.24% and "Quite important" for 28.13%, showing that the coursebook generally has a variety of tasks and levels of difficulty. "Not important" can be perceived as an indication that there may be either a differentiation- or learning-style-adaptation gap. A good coursebook, as Ur says, should cater to a wide range of student needs: the tasks it presents should be both difficult and less difficult. The favourable overall score seems to confirm this, however, with the dissenting opinions, there is still room for improving the content diversity and the difficulty of the tasks.

Criterion 7: Clear instructions: Instructions are clear.

Table 3.11

Teachers' Evaluations of the Clarity of Instructions in the Textbook.

	Frequency	Percent	Mean	Std. Deviation	Variance
Not sure	7	21.9			
Quite important	12	37.5			
Essential	13	40.6	4.19	0.780	0.609
Total	32	100 %			

Clear instructions received a mean score of 4.19, a low standard deviation of 0.780, and a variance of 0.609, indicating strong overall consensus on their importance, and a great majority (40.6% of responses indicating "essential", and 37.5% indicating "quite important" response) they felt that the instructions were clear. However, 21.9% of the teachers rated that they were "not sure", suggesting that while the instructions are generally well presented, and clearly stated, an occasional ambiguity or level of complexity, may be holding back some teachers from giving a stronger endorsement. Ur's framework also highlights the importance of clarity and conciseness in direction making, particularly in language learning contexts where learners may be beginners, so a strong overall rating is a good sign, despite around a quarter of the responses indicating potential for further refinement.

Criterion 8: Reviews and tests: *There are review and test sections.*

Table 3.12

Teachers' Viewpoints on the Reviews and Tests in the Textbook.

	Frequency	Percent	Mean	Std. Deviation	Variance
Totally unimportant	3	9.38 %			
Not important	5	15.63 %			
Not sure	5	15.63 %			
Quite important	11	34.36 %	3.50	1.295	1.677
Essential	8	25.00 %			
Total	32	100 %			

The reviews and tests component received a mean of 3.50, a standard deviation of 1.295, and a variance of 1.677, indicating it was of moderate importance with very large variation in teachers' responses. While 25% of surveyed teachers considered it "essential" and 34.36% "quite important", 25% combined declared this aspect to be negative (with 9.38% rating it "totally not important" and 15.63% as "not important"), and a further 15.63% were undecided. This range indicates differing views as to whether or not the prescribed tests and revision tests sufficiently support learning. Ur (2023) notes that many teachers like having their own assessments that are more applicable to their own classes, which could account for the overall lower score and the difference of opinions in this area.

Criterion 9: Pronunciation and spelling: *There are pronunciation and spelling explanations and practice.*

Table 3.13

Teachers' Evaluations of the Pronunciation and Spelling in the Textbook.

	Frequency	Percent	Mean	Std. Deviation	Variance
Not important	4	12.50 %			
Quite important	16	50 %			
Essential	12	37.50 %	4.13	0.942	0.887
Total	32	100 %			

The focus on *pronunciation and spelling* by teachers had a mean of 4.13 with a standard deviation of 0.942 and a variance of 0.887, revealing support from the teachers. With 37.50% giving

it a rating of “essential” and 50% a rating of “very important”, all but one of them understand the significance of these fundamental language skills. And a mere 12.50 percent considered it “not important.” Its moderate variability implies a shared knowledge in L2 acquisition about what it represents. Following Ur’s requirements, both accurate pronunciation and correct spelling are a must, even though they are only in-between the focuses in certain course-books. The positive estimate in this population supports their contribution to the development of general linguistic competency.

Criterion 10: Vocabulary: *There are vocabulary explanations and practice.*

Table 3.14

Teachers’ Viewpoints on the Vocabulary Content of the Textbook.

	Frequency	Percent	Mean	Std. Deviation	Variance
Not important	3	9.38 %			
Not sure	4	12.50 %			
Quite important	12	37.50 %	4.09	0.963	0.926
Essential	13	40.62 %			
Total	32	100 %			

Vocabulary scored a mean of 4.09, with a standard deviation of 0.963 and a variance of 0.926, which indicates that many teachers hold a view of its importance. The frequency information indicates that 40.62% of the respondents view vocabulary as an “essential” component, 37.50% think it is “quite important,” while a small number (9.38%) believe that it is “not important” and 12.50% are not sure. This is a fair judgment, and it corresponds closely to a consensus about the importance of vocabulary in language learning. Ur (2023) emphasizes the value of a large number of vocabulary exercises in a coursebook, and these findings suggest that the majority of participating teachers found the coursebooks’ vocabulary part to be effective, while a small number think it could be improved.

Criterion 11: Grammar: *There are grammar explanations and practice.*

Table 3.15

Teachers' Evaluations of the Grammar Content of the Textbook.

	Frequency	Percent	Mean	Std. Deviation	Variance
Not important	4	12.5			
Not sure	1	3.1			
Quite important	6	18.8	4.37	1.040	1.081
Essential	21	65.6			
Total	32	100 %			

Grammar received one of the highest evaluations, with a mean of 4.37, a standard deviation of 1.040, and a variance of 1.081. An impressive 65.6% of teachers rated grammar as "essential" and 18.8% as "quite important." Only a few of them did so (12.5% thought it was "not important" and 3.1% were "not sure"). Such a high degree of consensus suggests that teachers perceive the grammar content to be both comprehensive and well delivered – a key feature of good language teaching. Ur (2023) stresses the importance of clear, systematic grammar instruction, and the very high scores for this component suggest that grammar has been the backbone for the coursebook design.

Criterion 12: Listening, speaking, reading and writing: *There are tasks that activate the students in listening, speaking, reading and writing.*

Table 3.16

Teachers' Viewpoints on the Integrated Language Skills of the Textbook.

	Frequency	Percent	Mean	Std. Deviation	Variance
Not important	2	6.3			
Not sure	6	18.8			
Quite important	10	31.3	4.13	0.942	0.887
Essential	14	43.8			
Total	32	100 %			

The integration of *the four language skills* achieved a mean of 4.13, with a standard deviation of 0.942 and a variance of 0.887. The frequency distribution showed that 43.8% of the teachers considered it “essential”, and 31.3% as “quite important,” while 18.8% were “not sure” and only 6.3% rated it “not important”. This indicates a strong vote for all-skills development (skilled balanced, or the four-skills approach), a principle in communicative language teaching. The low standard deviation suggests that, for the most part, teachers concur as to the perceived importance of successfully integrating these skills, promoting the appropriate integration of the coursebook with Ur’s insistence on communicative competence.

Criterion 13: Learner independence: *The material encourages learners to develop their own learning strategies and to become independent in their learning.*

Table 3.17

Teachers’ Evaluation of the Learner Independence Features of the Textbook.

	Frequency	Percent	Mean	Std. Deviation	Variance
Totally unimportant	3	9.4			
Not important	5	15.6			
Quite important	4	12.5	4.03	1.470	2.160
Essential	20	62.5			
Total	32	100 %			

Learner independence achieved a higher mean of 4.03, also the highest variance of 2.160 and a higher standard deviation of 1.470. While 62.5% of teachers viewed it as “essential,” a significant 15.6% thought it “not important” and 9.4% “totally unimportant.” This commonality suggests varying views on how well the coursebook is achieving self-directed learning. Although some teachers appreciate independent learning materials, some feel there is not enough in the coursebook for students to be given some independence. Ur (2023) acknowledges learner independence as a problematic criterion and diverse answers also highlight how challenging it is to promote autonomy in learners when learning a second language.

Criterion 14: Teacher's guides: *There is adequate guidance for the teacher (teacher's guide, or teacher's notes).*

Table 3.18

Teachers' Viewpoints on the Teacher's Guides.

	Frequency	Percent	Mean	Std. Deviation	Variance
Not important	16	50.0%			
Quite important	6	18.8%			
Essential	10	31.3%	3.31	1.378	1.899
Total	32	100 %			

The teacher's guides achieved a mean of 3.31, with a standard deviation of 1.378 and a variance of 1.899, demonstrating low satisfaction with this component. Half of the teachers (50%) described the guides as "not important"; only 31.3% considered them "essential," and 18.8% as "quite important." The large number of negative responses suggests that many teachers believe the guides are inadequate or poorly designed. Good teacher's guides are critical in offering instructional support and for enriching lesson planning, and the lower rating here suggests a potential place for development in the more concrete support of classroom practices envisioned by Ur.

Criterion 15: Audio and video recordings: There are audio recordings available.

Table 3.19

Teachers' Evaluations of the Audio and Video Resources in the Textbook.

	Frequency	Percent	Mean	Std. Deviation	Variance
Totally unimportant	24	75 %			
Not important	5	15.62 %			
Not sure	3	9.38 %	1.34	0.653	0.426
Total	32	100 %			

Audio and video recordings are particularly poor overall, with extremely low mean of 1.34, a standard deviation of 0.653, and a variance of 0.426. An overwhelming 75% of teachers rated this component as "totally unimportant," another 15.62% assigned it the designation of "not important," and only 9.38% were left "not sure." The very low scores indicate the fact that these essential

multimodal features are not provided. Ur (2023) stresses the importance of providing not only auditory, but also visual input in developing listening and speaking skills, so the absence of recordings is a major drawback, which likely hinders the coursebook's ability to support a comprehensive communicative approach.

Criterion 16: Visual materials: *There are visual materials available: posters, video, flashcards...*

Table 3.20

Teachers' Viewpoints on the Visual Materials of the Textbook.

	Frequency	Percent	Mean	Std. Deviation	Variance
Totally unimportant	26	81.3			
Not important	6	18.8	1.34	0.653	0.426
Total	32	100 %			

Visual materials achieved the lowest mean score of 1.19, a very low standard deviation of 0.397, and a variance of 0.157. A total of 81.3% of teachers voted that it was "totally unimportant," and the rest, 18.8%, judged it to be "not important." This also shows a virtual consensus that the coursebook lacks visual support. As colourful illustrations are an important means for captivating the attention of young learners and making difficult concepts more approachable, the neglect of pictures and images is indeed a major weakness in view of Ur's claim that the visual dimension of coursebooks should serve to facilitate understanding and maintain student interest.

Criterion17: Coursebook Website: There is a coursebook website, with guidance and supplementary materials available.

Table 3.21

Teachers' Evaluations of the Coursebook Website.

	Frequency	Percent	Mean	Std. Deviation	Variance
Totally unimportant	22	68.8			
Not important	10	31.2	1.31	0.471	0.222
Total	32	100 %			

The coursebook website achieved a mean of 1.31, with a standard deviation of 0.471 and a variance of 0.222. In this case, 68.8% of teachers evaluated the website as “totally not important” and 31.3% as “not important”. The consistently low evaluations demonstrate the lack of an added digital component, which has become the norm in language teaching. These include additional interactive materials, supplementary exercises or extra support for the teacher. Then, such features are accommodated in Ur’s framework, so the low score here suggests that the coursebook does not do a very good job of incorporating up-to-date, web-based learning tools.

Criterion 18: Availability: *The material is easily available and not too expensive.*

Table 3.22

Teachers’ Viewpoints on the Availability of the Textbook.

	Frequency	Percent	Mean	Std. Deviation	Variance
Quite important	12	37.50 %			
Essential	20	62.50 %	4.62	0.492	0.242
Total	32	100 %			

To conclude, *availability* received the highest overall average mean of 4.62, along with a low standard deviation of 0.492 and variance of 0.242. All instructors rated the availability item positively, with 62.5% rating it as "essential" and the other 37.5% as "quite important." This indicates a common belief that the coursebook is available and affordable, an important aspect of teacher selection of educational resources. Ur reminds us that even a theoretically ideal coursebook is worthless if it is not readily available or excessively expensive. The strong positive rating of availability suggests that the coursebook, while flawed in other ways, fills the practical need of being easy to obtain.

Discussion.

The detailed analysis shows that while the coursebook "My Book 5PS" receives recognition for its layout, cultural content, integration of core language skills, and accessibility, it falls short regarding

multimedia support (audio/video recordings, visual materials, digital resources) and teacher support (guides). These results indicate that despite the fact that the main pedagogical principles are firm, the additional ELT materials need to be improved in order to fully meet the standards outlined by Penny Ur's criteria.

3.5.3 Analysis and Interpretation of the Questionnaire Data

A detailed analysis and interpretation of the questionnaire data for the coursebook evaluation according to Ur's criteria are presented below: The reliability, validity, and principal axis factor analysis (PAF) of the 18 criteria are presented.

3.5.3.1 Reliability Analysis

Table 3.23

Reliability Analysis of the Evaluation Questionnaire (Cronbach's Alpha).

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.897	0.897	18

Based on the reliability statistics, the overall Cronbach's alpha is approximately **0.897**.

Interpretation:

- A Cronbach's alpha value of 0.897 is rated as “**excellent**” in social science research, showing that it indicates the items are highly internally consistent and measure a single common underlying construct—that is, the overall quality and effectiveness of the coursebook.
- Although, the item-total scores for multimedia-support items (Criteria 15, 16, 17) are less high (usually around 0.31–0.34), but deletion would not lead to an improved reliability if these were deleted (the alpha would remain in the range 0.888–0.898). This is indicative of the unique contribution of every item, including those measuring the absence of a digital component at evaluation.

3.5.3.2 Validity Analysis

3.5.3.2.1 Content Validity. The instrument was designed around Ur's framework. Its items cover a wide range of dimensions, including:

- **Core language components:** Approach, Syllabus, Pronunciation/Spelling, Vocabulary, Grammar, and integrated skills (Listening, Speaking, Reading, Writing).
- **Culture, design and usability:** Cultural aspects, Layout, and Interest.
- **Pedagogical support:** Varied learning opportunities, Clear instructions, Reviews and tests, Teacher's guides.
- **Supplementary resources:** Audio/video recordings, Visual materials, Website.
- **Practical aspects:** Availability (cost and ease of access).

3.5.3.2.2 Construct Validity.

- High inter-item correlations among related items that are expected to be related. For example, Criterion 1 (Approach and Objectives) and Criterion 11 (Grammar) show a high correlation ($r \approx 0.769$), and Criterion 2 (Cultural Aspects) correlates strongly with Criterion 4 (Layout) ($r \approx 0.740$).
- Conversely, weak correlations between items from different conceptual domains (e.g., Criterion 18 and Criterion 1, $r \approx -0.012$) support the notion of discriminant validity, suggesting that items assessing very different constructs do not overlap excessively.
- The multimedia items (Criterion 15 (Audio and Video Recordings) and Criterion 17 (Coursebook Website)) correlate very weakly with core items, supporting discriminant validity because these items tap a separate dimension—the absence of digital support.

Given the correlational structure and theoretical background, the questionnaire appears to have strong content and construct validity. The high correlations between theoretically similar items provide evidence that the scale measures the constructs it is intended to measure. The divergent

correlations for items measuring additional resources also provide additional evidence that the scale reflects different dimensions of coursebook quality.

3.5.4 Principal Axis Factoring (PAF)

Prior to undertaking the extraction of factors, it is essential to consider whether the data are suitable for factor analysis. In the interest of validity, two well-known tests (e.g., the *Kaiser-Meyer-Olkin (KMO)* measure of sampling adequacy and *Bartlett's test of sphericity*).

3.5.4.1 Kaiser-Meyer-Olkin (KMO) Measure

- **Value Obtained:** 0.587
- **Interpretation:** A KMO score between 0.5 and 0.7 is viewed as "mediocre". A KMO score within this range indicates that there appears to be some shared variance in the data that is suitable for a factor analysis, but the adequacy of the sample is not very strong. This suggests that the items do have some shared variance in common, but the pattern of correlations may not be as strong as one would want for an unmistakable factor solution.

3.5.4.2 Bartlett's Test of Sphericity:

- **Chi-Square Value:** 369.75
- **p-Value:** 5.62e-20 ($p = 5.62 \times 10^{-20} \approx 0.0000000000000000000000562$)
- **Interpretation:** The extremely significant p-value ($p < 0.001$), derived from the Bartlett's test, suggests that the correlation matrix is not an identity matrix. That is, the items are sufficiently intercorrelated to warrant factor analysis.

Overall, while the KMO implies only acceptable sampling adequacy, the highly significant Bartlett's test provides justification for a factor analytic approach.

3.5.4.2.1 Extracted Factors. The PAF yields a solution with approximately four factors, interpreted as follows:

- **Factor 1: Core Language Components**

Key Items: Criterion 1 (Approach and objectives), Criterion 3 (Syllabus), Criterion 9 (Pronunciation and spelling), Criterion 10 (Vocabulary), Criterion 11 (Grammar), Criterion 12 (Listening, speaking, reading, and writing). These items share a large proportion of variance and reflect the fundamental pedagogical and linguistic content of the coursebook.

- **Factor 2: Culture, Design and Usability**

Key Items: Criterion 2 (Cultural aspects), Criterion 4 (Layout), Criterion 5 (Interest). This factor represents the aesthetic, cultural, and engaging features of the coursebook that affect how easy it is to navigate and use.

- **Factor 3: Supplementary Materials**

Key Items: Criterion 15 (Audio and video recordings), Criterion 16 (Visual materials), Criterion 17 (Coursebook Website). These items cluster together and yield a distinct factor that reflects a domain that is currently absent in the coursebook. Their low ratings confirm that teachers note the lack of multimedia support.

- **Factor 4: Accessibility**

Key Item: Criterion 18 (Availability). This criterion stands apart from the others, emphasizing that a coursebook must be easily accessible and affordable. Its high rating underscores its importance.

Psychometric Summary

- **Reliability:** The overall scale shows excellent reliability ($\alpha \approx 0.897$). All items, including those that reflect the absence of multimedia (Criterion 15, Audio and video recordings), (Criterion 16, Visual materials), (Criterion 17, Website), contribute appropriately to the overall construct.

- **Validity:** Strong content and construct validity are evident. Items that are core to language teaching (e.g., Approach, Syllabus, Grammar) inter-correlate well, while multimedia items clearly form a separate, distinct cluster.
- **Factor Analysis & Sampling Adequacy:** The PAF revealed four distinct factors: Core Components of Language, Culture, Design and Usability, Supplementary Materials, and Accessibility, namely the factors which align with Ur's framework. The Kaiser-Meyer-Olkin (KMO) value (approximately 0.587) and Bartlett's test of sphericity ($\chi^2 (153) = 369.75$, p-value: 5.62e-20, $p < 0.001$) justified the continuation of the factor analytic procedures.

Recommendations

1. **Preserve Core Strengths:** The coursebook is strong in its core language and pedagogical features (approach, syllabus, grammar, vocabulary, integrated skills) and in its design (cultural elements, layout). These areas should be retained in future editions.
2. **Enhance Teacher Support:** Since the *teacher's guides* did not receive high ratings, additional development of teacher materials would enable greater classroom use, particularly for novice teachers.
3. **Consider Multimedia Integration:** The addition of a website, visual, and audio/video materials would improve the current edition (as evidenced by the very low ratings). However, the important expansion of digital teaching and learning make it essential that future editions offer limited multimedia support.
4. **Ensure Continued Accessibility:** Higher scores on Availability are good news and a real strength that must be preserved as we work to improve (and potentially digitize) the offering, under no circumstances making it -more expensive to produce or more difficult to consume.

Final Remarks

Results from 32 teacher testers show that the coursebook is a durable core language, designed and delivered in a manner that addresses the range of needs and understanding of everyone outside the course. The instrument appears to operate with excellent reliability ($\alpha = 0.897$), good validity and the factor analysis (supported by a KMO of approximately 0.587, and a high value of Bartlett's test ($\chi^2 (153) = 369.75$, p-value: 5.62e-20, $p < 0.001$)) reveals clear underlying dimensions reflecting Penny Ur's criteria. The lack of multimedia elements is seen as a disadvantage, but it has nothing to do with the quality of the coursebook itself. However, the inclusion of at least some digital supplements in future editions would strengthen the teaching and learning experience.

3.5.5 Section Three: Further Suggestions

Q 06: As a teacher, would you suggest some ideas for improving the future textbooks' quality?

Teachers highlighted the following actionable recommendations, organized thematically:

1. ***Simplify Content and Structure***

- Use age-appropriate language, terminology and simplified exercises to match students' developmental levels.
- Reduce textbook units from 6 to 4 to allow space for specialized lessons (e.g., phonetics, handwriting, writing simple sentences).
- Ensure exercises are clear, direct, and self-explanatory for independent work.

2. ***Align with Curriculum and Learner Needs***

- Strictly match textbook content to syllabus objectives and student proficiency levels.
- Focus on practical vocabulary applicable both inside and outside academic contexts.
- Standardize British English spelling/terminology and minimize American English.

3. Enhance Supplementary Resources

- Develop English workbook (like Arabic/French workbooks) for grammar, vocabulary, and skills practice.
- Provide audio CDs/DVDs with native-speaker recordings and videos content for listening/oral practice.
- Create a coursebook website for supplementary materials (tests, teacher guides, audio and video recordings, external links).

4. Improve Visual and Multimedia Integration

- Upgrade visual aids (posters, flashcards) to engage younger learners.
- Expand video components for listening comprehension and pronunciation support.

5. Address Classroom Realities

- Streamline activities for large classes (40+ pupils) and limit time-intensive tasks.
- Adjust content length and complexity to fit 1-hour class sessions.
- Balance group-work feasibility with individual tasks in overcrowded settings.

6. Strengthen Foundational Skills

- Prioritize alphabet mastery, phoneme recognition, and vocabulary acquisition over rote memorization.
- Simplify grammar concepts and add conversational exercises (dialogues, role-play) for speaking confidence.

7. Incorporate Authentic and Culturally Relevant Content

- Use real-life texts with glossaries for challenging vocabulary.
- Integrate culturally relatable scenarios to enhance engagement and understanding.

8. Collaborative Design and Teacher Support

- Involve teachers, students and pedagogue experts in textbook development for practicality.

- Revise teacher guides to align with syllabus and textbook content.

9. Structural and Pedagogical Adjustments

- Develop subscales to assess core pedagogical quality (e.g., syllabus alignment) and supplementary resources separately.
- Offer customizable review exercises/tests to reflect teachers' adaptations.

10. Practical Application

- Replace abstract exercises with tasks emphasizing real-life language use.
- Allow different types of reading with teacher-guided correction for comprehension.

Discussion

Teachers note that appropriate textbooks maintain a healthy balance between being simple, being practical, and being engaging. Some priorities include:

- **Adapting to classroom realities:** The realities of overcrowded classes, stress on time, and the use of streamed, time-limited material, must be acknowledged.
- **Developing basic skills:** Developing the basics (letters, phonetics and simple sentences) can provide students with an appropriate language base.
- **Authentic learning:** Authentic learning takes place when students engage with the text, relate it to their culture, and engage with visual forms of representation.
- **Collaboration:** The course of the writing process should include teachers, students, inspectors and pedagogical practitioners. Involving stakeholders makes the writing more usable and authentic to their needs.
- **Curriculum alignment:** The content of the course materials must be in accordance with the syllabus outcomes, as every teacher has flexibility in the syllabus to teach outside of it.

Supporting these aims will increase the chances of future texts becoming more supportive of individual learners, while helping to ease the workload of teachers, create learning environments that are dynamic and inclusive.

3.6 Summary of the Teachers' Questionnaire

The study assessed the Algerian primary school textbook, "*My Book of English 5PS*," using Ur's 18 criteria which focussing on pedagogical, cultural and pragmatic dimensions. A mixed-methods design was employed, and data were collected using a structured questionnaire from 32 English teachers in Biskra, Algeria. The majority of the participants were female (90.62%) and held a bachelor's degree (84.37%). The participants were selected through a stratified random sampling in terms of urban and rural areas to ensure a diverse sample. The questionnaire was a mixture of Likert scale ratings and open-ended questions. The data were analysed using descriptive statistics, reliability analysis, and factor analysis to demonstrate the strong and weak aspects of the textbook and its overall coherence.

The most notable results were that the textbook had considerable strengths across the core areas. The teachers rated the layout, or physical description of the textbook, highest (Mean=4.41) on the four dimensions, for ease of understanding and visual appeal. The cultural aspects (Mean=4.41) was great because the content aligned and related to the students' backgrounds and experience. The grammar content (Mean=4.37); was also strong, as explanations were thorough, examples and practice were plentiful. Overall, availability received the highest overall average mean of 4.62, which emphasizes and enables affordability and accessibility for students at the level of education. Integrated language skills (listening, speaking, reading, and writing) and foundational aspects (vocabulary and pronunciation) had outcome scores fairly.

However, the questionnaire revealed considerable weaknesses in the supportive resources. The audio/video materials (Mean=1.34), visual materials (Mean=1.19), and coursebook website

(Mean=1.31) were rated the lowest quality, indicating that the teachers evaluated were far behind in accessing modern multimedia. The teacher's guides (Mean=3.31); and review and tests (Mean=3.50) were not sufficient, as they did not provide adequate scaffolding of instruction for supporting teachers when using this textbook.

The questionnaire demonstrated very good reliability (Cronbach's $\alpha=0.897$), indicating that it had internal consistency, and the data across all 18 criteria could be trusted. The factor analysis revealed four grounding dimensions: 1. core area components of language (grammar and vocabulary); 2. culture and design (physical layout of the textbook and cultural aspects); 3. supportive resources (audio and visual contents) and 4. instructional resources like teacher's guides, review and project components. Overall, the results of the study produced data points that could recommend to Algeria's ministry of education the continued development of modern English language teaching materials.

To summary, "*My Book of English 5PS*" has strong foundations in core instructional and cultural areas, but it lacks contemporary forms of educational materials in digital and visual form. If the gaps identified earlier, along with increasing teacher support and aligning the curriculum, are addressed, the effectiveness of this curriculum as a resource for teachers in diverse classroom contexts will arguably improve.

3.7 Content Analysis of The Coursebook

This analysis presents an exhaustive content analysis of the Algerian primary school's coursebook "*My Book of English 5PS*" applying the evaluation framework stipulated by Ur (2023). The analysis focused on the book's conformity to Syllabus of English for Primary School Year 5 and whether it serves the needs of a young learner.

37.1 Approach and objectives

The coursebook is based on a competency-based and communicative approach. The objectives are explicitly mentioned in the introduction, which consist of developing listening and reading comprehension and the reception of short messages in the target language. These objectives correspond to the syllabus, focusing on listening, speaking, reading and writing.

Everything you cover in the coursebook is arranged in systematically structured units (sequences) with a progressive approach, beginning with listening and pronunciation before moving on to reading and writing. The approach also includes different activities such as role-plays, group work, or project tasks to develop skills in stages. For instance, in Sequence 1 (Jobs and Hobbies), vocabulary and simple sentences are taught to students, while Sequence 3 (Holidays and Travelling) focuses on the present continuous for future plans. The textbook is organized in a way that achieves the objectives of the syllabus are achieved efficiently.

3.7.2 Cultural Acceptability

The coursebook is culturally suitable for Algerian students. It integrates local contexts and values while introducing global themes. Sequence 1 presents vocabulary associated with professions (doctor, teacher) that appear in the daily lives of students. Sequence 2 focuses on hometowns and directions; real Algerian examples are incorporated, such as describing local landmarks or employing familiar place names. Sequence 3 encourages awareness of the world in general since it introduces the concept of traveling, but all remains culturally near and accessible.

The textbook also seeks to further the creation of a national identity through references to Algerian culture, such as descriptions of Algerian cities and traditions, but also to develop pupils who are open to the world through global features such as holidays in foreign countries. The content and tasks are based on values such as national pride, citizenship, and respect for others, which are highlighted throughout the curriculum.

3.7.3 Syllabus

The coursebook is structured in line with the Year 5 English syllabus progressively, covering all required competencies. All these units (sequences) follow the topics of the syllabus (jobs, hobbies, directions, traveling) and contain grammar, vocabulary and functions (present simple, imperative, modal verbs, etc.). The units are organized in a manner that builds language skills progressively; here, learners initially encounter vocabulary and basic sentence formation, which is then recycled and used to build further language, describing actions in the future (present continuous), providing instructions.

In Sequence 3, for example, learners focus on using the present continuous and describing likes and dislikes around the topic of holidays and travel. Cross-curricular competencies (e.g., social collaboration, communication skills) are developed in the coursebook in line with the syllabus's emphasis on a holistic approach to learning.

3.7.4 The layout of Coursebook

The layout of the textbook is designed to be clear and visually engaging for primary school pupils. The texts are appropriately spaced, and the font size is large enough to ensure readability. Sections are well-defined by colourful headings, providing ease of use for both teachers and students. For instance, each unit starts with a bold, large-print title, followed by a brief introductory text or question that introduces the context of the unit topic. The colours are uniform, bright, and keep little ones focused. Visual images like pictures, diagrams, and illustrations are widely used to facilitate language comprehension as well as to visually engage students (e.g., the image of a park in unit 2 to introduce the vocabulary of places in the town).

In terms of digital accessibility, the coursebook enables straightforward page-to-page navigation, and it also ensures that the coursebook is straightforward to use in a digital format. This foundation of clear navigation helps enable students to access learning free from barriers that hinder

learning, where ‘cognitive load is reduced’, a principle that is particularly relevant for young learners (Ur, 2023).

3.7.5 Engagement of Texts and Tasks

The texts in the coursebook are theme-based targeting topics of interest to primary school learners (e.g., hobbies, family life, holidays). These themes are intended to be relevant to students' everyday experiences, and therefore, make the texts interesting. For example, in the jobs and hobbies section, students learn vocabulary relating to jobs and hobbies typically conversed in Algerian homes (e.g., teacher, doctor, builder). These activities ensure that students are both exposed to and interested in the content.

There are interactive tasks throughout the coursebook that involve students in the language. There are uses in task-type activities, where students role-play responses (e.g., directions to somewhere, hobbies) and respond to prompts in small group discussion-style activities (e.g., talking about their holiday plans). This is consistent with Ur's (2023) view that if students are able to use the language in real-world contexts, they would learn the language most effectively. The tasks are not only cognitively engaging but also socially interactive, which is a great space for students to develop their social competencies.

3.7.6 Variety of Texts and Tasks

There are texts with varying levels of complexity in the coursebook, which can help all learners and provide them with the opportunity to engage in the reading task. Lower-level units use basic vocabulary and simpler language patterns. For instance, in Sequence 1 (Jobs & Hobbies), the series presents basic sentences such as "*I am a teacher*" and "*I like football*". Texts increase in difficulty as the book continues, eventually addressing the present continuous tense (e.g., "*We are going to the beach this summer*"). This incremental approach ensures that students can progress at their own pace, addresses the needs of students with varying language proficiency levels.

The activities are also designed for various types of learners. Visual learners enjoy picture tasks (e.g., labelling a picture with parts of a town map), while auditory learners prefer listening tasks (e.g., a dialogue between two people about their plans for a holiday). For kinesthetics' learners, games such as role play (e.g., asking for directions, planning activities) provide a hands-on experience of the foreign language. This diversity of tasks means that all learners will be able to benefit from the content, regardless of their learning style.

3.7.7 Clarity of Instructions

The instructions in the coursebook were made to be clear and easy for primary school children. The tasks are very easy to understand because the book uses very simple language to describe the tasks to the students. Guidance is typically offered in the form of bullet points or fragments of sentences to break actions into manageable chunks. For instance, in Sequence 1 (Jobs and Hobbies), a matching activity (job titles to pictures) has clear and unambiguous instructions helping the students to immediately grasp the task at hand.

The instructions are also well illustrated. Tasks of matching, labelling, or filling in blanks include, in general, images or diagrams to help guide students and avoid any possible misunderstanding. This multimodal approach, combining text with visual images, provides easier access for young beginners.

The Didactic Guide (2024) highlights the importance of clear and manageable steps in task-based activities to promote learning, which "*My Book of English 5PS*" does since the instructions are divided into portions that are manageable for children in Year 5.

3.7.8 Review and Test

The coursebook includes cyclical reviews through reoccurring task types, such as "Listen and repeat" (e.g., p. 24, 57) and phonics activities (e.g., "*Copy words with the same sound*"). The "My Booklet" project (pp. 23, 50) consolidates topics such as jobs and travel across sequences of

the coursebook, recycling content. These tasks meet the methodological competence objectives of the syllabus because it encourages students to revisit learning. However, the review activities are integrated, rather than explicitly expressed as stages.

Self-assessment is possible through role-play rubrics (e.g., asking for directions, p. 56), comprehension checks (Read and answer, p. 22), and games (Chinese whispers, p. 18), with writing production tasks (e.g., describing a job, p. 21) as formative assessments. However, the student book does not have summative tests related to the procedures that may impede students' agency but supports a focus on integrated skills in the syllabus.

The coursebook partially met Ur's (2023) criteria, with embedded reviews and project-based consolidation. However, the coursebook lacks student-facing tests. It exhibits strengths in thematic recycling and the syllabus's components for methodological competence.

3.7.9 Pronunciation and Spelling

In "*My Book of English 5PS*", pronunciation is a salient feature. Each unit combines pronunciation practice with vocabulary lessons. In Sequence 1, for instance, when new vocabulary related to jobs and hobbies is introduced, students are encouraged to simulate the pronunciation of terms like 'teacher', 'doctor', and 'farmer.' The coursebook highlights the significance of phonological awareness by embedding pronunciation tasks throughout the lessons, so students can pronounce words correctly.

Various spelling practices are built into the coursebook, as well as pronunciation. After presenting the language of jobs and interests, learners complete spelling practices to support the association between sound and writing. Students may be asked, for example, to spell words such as 'farmer' or 'teacher' after hearing the words and repeating them.

3.7.10 Vocabulary Explanations and Practice

The vocabulary in *"My Book of English 5PS"* is presented at the beginning of every unit with the meaning and example sentences of each word. For example, in the first sequence, *"My Jobs and Hobbies"*, the textbook introduces core words at a basic level (e.g., doctor, teacher, farmer) and hobbies (e.g., playing football or reading), using big pictures that learners can remember and follow. This also corresponds to what is stated in the Syllabus of English for Primary School Year 5 (2023), which illustrates the importance of incorporating vocabulary in real-world contexts to enrich the learning.

The coursebook also includes a range of activities to help students develop their vocabulary in an interactive way. These activities are aimed at helping students identify and apply new words in context. Tasks also encourage students to talk about their own experiences, consolidating the vocabulary in speaking and writing activities.

3.7.11 Grammar Explanations and Practice

The textbook provides clear grammar explanations that are suitable for students. After introducing new vocabulary, the textbook explains relevant grammar rules. For example, Sequence 1 presents the simple present tense (*"I am a teacher"*, *"She likes reading books"*) to talk about daily routines and things that are always true. The explanations are contextual and visual, with clear, concise text and charts making the grammar rules easily understandable for young learners. The coursebook offers plenty of practice of grammar within a range of task types. Thus, for example, after discussing the imperative of direction-giving, students type in fill-in-the-blank exercises and sentence completion exercises that apply the grammar rules. These practices help students to use grammar rules in context, making them a habit. They are also intended to be interactive with speaking tasks that require students to produce grammatical structures in speaking (for example, giving directions, describing daily routines). The syllabus promotes the value of practicing at length

to consolidate the rules of grammar, a characteristic of the manner in which grammar practice is implemented in the coursebook.

3.7.12 Listening, speaking, reading and writing.

"*My Book of English 5PS*" contains listening exercises that aim to help students improve their listening of English. For example, in Sequence 3 (Holidays and Travel), learners hear a pair discussing their holiday plans, and practice listening for information conveyed about the place, and details about travel. These activities serve to guide students' attention to important information and also enhance their ability to comprehend oral English, which accords with the Syllabus's goal of developing listening comprehension skills.

The coursebook contains speaking activities designed to encourage active use of the language in context. For example, in Sequence 1 (Jobs and Hobbies), students do Role-Plays talking about their hobbies or jobs. These activities motivate learners to put fluency and pronunciation into practice in such a way that they can work on it more spontaneously when speaking. The Didactic Guide (2024) states the relevance of pair work and group work to promote oral language, which "*My Book of English 5PS*" addresses effectively through interactive speaking tasks.

The coursebook reading tasks are provided with a view to fostering student involvement with authentic texts, while consolidating the new vocabulary and grammar. For instance, in Sequence 2, students read a short text about a character's hometown and answer comprehension questions that help them with their reading comprehension and language acquisition. The Syllabus advocates reading tasks that focus on understanding context and vocabulary acquisition, and the coursebook follows this by using contextualized texts to present new language in a meaningful situation.

The writing exercises in "*My Book of English 5PS*" span from sentence construction to paragraph writing, guiding students through the process of writing, gradually building up their

writing skills. For example, in Sequence 3 (Holidays and Travel), students must write a paragraph about their holiday plans in the present continuous tense. The task combines both grammar and vocabulary practice and is designed to further students' usage by applying what they have learned in a creative and personal context. In the Syllabus for Primary School Year 5, students stress the importance of expressing ideas clearly in writing, and the coursebook attempts to engage the students with guided writing tasks.

3.7.13 Learner independence.

My Book of English 5PS aims at developing more autonomy in the students by teaching them how to practice self-reflection and personalized learning strategies. Each sequence contains tasks that challenge students to assess their progress and use what they have learned in real-life contexts. For example, in Sequence 2 (Hometown), students are motivated to use new vocabulary to talk about their own hometown, reflecting on the questions: "What new words did I learn today?" and "How can I start using these words in my own life?" This helps develop autonomy because students are able to actively monitor their learning and adjust their strategies if needed. The English Syllabus for Primary School Year 5 (2023) stresses the inculcation of independent learning and critical thinking in pupils. The coursebook supports this by including project-based tasks, such as a focus on researching and presenting about their local area, which inspire the students to become truly autonomous learners and to begin using the language they are learning for real purposes.

3.7.14 Teacher's Guides.

The Didactic Guide of English Primary School Year 5 (2024) offers teachers complete support for lesson preparation and activity facilitation. Objectives, key vocabulary and suggested teaching strategies for each unit are included; it advises the teacher on managing group work and differentiating instruction to meet students' needs. For example, in Sequence 1 (Jobs and Hobbies), the guide offers classroom ideas such as teaching vocabulary through visual aids and real-world

examples to make the lesson more interesting. It also includes classroom management techniques for communicative practice, such as pair work and group work. These strategies are tactics that make learning fun and keep students involved and active within lessons. Ur (2023) emphasizes that teachers should have clear instructions to carry out interactive tasks, and that's where "My Book of English 5PS" comes in; this material contains full instructions about how to model activities and how to prompt interaction.

3.7.15 Audio and Video Recordings

The Coursebook "My Book of English 5PS" does not contain the listening activities. In the context of language learning, listening skills are crucial, also for young learners, as they need to be exposed to genuine language usage. Without audios, teachers will have to make their own arrangements with other resources or by giving their own oral input in the classroom for listening practice tasks. This might involve reading out written texts, performing role-plays with students, or using non-classroom-based audio sources, such as websites or language apps.

3.7.16 Visual Materials

"*My Book of English 5PS*" provides a lot of visual material to support language learning. The material features all of those pictures, illustrations, and diagrams that make learning more effective, because learning is vague without them. For example, in Sequence 1 (Jobs and Hobbies), students were learning vocabulary around occupations and hobbies through illustrated flash cards of a doctor, a teacher, and football. These are contextualized representations of new words that provide an interactive opportunity for students to meet new vocabulary. Posters or charts can also be used to illustrate important learning points. For example, a verb-form chart can be devised in line with grammar rules, such as the present simple ("I am a teacher". "He likes football"), so that learners are able to visualize the links between grammar structures in the language and meaning. The English Syllabus for Primary School Year 5 (2023) promotes the use of visual displays as a way of supporting

children to access language teaching and engaging young learners. "*My Book of English 5PS*" supports this theory by contextualizing provision of visual resources to support language learning.

3.7.17 Coursebook Website Availability

The coursebook *My Book of English 5PS* has no distinct website with additional materials or online resources for teachers and students to access additional. A coursebook website can provide interactive quizzes, audio resources, and a teacher's guide that enhance the learning experience by convenient access to additional resources. Without a website, teachers may need to rely on traditional teaching materials (printed worksheets), or search for online resources on other platforms.

3.7.18 Availability.

My Book of English 5PS is readily available and inexpensive, selling for around 250 DA, making it widely available for Year 5 primary school students in Algeria. It is distributed through primary schools, libraries, and authorized distribution networks, making it readily available to students and teachers. In short, the coursebook is readily available and inexpensive, presenting an inexpensive option for the teaching and learning of English in primary schools.

Conclusion

In this chapter, we have outlined a systematic and reliable process for evaluating "*My Book of English 5PS*" using Penny Ur's 18 evaluation criteria. The design was mixed-methods and was carried out using a well-designed questionnaire that allowed for valid and thorough analyses of teachers' perceptions of the textbook, revealing its strengths and problems. Teachers scored the textbook favourably across the key language areas, especially around cultural aspects, layout, grammar, and vocabulary. Hence, the textbook appears to be sound in its fundamental design. On the other hand, the findings also pointed out meaningful shortcomings, especially around multimedia, teacher support and guidance, and the breadth and depth of language tasks. The shortcomings suggested that the textbook meets certain widely accepted criteria and overall, aligns

with the national syllabus, but fails to meet the diverse competencies and expectations of its users. Moreover, the overall reliability (Cronbach's alpha = 0.897) and factor analyses support the credibility of the instrument used and the validity of the findings. The study identified gaps, particularly around intercultural content, depth of aspects, and digital resources representation. These will be the most important areas to improve and implement. Overall, this analysis provides a good indication of how the textbook might be amended in the future and providing richer multimedia, solidifying additional teacher support materials, and more fully aligning content to direct and indirect curricular policies of the national context and environment.

GENERAL CONCLUSION

By the end of this study, we can conclude that the Algerian Year-5 English textbook "*My Book of English 5PS*" conforms to Ur's (2023) evaluation model in terms of the physical design, the content, tasks and its alignment with teachers' expectations and the national primary English syllabus. The aims of the study are to explore to what extent and in what way the textbook fulfills the regular textbook criteria and fits teachers' expectations and the goals stated in the national syllabus. Generally, the task was carried out to pinpoint the strengths and weaknesses of textbook and to determine the extent to which it serves Algerian primary English education.

1. Overall Findings

The results are consistent with the purpose and research questions of this study. The questionnaire demonstrates very good reliability (Cronbach's $\alpha=0.897$), indicating internal consistency; the data across all 18 criteria can therefore be trusted. The factor analysis (PAF) reveals four distinct factors: 1. core language components; 2. culture, design and usability; 3. supplementary materials; and 4. accessibility features. This indicates a need for more integrated multimedia and teacher support.

The findings show strong indicators for fundamental pedagogical components, including textbook layout, approach, syllabus, cultural content, grammar explanations, vocabulary, integrated language skills (listening, speaking, reading, and writing), and availability. These results suggest that the textbook is overall in line with what a good textbook is intended to be (addressing research question 1: to what extent does the textbook "*My Book of English 5 PS*" conform to established textbook criteria in terms of physical appearance, layout, text amount and topic, intercultural content, language tasks, strategies, objectives, language skills and competencies?).

The textbook coincides well with the main content of the national syllabus and meets teachers' core expectations (addressing research question 2: does the textbook "*My Book of English*

5PS" correspond to teachers' expectations and the objectives outlined in the national syllabus for the 5th year level of primary school English education in Algeria?).

However, the assessment exposes significant limitations: multimedia features and support materials such as audio/video recordings, visual aids, and an online coursebook website are non-existent, while teacher's guides and review exercises are insufficient. These missing elements imply the textbook is not completely adequate for all users. It responds to many accepted educational standards and corresponds to the national syllabus but does not cater to the broad range of competencies and learning aids teacher's desire. Crucially, it lacks contemporary multimedia and varied language tasks.

Consequently, regarding the research questions, the textbook meets various design and content criteria but fails to provide technological support and comprehensive task coverage. This amounts to a partial—not total—achievement of its objectives.

2. Contribution to English Language Teaching in Algeria

It can be seen that this study theoretically contributes to the existing studies on English language teaching in Algeria, focusing on an evaluation of a primary-school textbook that has had little input in the literature. Practically, the findings provide policymakers and educators with details about what they can do. Such an in-depth analysis will identify the strengths and weaknesses in the textbook and provide feedback to the curriculum writers and administrators on improvements that are necessary. For example, the results provide curriculum designers with information on the strengths of the book (e.g., cultural relevance, layout) and its limitations (e.g., lack of multimedia), as well as suggestions for making it more effective. In general, the study contributes to the academic conversation about the quality of the English textbook and provides evidence-based recommendations for stakeholders (teachers, curriculum designers, and policymakers) wishing to enhance English language teaching at the primary level in Algeria.

3. Limitations of the Study

Several limitations need to be recognised. Methodologically, the study was conducted using a relatively small and localised sample, in which specific tools were developed. The sample of the study consisted of 32 English teachers, who were mainly female and belonged to one educational district in Biskra. While the sample was specifically selected to represent urban and rural schools, the relatively small sample size and geographic range prevent inferences from being generalised. Similarly, the study was based on a structured questionnaire (with Likert-scale and open-ended questions) and a content analysis of the textbook. Although, it is useful to investigate teachers' perceptions and textbook features, it did not include other forms of data such as classroom observations, interviews, or direct measures of student outcomes. Consequently, the findings represent more the teachers' and the textbook's perspectives rather than actual classroom performance or learner achievement. Lastly, the study focused on a single textbook at one grade level.

4. Recommendations for Future Research

On the basis of the above limitations, more comparative research can be continued in the future. First, samples need to be larger and more diverse. For instance, research may replicate the above findings by surveying English teachers in several regions or provinces to determine whether the findings from Biskra are generalizable. Including teachers from various educational districts or through a national survey would improve representativeness. Second, future studies will be improved by considering other methods and participants. Incorporating classroom observations, teacher interviews, or student surveys would provide richer, triangulated data collection, capturing aspects that go beyond what a questionnaire can show. Assessing student learning outcomes, for example, through tests or classroom performance, would also provide evidence of how textbook characteristics are related to performance. Third, considering the identified content gaps, it would

be appropriate for researchers to examine how enriching the intercultural elements and the digital aspects of the textbook will affect its efficacy. The dissertation also identified a number of areas for improvement, particularly, that of richer multimedia resources, enhanced teacher support materials, and expanded cultural content. In future investigations, experiments could produce, and test modified materials incorporating these enhancements to see how they impact learning and teaching. Finally, comparative studies would be useful. Looking at other first language textbooks, or incorporating additional grade levels, might show whether or not such strengths and weaknesses are represented elsewhere. These recommendations, if implemented, can help future research to work within the framework of the current study, and contribute to the improvement of English language materials in the Algerian primary context. Crucially, while implementing these recommendations to improve English language materials in the Algerian primary context, future editions of the coursebook should preserve its core strengths in linguistic and pedagogical features (approach, syllabus, grammar, vocabulary, integrated skills) and design (layout) to ensure continuity and quality; concurrently, enhancements should focus on developing additional instructional resources to support teachers, especially novices, and integrating multimedia components like a website, visuals, and audio/video materials to augment the current edition.

To sum up, the textbook "*My Book of English 5PS*" was examined in this dissertation in relation to the formulated objectives and questions. The study concluded that the textbook has significant strong points in design and core language content, as well as significant other weak points in multimedia support and depth of tasks. These findings are consistent with the research objectives and show the extent to which the book meets and is consistent with the curriculum of Algeria. It has both academic and policy implications for Algerian English language teaching, as it pinpoints real challenges and provides stakeholders with new insights.

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Appendices

Appendix I : Questionnaire for EFL Teacher

Dear teacher,

This questionnaire is a crucial part of this research study. It aims at investigating the suitability of the textbook "MY BOOK OF ENGLISH 5 PS" that you are using. Moreover, it seeks to discover the main strengths and shortcomings of the textbook including every single property because the evaluation process will rely so much on your answers and viewpoints. Your collaboration will be extremely useful.

The instructions:

You are kindly requested to answer the following questionnaire. Please tick (/) the appropriate box or make full statements when necessary.

Section One: GENERAL INFORMATION

1-Gender: What is your gender? Male Female

2-Teachers' Qualification: What is your qualification?

Bachelor's degree (License degree) Master's degree

3-Teaching experience: How long have you been teaching English in primary school?

One year
Two years
Three years

4-How many fifth-year classes do you teach?

.....
5-How many pupils are there in each class?

Less than 25 pupils
Between 25 and 40 pupils
More than 40 pupils

Section Two: Evaluating the coursebook "*My Book of English 5 PS*" using Ur's criteria.

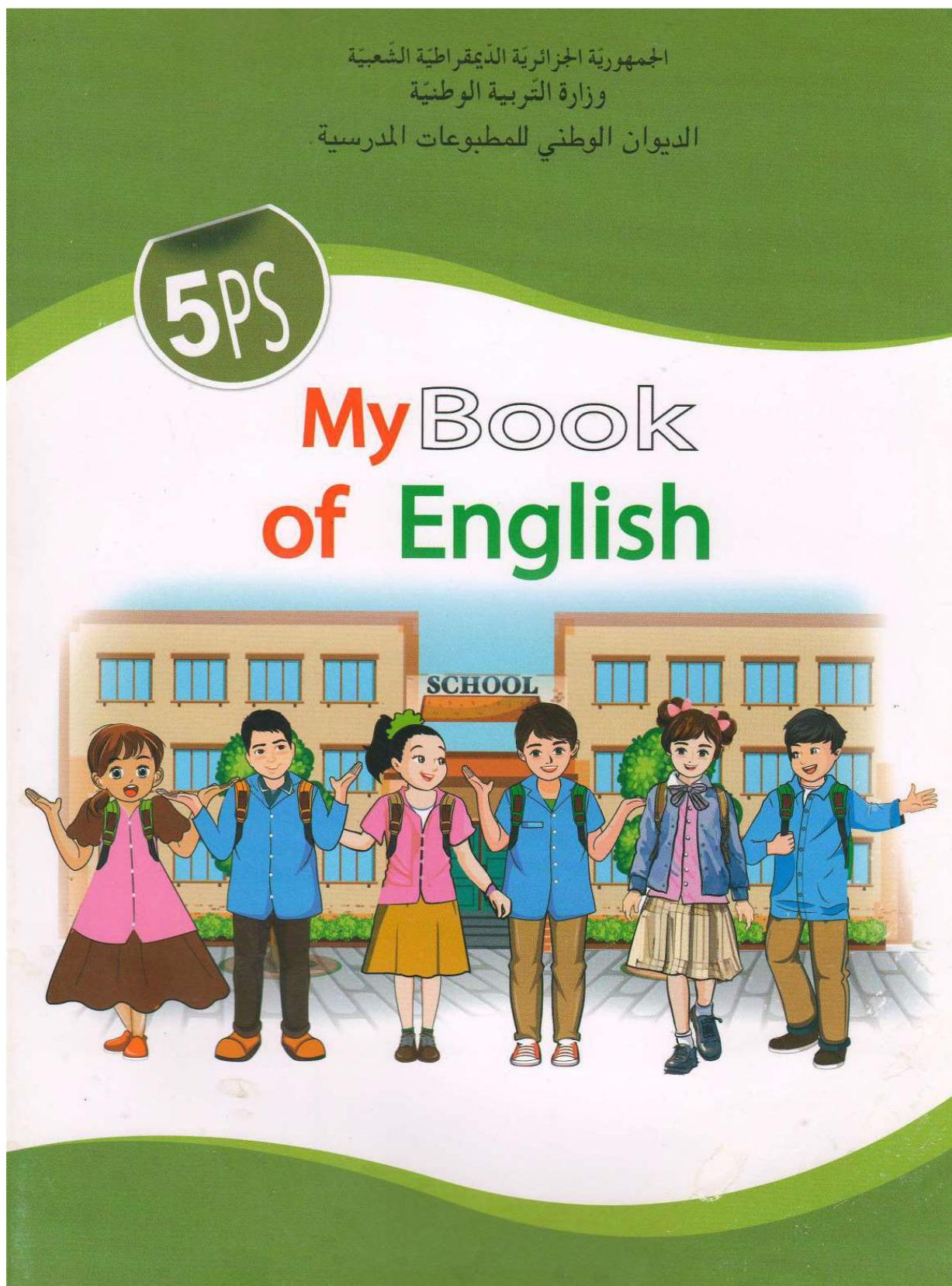
Criterion	Importance		
	Totally unimportant	Not important	Not sure
Essential	Quite important		
1 The methodological approach and objectives are clearly explained in the introduction and implemented in the material.			
2 The approach is culturally acceptable to the target students.			
3 There is an explicit syllabus, which is covered systematically.			
4 The layout is clear and attractive, and the print is easy to read. If digital, then it is easy to navigate from page to page.			
5 The texts and tasks are interesting.			
6 The texts and tasks are varied in level and style, afford learning opportunities for different learner levels, learning styles, interests, etc.			
7 Instructions are clear.			
8 There are review and test sections.			
9 There are pronunciation and spelling explanations and practice.			
10 There are vocabulary explanations and practice.			
11 There are grammar explanations and practice.			
12 There are tasks that activate the students in listening, speaking, reading and writing.			
13 The material encourages learners to develop their own learning strategies and to become independent in their learning.			
14 There is adequate guidance for the teacher (teacher's guide, or teacher's notes).			
15 There are audio recordings available.			
16 There are visual materials available: posters, video, flashcards, etc.			
17 There is a coursebook website, with guidance and supplementary materials available.			
18 The material is easily available and not too expensive.			

Section Three: Further Suggestions.

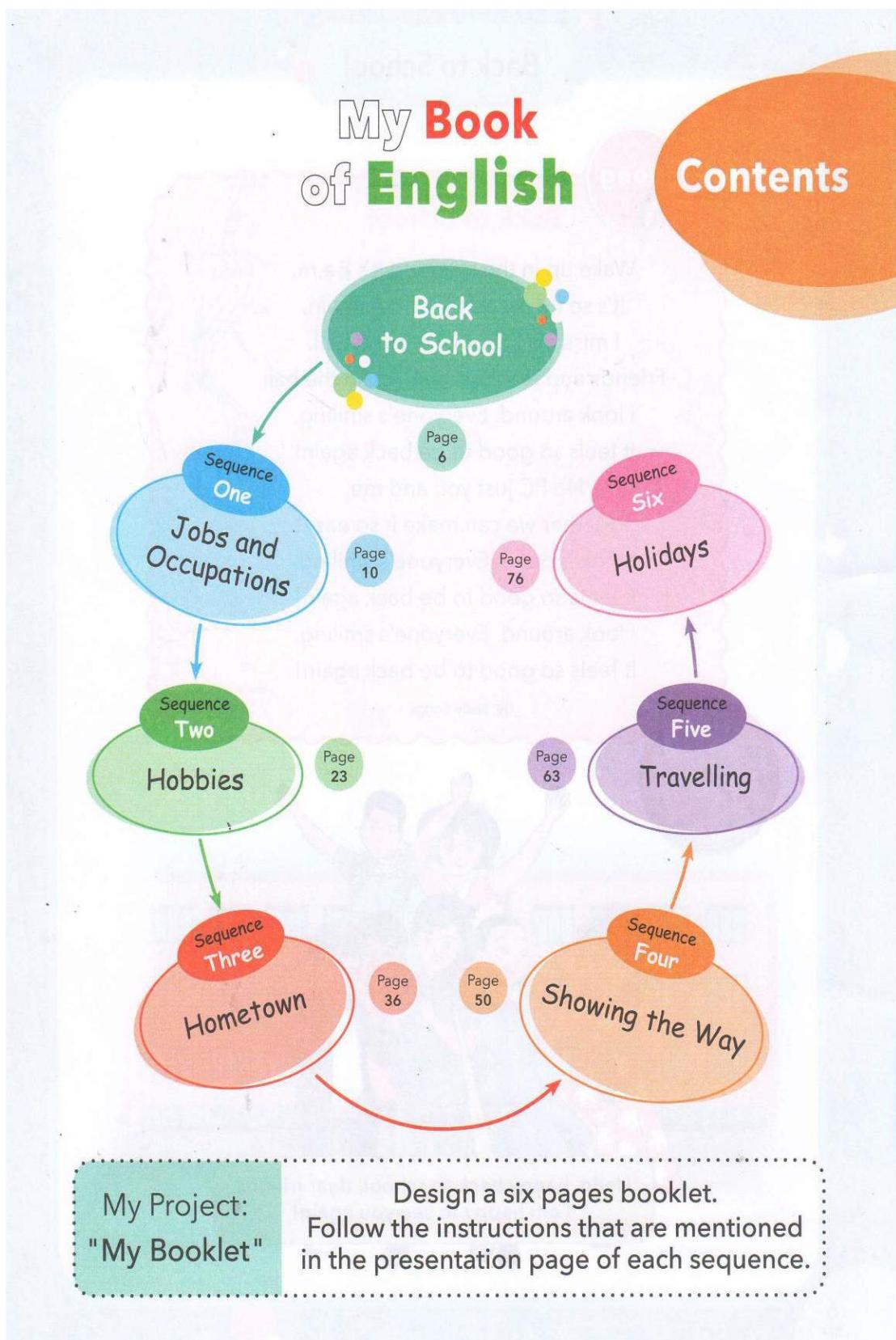
As a teacher, would you like to suggest anything for improving the quality of future textbooks?

Thank you very much for your collaboration.

Appendix II: Cover Page of the Textbook "*My Book of English 5PS*"



Appendix III: Contents of the Textbook "My Book of English 5PS"



Appendix IV: Book Map of the Textbook "My Book of English 5PS"

Book Map

Back to School		Greetings	Ordinal numbers : 1st to 10th	Cardinal numbers : 0 to 100	Shapes		
SEQUENCE	Section	I Sing and Have Fun I Listen and Repeat	I Read and Discover	I Read and Enjoy	I Read and Write	I Play Roles	Project
One Jobs and Occupations	1	Song : What do you Want to be? Naming jobs and talking about the set of activities completed as part of it.	Phonics : sound : [dʒ] job - Nadjib - engineer -	Picture match. Associate the visual representation of an object with its written form.	- Punctuation/ Capitalization : - question / answer - Dictation	Pattern : An interview with Belkacem Haba.	
	2	Song : What do you Want to be? Naming the tools one uses to complete the set of activities related to his/her job.	Phonics : intonation on wh / yes/no questions rising - falling	Talking walls game Acquiring more lexis (jobs' tools).	Written production Pick up a job from the table and write a paragraph to tell your classmates about it.	Pattern : A conversation between Nadjib and the dustman.	
Two Hobbies	1	Song : My Hobby Talking about hobbies in free time using feeling and emotion verbs: like - love - enjoy ...	Phonics : sound : [h] drawing playing - doing - skipping	Crosswords puzzle (guess the hobby) Simon says hop on the right number.	- Word order. - Fill in a table - Using words to write a paragraph.	Pattern : A conversation between Mustapha and Massil talking about free time activities.	
	2	Song : My Hobby Talking about charity work and activities as part of hobbies using feeling/ emotion verbs. like - love - enjoy ...	Phonics : sound : [l] drawing playing - doing - skipping	Expressing likes/dislikes Chinese whispers	Written production Use the cards to write a coherent paragraph about your free time activities.	Pattern : Kids volunteering to clean the neighborhood "We love helping dustman".	
Page 2: Stick your hobby's picture.				Page 1: Describe your father's job.			

Book Map

Book Map

Section	SEQUENCE				
	I Sing and Have Fun I Listen and Repeat	I Read and Discover	I Read and Enjoy	I Read and Write	I Play Roles
1	Song : We All Go Travelling by Talking about travelling and the favourite means of transport.	Phonics : sound : [dʒ] luggage - passenger - journey	How do you like travelling ? Word search	- Filling in a table. - Reordering letters to write words. - Sentence construction. (transforming images to words).	Pattern : Three conversations about the different means of transport.
	Song : We All Go Travelling by Talking about travelling and places of interest.	Intonation in wh and yes/no questions/ interjections.	a - Fill in your group's suitcase b - Write your travel story	Written production Reorder the following sentences and write a coherent paragraph about your trip to Batna.	Pattern : A conversation between Fatima and Wafa about the place she wants to travel to.
2	Song : Let's Put Some HA! HA! HA! Talking about holidays' plans.	Phonics : sound : [ʒ] Asia - Tunisia - pleasure - vision - massage - garage	Story builder (holidays)	- Filling in a table. - Spelling. - Prepositions.	Pattern : A conversation between Mr & Mrs. Ait Ali a trip to Turkey.
	Song : Let's Put Some HA! HA! HA! Talking about holidays' activities.	Intonation : wh questions yes/no questions/ interjections	Story builder (itinerary)	Written production Use the information in the diagram to write a paragraph about your holidays.	Pattern : A conversation between Nadjib and his father talking about spring holidays plan.
Page 6: Draw a picture of your favourite season and choose a destination for your holidays.			Page 5: Stick a picture of your favourite means of transport.		

ملخص الدراسة:

تهدف هذه الدراسة إلى تقييم الكتاب الجزائري للمدرسي للمرحلة الابتدائية المعنون بـ: "كتابي في اللغة الإنجليزية السنة الخامسة من التعليم الابتدائي" "My Book of English 5PS", وذلك باستخدام شبكة تقييم الكتب لـ: ببني أور (2023) من خلال قياس مدى توافقه مع المعايير التربوية والثقافية والعملية. تمحورت أهداف الدراسة حول: (1) تحديد مدى مطابقة الكتاب للمعايير المرجعية للكتب المدرسية، و(2) فحص التوافق بين محتوى الكتاب ومتطلبات المعلمين والأهداف المحددة في المنهاج الوطني. اعتمد البحث المنهج المختلط باستعمال استبياناً عرض على 32 معلماً للغة الإنجليزية في ولاية بسكرة الجزائرية، بالإضافة إلى تحليل عميق لمحتوى الكتاب المدرسي. جُمعت البيانات الكمية وتم تحليلها باستخدام الإحصاء الوصفي واختبار الموثوقية (كرونباخ ألفا $\alpha = 0.897$) وتحليل العوامل، بينما أُستخلصت الرؤى الوصفية النوعية من خلال ردود المشاركين على الأسئلة المفتوحة. كشفت النتائج عن مؤشرات قوية في المكونات التربوية الأساسية مثل تنسيق الكتاب، وملاءمته الثقافية، ومحنتي القواعد وتوافرها. ومع ذلك، وُجد نقصاً كبيراً في المواد الداعمة مثل الوسائل السمعية/البصرية والمواد المرئية ودليل المعلم. كشف تحليل العوامل عن أربعة عوامل رئيسية: المكونات اللغوية الأساسية، والجوانب الثقافية والتصميمية، والموارد التكميلية الداعمة، وميزات سهولة الوصول للكتاب، مما يشير إلى الحاجة لإدماج الوسائط المتعددة والدعائم البيداغوجية للمعلمين. خلصت الدراسة إلى توصيات عدّة، منها دمج الأدوات الرقمية ومراجعة أدلة المعلمين لتحسين تعليم اللغة الإنجليزية في الجزائر، مع تقديم مقتراحات عملية لمصممي المناهج وكتابي الكتب المدرسية، وصناع القرار.

الكلمات المفتاحية: شبكة التقييم؛ منهج المقاربة بالكفاءات؛ التعليم الابتدائي؛ تقييم الكتب المدرسية.