

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHIDER UNIVERSITY-BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH LANGUAGES AND LITERATURE
PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA



Textbook Evaluation and Analysis " My Book of English "
For Third Year Primary School

Dissertation submitted in partial fulfillment of the requirements for a
Master's degree in science of Language

SUBMITTED BY:
Miss Ayache Ichrak

SUPERVISED BY:
Mr.Khaled Lebiar

Board of Examiners:

Dr.Lamjad Elhamel	Chair	MKU_ Biskra
Mr.Khaled Lebiar	Supervisor	MKU_ Biskra
Dr.Yasmina BENZIDA	Examiner 1	MKU_ Biskra
Dr.Segueni LAMRI	Examiner 2	MKU_ Biskra

Academic Year: 2024-2025

Dedication

To the one who cried in silence, endured long nights, and still
found strength to keep going...

To myself the girl who faced breakdowns and breakthroughs,
and now closes this final chapter with a heart full of pride.

To my dearest parents your support carried me through. Your
prayers were the light guiding me through every shadow.

To my sweet grandma your warm hugs and tender words were
my comfort through it all.

To my soul sisters Smile and Fiteem you were my strength, my
laughter, and my peace in the chaos. Thank you for being there
in both the sunshine and the storm.

And to the silent presence who made the heaviness feel lighter,
and the journey feel warmer - thank you for being the
unspoken calm in my storm.

I dedicate this work to every soul who stood by me during the
final steps, the final pages, and the final sigh before joy.

Acknowledgments

As I reach the end of this unforgettable journey - filled with struggles, lessons, and growth - I raise my deepest words of gratitude to my supervisor, Mr.

Lebiar Khaled.

Thank you for being the light in my foggy path, for your patience, your motivation, and for believing in me even when I doubted myself.

My sincere appreciation goes to the respected members of the jury: Dr.

SEGUENI Lamri, Dr. LAMDJED Elhamel, and Mrs. BENZIDA Yasmina, for your time, feedback, and kind presence. Your contribution added great value to this work.

Heartfelt thanks to my beloved university, Mohamed Khider University of Biskra, for being more than just a place of learning - for being a home where I grew, struggled, and succeeded
And to Dabbache Said Ben Mohamed Girls' Dorm - Cité Chétma 2, thank you for holding my tears, my laughs, my solitude, and every little piece of this story.

This may be the final line of this chapter... but the memories, the impact, and the gratitude will forever remain.

Abstract

This research examines the developmental benefits of English language education by analyzing the Algerian 3rd Year Primary School textbook *My Book of English*. Employing Cunningsworth's (1995) evaluation criteria, the study explores the textbook's effectiveness in delivering linguistic and cognitive benefits. The research employs both qualitative and quantitative analysis to assess textbook content, pedagogical methods, and alignment with national educational goals.

Findings indicate that while the textbook successfully introduces English in an age-appropriate, culturally sensitive, and communicatively engaging manner, it falls short in areas such as assessment tools, differentiated learning strategies, and teacher support. The study concludes with recommendations to enhance the textbook's functionality and promote a more effective English learning experience for young Algerian learners.

List of Abbreviation

CBA : Competency Based Approach
EFL : English Foreign Language
ELT : English Language Teaching
ESP : English for Specific Purposes
ESL : English as a Second Language
EMI : English as a Medium of Instruction
L1 : First Language
L2 : Second Language
MOE : Ministry of Education

Table Of Contents

Dedication	
Acknowledgments	
Table of contents	
List of tables	
List of Appendices	

General Introduction

1. Background of the study	1
2. Research Problem.....	2
3. Aim of the Study.....	2
4. Research Questions.....	3
5. Research Methods.....	3

Theoretical Part

Chapter One : ELT in Primary Schools in Algeria

Introduction.....	6
1. English Language Teaching.....	6
1.1. English Language Teaching in the World.....	6
1.2. English Language Teaching in Algeria.....	7
2. English as a Medium of Instruction.....	8
2.1. Advantages of Using English as a Medium of Instruction.....	8
2.2. Challenges Associated with Using English as a Medium of Instruction.....	9
2.3. English as a Medium of Instruction in the Algerian Primary Schools.....	9
2.4. Advantages of EMI in Primary Schools.....	10
2.4.1.1. Improved Academic Performance	10
2.4.1.2. Cognitive Growth.....	10
2.4.1.3. Global Competitiveness.....	11
2.4.2. Challenges and Strategies of Using English in Primary School.....	
2.4.3. Goals of English Learning in Algerian Primary Schools.....	12
3. Adopting the Competency-Based Approach (CBA).....	13
3.1. The Concept of the Competency-Based Approach.....	13
3.2. The History of the Competency-Based Approach.....	14
3.3. Characteristics of the Competency-Based Approach.....	15
3.4. The Role of Teachers in Implementing the Competency-Based Approach.....	17

3.5. The Role of student in Implementing the Competency-Based Approach.....	18
4. The Competency-Based Approach in Algeria.....	18
4.1. Algeria’s Requirements for Implementing the Competency-Based Approach.....	18
4.2. Assessment of the Competency-Based Approach in Primary School.....	19
4.3. Competency-Based Approach in Algeria Primary School.....	19
4.3.1. Benefits of Using It.....	20
4.3.2. Purpose of Using It.....	20
4.4. The Relationship Between the Competency-Based Approach and the New Third-Year Primary School Textbook.....	20
Conclusion.....	21

Chapter Two : Teoretical Framework of Textbook Evaluation

Introduction	23
1. Textbook.....	23
1.1. Definition of Textbook	23
1.2. Limitation of the textbook.....	25
1.2.1. Advantage of textbook.....	26
1.2.2. Disadvantages of textbook.....	27
2. Textbook Evaluation.....	28
2.1. Evaluation Defined.....	28
2.2. The importance of textbook evaluation.....	30
2.3. Approaches to textbook evaluation.....	31
2.3.1. In- Depth Approach.....	31
2.3.2. Impressionistic Approach.....	32
2.3.3. Checklist Approach.....	32
2.4. Type of evaluation of textbook.....	33
2.4.1. Pre-use Evaluation.....	34
2.4.2. Whilst – use Evaluation.....	34
2.4.3. Post-use Evaluation.....	34
3. Textbook Analysis.....	34
3.1. Definition of Textbook Analysis.....	34
3.2. The Importance of textbook Analysis.....	35
3.3. Type of Analysis.....	36
3.3.1. Quantitative Anlysis.....	36

3.3.2. Qualitative Analysis.....	37
3.4. Evaluation vs Analysis.....	37
Conclusion.....	38

Chapter Three : Data Analysis and Results

1. Overview of the Textbook.....	40
2. Overview of Cunningsworth's 8 th Criteria for Textbook Evaluation.....	44
3. Applying the Evaluation and Analysis.....	47
3.1. Aims and Approaches.....	47
3.2. Design and Organization.....	47
3.3. Language Content.....	48
3.4. Skills.....	48
3.5. Topic.....	49
3.6. Methodology.....	49
3.7. Teacher's Book.....	50
3.8. Practical Considerations.....	50
4. The study Findings.....	53
5. Conclusion of the study	56

General Conclusion

1. The results.....	58
2. The recommendation.....	59
References.....	61
Appendix.....	64
Abstract	

List of Figures

The Competency-Based Approach (CBA).....	14
--	----

List of table

Table 01 : Organization and Structure of the Algerian Textbook "My Book of English"	41
--	----

Table 02 : The 8th Criteria Of Cunningsworth	46
---	----

Table 03 : The Textbook Evaluation According to Cunningsworth's « 1995 » Criteria	51
--	----

Table 04 : The comments of the textbook « my book of English ».....	53
--	----

List of Appendix

Figure 01 : Aims and Approaches	64
---------------------------------------	----

Figure 02 : Design and Organization.....	65
--	----

Figure 03 : Language Content.....	66
-----------------------------------	----

Figure 04 : Skills.....	67
-------------------------	----

Figure 05 : Topics.....	68
-------------------------	----

Figure 06 : Methodology.....	69
------------------------------	----

Figure 07: Practical Considerations.....	70
--	----

General Introduction

1. Background of the study

Today, the world is witnessing rapid development in various fields, including economy, technology, and education, thanks to globalization, which has spread widely. One of the most significant effects of globalization is the dominance of the English language, which has become a primary tool for communication between different nations. It has also emerged as the lingua franca for non-native speakers and is widely used in business, science, politics, and technology, making its learning and mastery a crucial necessity in educational systems worldwide. In this context, Algeria has decided to integrate English into primary education, a step aimed at meeting the aspirations of both parents and students. English is now officially taught starting from the third year of primary school, an early stage in the learning process, alongside French. The Algerian government took its first step by developing a comprehensive textbook that covers several essential aspects, including : scientific content that ensures the English language is presented in an age-appropriate manner, Educational and pedagogical aspects that contribute to developing students' learning skills. Also, Aesthetic aspects that make the learning process more engaging and motivating. This study focuses on analyzing the English textbook designed for third-year primary school students, given its fundamental role in the educational process. The textbook is considered a key pillar of education, as it serves as a bridge between students and their educational and cognitive objectives. The school textbook is one of the most challenging issues in educational systems, as it is the primary tool that reflects curricula and delivers them to students, helping to develop their intellectual and emotional abilities and achieve both general and specific learning objectives. Therefore, studying this topic has become essential, especially after the official introduction of English in primary education and the publication of the first English textbook, which has sparked public interest and made this issue a subject of widespread discussion.

2. Research Problem

This study aims to analyze the syntactic structures used in the English textbook designed for third-year primary school students, focusing on its effectiveness in language instruction and learning enhancement. Additionally, the study seeks to explore the developmental benefits of teaching English at this stage, particularly in terms of improving students' linguistic and cognitive skills.

3. Aims of The Study

Since this study falls within the field of linguistics, its significance lies in its innovative nature and the potential contribution it may offer to previous research, especially given the limited studies addressing the integration of English in Algerian primary education. Therefore,

General Introduction

this research will be among the first to explore this topic, contributing to the expansion of academic inquiry in this field and serving as a foundation for future studies. Additionally, the findings of this study may be used as a key reference to enhance the teaching of English at the primary level, providing valuable academic insights for researchers interested in English language education, with a particular focus on its benefits at this early stage of learning.

The significance of this study lies in its potential contributions to both language education and applied linguistics, as it highlights the following aspects :

- **Improving Educational Quality:** By providing a comprehensive evaluation of the textbook, this study can assist curriculum developers, textbook authors, and teachers in designing more suitable and effective educational materials.

- **Language Pedagogy :** This study can help identify the most effective ways to present grammatical structures within the textbook, leading to the development of teaching strategies that support smooth and effective grammar learning.

- **Practical Application :** Through syntactic content analysis and evaluation, the findings of this study can be utilized to enhance future English textbooks, ensuring that educational materials are aligned with students' abilities and facilitate their acquisition of English more efficiently.

4. Research Questions

The study is guided by the following primary research questions :

1. To what extent does the textbook “My Book of English” fulfill the criteria of an effective EFL (English as a Foreign Language) textbook ?
2. What are the strengths and weaknesses of the textbook in terms of content, structure, and pedagogical approach ?

5. Research Methods

When conducting an analytical study of an English textbook, various methodologies can be employed, including both qualitative and quantitative analysis. Qualitative analysis involves an in-depth examination of the textbook content by thoroughly analyzing the texts and evaluating globally and locally recognized educational standards. This approach aims to provide a comprehensive understanding of the language used in the textbook while also exploring the pedagogical decisions behind the instructional content, such as lesson progression, educational activities, and available teaching resources. On the other hand, quantitative analysis relies on collecting numerical data related to educational activities and syntactic structures, followed by systematic coding and analysis. Additionally, it involves making comparisons between different instructional units within the textbook. This method

General Introduction

helps to explore the developmental benefits of teaching English to third-year primary school pupils and offers a precise quantitative perspective on the balance and organization of the syntactic content in the textbook.

CHAPTER ONE

Theoretical Framework of Textbook Evaluation

CHAPTER ONE: ELT in Primary Schools in Algeria

Introduction

The changing world has made teaching English in primary schools increasingly important. Teachers' attitudes towards teaching methods can significantly impact students' learning outcomes. Since English is used in many areas of life, it is essential to understand the principles behind its teaching methods and to explore teachers' perceptions of them, as this contributes to producing proficient English speakers and English language education in Algerian primary schools has become a subject of growing importance and interest. This chapter aims to explore the various aspects of teaching English as a Foreign Language (EFL) within the Algerian context.

In this first chapter, This Study examines the historical background of language education in Algeria, with a particular focus on the integration of English into the educational system. Furthermore, we will introduce the concept of "English as a Medium of Instruction" (EMI), We will also address the shift toward the Competency-Based Approach (CBA), discussing its origins, implementation, and main characteristics. Additionally, we will analyze the roles of both teachers and learners in this approach, as well as the benefits of early English language learning and the objectives set for teaching English in primary schools. Finally, we will discuss the challenges involved in teaching English as a foreign language and the strategies used to overcome them.

1. English Language Teaching

1.1. English Language Teaching in the World

Particularly in the twenty-first century, the legacy of teaching the English language has changed dramatically. Apart from its present dominance in several sectors, especially communication, science, economics, and culture. It has spread over the planet in a manner unmatched by any other language in human history.

(Kiao & Kitao, 1996, p. 3) Claims that worldwide news and information is mostly in English. Even in certain nations where it is a minority language, it is the language of administration and business. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in nations where it is not a native language. Hence, because it is utilized for communication in international conferences, economic transactions, and media influence, English is now used as an international language. In fact, the dominance of English over other languages results from the strength and success of its speakers in all fields.

CHAPTER ONE: ELT in Primary Schools in Algeria

English has developed into a major language affecting all aspect of life. "Any literate, educated person on the face of the globe is deprived, if he does not know English," says Burshfield (2003) so it is surely the entrance to the knowledge of the world and modern literacy. (Benabi, 2022/2023, p. 7)

1.2. English Language Teaching in Algeria

English is regarded as a foreign language rather than a second language in Algeria. Therefore, English language is a subject taught for educational purposes that begins at the age of 13 and is based on second generation curriculum in recent years. A new educational reform, considered a correction and upgrade of the 2003 reform, was introduced in April 2016.

Indeed, Algerian authorities have felt compelled to alter the educational system. The latter has launched a large-scale educational reform effort covering both primary and secondary school levels of education. This recent reform resulted in curriculum changes and the creation of new syllabuses and textbooks in all subjects, including foreign languages.

A new curriculum for first-year middle school students has been implemented in order to form 'a second generation'.

English is currently seen as an international language and French is only a booty of war, hence in 2022 the Algerian president Mr. Abdelmadjid Tebboun announced that official teaching of English will begin in basic schools. Consequently, the status of teaching English in the Algerian educational system changed and evolved in different ways.

English is now taught at all levels of education much like Arabic and French. But, with the most recent change, no one can say whether the English will be regarded in the future as a first foreign language or not. Officially, English is currently taught from the third year in the primary cycle. Therefore, by the time they finish the secondary cycle, students will have had nine years of study in English.

1.2.1. Motivation for Learning English in Algeria

According to (Slimani, 2016) , teachers generally acknowledge different degrees of preparation among pupils for learning, an idea usually known as "motivation". And motivation is an internal drive that drives people to take particular behaviors, particularly if they feel the objective is appealing and meaningful.

Teachers who want success should consider this definition while designing lessons for themselves and their pupils. Furthermore, Gardner (1985), as Burns (2010) notes, defines motivation as a mix of effort, the wish to reach the objectives of language acquisition, and favorable attitudes about the learning process. From the very beginning, experienced teachers can swiftly spot pupils with inherent drive and will to learn.

CHAPTER ONE: ELT in Primary Schools in Algeria

Driven by internal motivation, such pupils frequently turn into great assets in the class. On the other hand, some students who seem to be able to acquire a foreign language could depend on outside influences like their teachers' appeal for drive. Essentially, there are two different kinds of students : those who are naturally driven to study and those who depend on teacher-provided external stimuli. Maintaining high degrees of motivation and interest among students depends on a clear understanding that a range of activities must be preserved. Both teachers and textbook authors understand the need of including variety into the learning process to maintain student interest since boring activities can fast become dull. (Yahia, 2024/2023)

2. English as a Medium of Instruction

2.1. Advantages of Using English as a Medium of Instruction

Using English as a Medium of Instruction, according to (Crystal, 2003), has many advantages including fostering international communication and cooperation. Mastering the English language lets students engage with other students and professionals all around and access a great range of tools and information. This exposure can promote the growth of critical thinking, cultural awareness, and a more general knowledge of world problems. Furthermore, knowing English helps students's job chances and professional possibilities.

Many international companies need their staff members to be fluent in English since it is the main language for corporate communications (British Council 2021). Moreover, knowledge of English can help one to Higher Education possibilities in famous world universities mostly using English for

2.2. Challenges Associated with Using English as a Medium of Instruction

(Phillipson, 1992) Contended that although using English as a medium of instruction has advantages, it also raises some problems. One significant issue is the potential for cultural and linguistic hegemony. The dominance of English can lead to the marginalization of local languages and cultures and help to the loss of linguistic variety. Students' sense of identity and cultural pride could suffer under certain circumstances. Emphasised that one further challenge is the possibility of educational inequality. Students from non-English speaking backgrounds may find it challenging to compete with their native English-speaking colleagues. These difficulties might cause a lack of confidence, anxiety, and irritation, which could finally influence their academic success and general well-being.

2.3. English as a Medium of Instruction in the Algerian Primary Schools

Global economic and scientific developments have fueled interest in teaching English to students from parents, educators, and stakeholders in Algeria. Algerian kids have to be part of this advanced society ; studying English is the road to getting there (Benosmane, 2006).

CHAPTER ONE: ELT in Primary Schools in Algeria

English is becoming more and more important in Algerian society since it has become second nature.

Jobs in foreign companies like those in Hassi Messaoud and in travel amenities now need this as a fundamental need ,Introduced in the 3rd grade of primary school under the late 2022 reform, English has been taught in the present academic year 2022/2023.

Though it's yet too early to assess the success of this change, all primary schools have taught English to their students. Many think that the earlier English as a Medium of Instruction (EMI) is included in school, the more it improves the English abilities of EFL students.

Algeria has therefore chosen to integrate English in its main school syllabus to match world needs. Still striving to identify the finest techniques, strategies, and resources to make English a successful topic in Algerian primary schools are researchers, teachers, and psychologists.

Algeria has carried out various changes in recent years to enhance English language teaching ,Economic needs of foreign investment and new diplomatic ties as well as social wish to replace French with a more global language explain this. Studying English as a Medium of Instruction (EMI) in Algerian primary schools requires knowledge of the country's language planning policy and linguistic environment. This will enable us to more clearly see how EMI is used in various institutions. (Benosmane, 2006)

2.4. Advantages of EMI in Primary Schools

2.4.1.1. Improved Academic Performance

Research have shown that future academic results for primary school students who study using English as a Medium of Instruction likely to be better , Many fields including science, technology, and business use English, hence this is ascribed to the fact that Early exposure to English helps students to more efficiently acquire and understand information in various domains, hence improving their academic performance (Baker, 2011).

2.4.1.2. Cognitive Growth

Teaching English as a Medium of Instruction in primary schools, can help students' cognitive development. Bilingualism has been linked to a variety of cognitive benefits, including better mental flexibility, creativity, and problem-solving skills. Learning English in addition to their native tongue helps students to grow these cognitive skills, which may help them in their academic and professional paths.

CHAPTER ONE: ELT in Primary Schools in Algeria

2.4.1.3. Global Competitiveness

(Crystal, 2003) Underlined that in modern global world, the common language for international relations is English. Students who are educated in English during their early schooling can enhance their language skills and gain a benefit in the global labor.

2.4.2. Challenges and Strategies of Using English in Primary Schools

Teaching English as a Foreign Language: Issues and Approaches The research on teaching English to young students has shown some urgent issues. Research on teaching English to young learners has shown some urgent issues. The inclusion of English as a required subject is one significant problem in primary schools lacking appropriate teacher training plans.

Many nations lack skilled elementary school instructors able to properly teach English. The lack of appropriate teacher training planning leads to English being required subject in primary schools, which is one significant problem ,Many nations lack trained primary school teachers who can successfully teach English. As a result, teachers can find themselves instructing English to young children without appropriate training in teaching young students generally or particularly in teaching English to young students.

In poor or rural places, this problem is especially severe. The biggest difficulty is the dearth of skilled instructors. Teachers have to fulfill specific criteria to be deemed qualified.

For example, the education ministry in Mexico has established criteria for English instructors. Along with a bachelor's degree in English teaching, they should either have at least a B1 level certification in English or, even better, a B2 level or above. This implies that graduates or teachers must pass an English proficiency exam such as TOEFL or IELTS. Many English graduates fall within an acceptable range of English, often from B1 to B2 levels.

Many lack the particular teaching techniques for teaching English to children, hence having these linguistic abilities does not automatically qualify them to teach children a foreign language. Primary schools could also lack other resources. Also draws attention to concerns voiced by Turkish teachers on the availability of technology to assist English learning in view of recent developments in this field. Motivation-wise, some pupils might struggle to grasp English ; others would not.

Moreover, pupils lack regular tests, so they cannot gauge their progress in learning English. Consequently, individuals could lack drive and lose desire to study the language. Motivating their kids to investigate and study English depends much on parents since it might help them grow their language. (Khamari, 2014)

CHAPTER ONE: ELT in Primary Schools in Algeria

2.4.3. Goals of English Learning in Algerian Primary Schools

Common throughout Europe is teaching English as a second language in primary schools ; about half of primary school kids in the EU study a foreign language, usually English. Usually, foreign language courses turn required around the beginning of secondary school or toward the end of elementary school.

But in 2016, nations including Austria, Spain, and Romania mandated mandatory foreign language study for children under eight, beginning in elementary school or even pre-primary schooling. More lately, Poland and Cyprus have required language study for all pre-primary children (Baidak, Balcon,M.P., & Motiejunaite,A, 2017, p. 6) Introducing English as a topic in Algerian primary schools mainly aims to expose Algerian children to the world and give them access to scientific information. In several sectors including technology, business, intellectual activities, and cultural interchange, English is quite prevalent. Including English in primary education will help Algerian kids to effortlessly fit into world events from an early age.

Introducing English as a foreign language in primary education in Algeria also allows pupils to increase their knowledge and improve their linguistic and communication skills in English over time. Thus, the primary level curriculum emphasizes improving oral language abilities and communication and progressively integrating written language skills at following levels. (Education, 2022)

3. Adopting the Competency-Based Approach (CBA)

3.1. The Concept of the Competency-Based Approach

Competence Based Methodology Ideas CBA is In competency-based learning, the learning goals take front stage above the courses of study that students ought to be pursuing. It speaks of an educational movement that supports the development of instructional goals as precisely quantifiable representations of the information, abilities, and behavior that students should possess by the time they acquire their degree (Richards & Rodgers, Approaches and Methods in Language Teaching, 2001).

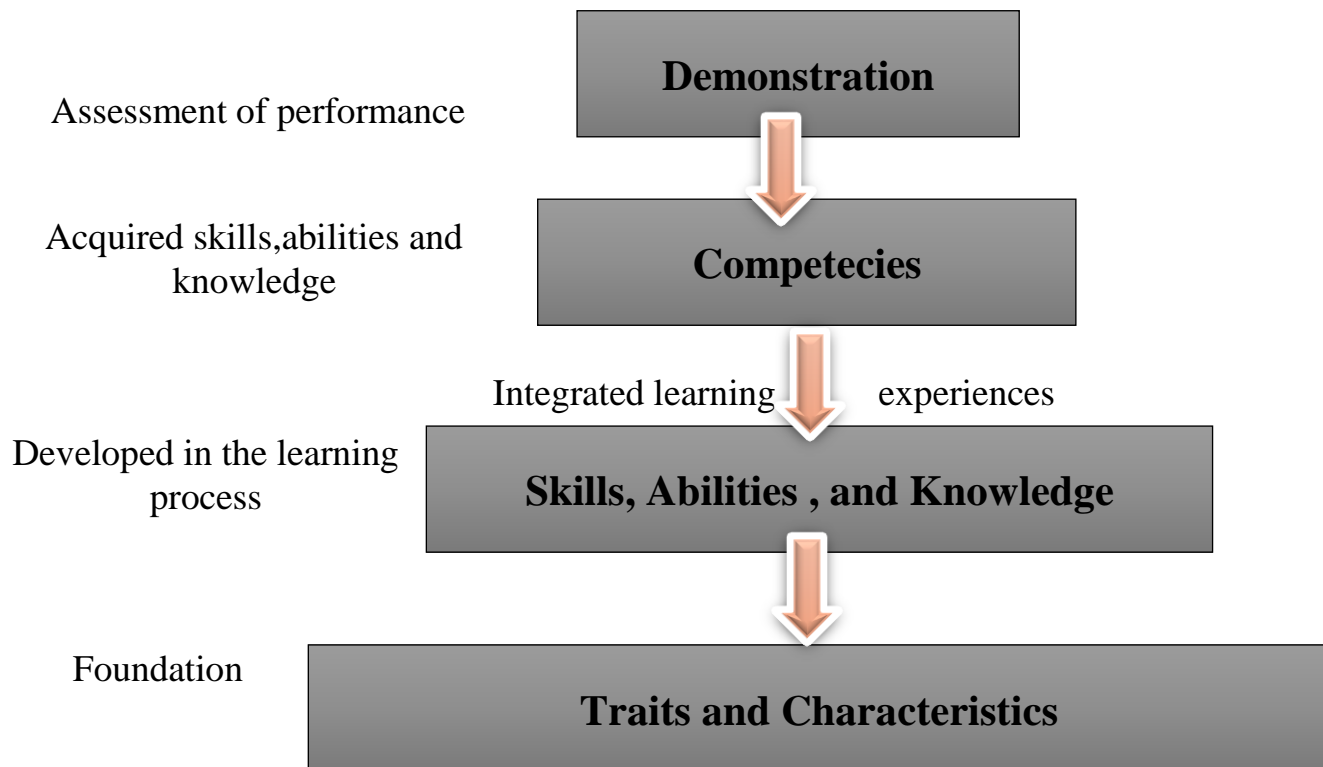
Using a hands-on teaching method, CBA emphasizes life skills and evaluates students' competency in them in line with their real learning goals.

The definition of an education bureau (Cheli, 2010) according to U.S. Education Bureau is the performance-based approach that produces the demonstrated development of the core life skills required for a person to properly operate in societ.

From US Department of Education, 2001 (p. 104), the following graphic offers a basic but effective visual of Competency Based Approach showing how Assessment is ingrained in every phase of the learning process, therefore guiding and supporting student mastery.

CHAPTER ONE: ELT in Primary Schools in Algeria

Schema 1 effective visual of Competency Based Approach



Source : U .S. Department of Education , 2001,P 104

3.2. The History of the Competency-Based Approach

Competence Based Approach: Its Background Introduced in the United States in the 1970s to accomplish some particular objectives, the CBA has been vocational training programs in Germany and the United Kingdom as well as many other countries in the 1980s and occupational professional skills acknowledgment in Australia in the 1990s.

The CBA's theoretical roots have been claimed to be found in the 1950s behaviorist models of human psychology ,This is predicated on the idea that CBA is essentially inferring competency on performance. It has also been said that CBA as we know it today initially established and trialed under the influence of one of the founders of industrial psychology, Taylor, 1947, who raised job analysis to a science (Cheli, 2010)

"an educational movement that focuses on the outcomes or outputs of learning in the development programs" (Richards & Rodgers, Approaches and Methods in Language Teaching, 2001, p. 143). CBA is founded, as the name implies, on "competency," or "competence." The Oxford Advanced Learners' Dictionary (2005) defines "competence" as "the ability to do something well" (2005, p. 294) .

whereas "a skill that you need in a particular job or for a particular task" is "competency," as a technical noun In practice, "competence" phrase when it comes to teaching,

CHAPTER ONE: ELT in Primary Schools in Algeria

the execution of this method concentrates on enabling learners to learn the English language by means of considerable contribution of practical activities by putting them in conditions similar to real ones outside the classroom (MALIKA, 2021) As it seems, the goal is to improve the communicative competency of the students, thereby guiding their use of knowledge in the correct context and time.

Thus, language use is really crucial in this context. Method which is not unlike the communicative approach. Some analysts contend that CVA evolved in ways shaped by several, somewhat limited approaches to learning. For instance, (Harris, 1995, p. 37) have maintained, that five connected to the design of CBA teaching in the 1970s. Mastery learning criterion-reference testing (Propham, 1978) , minimum-competency testing, competency in education and programmed learning. Three factors united these movements : modules design and assessment based on a list of observable actions and the idea of mastery (Harris, 1995)

3.3. Characteristics of the Competency-Based Approach

CBA is distinguished by its action-oriented approach, which shapes knowledge to the acquisition of know-how ingrained in functions and abilities. These will enable the student to develop into a competent capable user outside of the classroom as well.

This method of problem-solving puts students in scenarios that test/check their capacity to overcome challenges and issues, encourage learners to think and learn by doing likewise It is social constructivist in that it sees learning as result of social interaction with other individuals. Stated differently, learning is a creative use of a newly constructive knowledge through the process of social interaction with other people, not with regard for the reproduction of pre-determined knowledge and know-how in vitro. At last and most crucially, the Competency-Based Approach is a cognitive method.

Bloom has asserted that all the educational goals can be categorized as cognitive (to do with information), affective (to do with attitudes, values and emotions), or psychomotor (to do with bodily movements), According to him, cognitive goals create a hierarchy in which the learner must reach lower order objectives before he or she can reach higher ones.

Competency-Based Approach stands out mostly for its use of project work as a component of the learning plan. If Competency-Based Approach broadens the communication approach, it is in the sense that it aims to make the attainment visible, i.e., concrete by means of project fulfillment. Moreover, cooperative learning provides a concrete reality and creates new paths for action engagement and the building of new knowledge (Cheli, 2010) .

According to Chelli and Khouni (n.d.), Competency-Based Approach includes the following characteristics :

CHAPTER ONE: ELT in Primary Schools in Algeria

- **Action-Oriented :** Competency-Based Approach focuses on practical application and skill development for real-life scenarios. This accords with the primary idea of Competency-Based Approach, which emphasizes mastery of specific competencies over abstract information.
- **Using problem-solving** scenarios promotes critical thinking and active learning. This is compatible with the underlying concept of CBA, which entails evaluating learners' ability to apply their knowledge and skills to real-world issues.
- **The social constructivist approach** to learning promotes collaboration and connection with others. This key feature of Competency-Based Approach recognizes that learning takes place through social engagement and interaction with peers and mentors.
- **The Cognitive Approach**, based on Bloom's taxonomy, acknowledges the hierarchical structure of cognitive aims and the necessity for learners to develop through distinct levels of thinking skills. This is consistent with Competency-Based Approach 's core idea of promoting higher-order thinking skills and intellectual progress.
- **Incorporating project-based** learning into the curriculum helps learners apply their knowledge and abilities in relevant ways, leading to deeper understanding and engagement.

3.4. The Role of Teachers in Implementing the Competency-Based Approach

Teachers' Part in Applying the Competency-Based Approach Teachers are quite important in the competency-based approach (CBA), far from being subordinates. Rather, they actively guide and help to facilitate learning. This entails using their knowledge in topic, instructional strategies, decision-making, social skills, and subject matter to enable students to thrive.

Teachers should also consider what, why, and how they teach, thereby defining their goals and modifying their approaches depending on the learning process. Their main responsibility is to assist in language acquisition by encouraging hypothesis development or testing of them.

Teachers also conduct classroom research, continuously observing, listening, and posing questions to find out how kids learn and how best they could be helped. This method of observation and engagement not only improves the capacity of the instructor to design relevant courses but also supports a constructivist style of instruction and learning. In the end, it's a reciprocal process whereby teaching shapes observation and vice versa, therefore generating an always improving cycle. (SALIHA, 2011)

3.5. The Role of student in Implementing the Competency-Based Approach

The Part Students Play in Using the CBA Under the competency-based model, students become learner-centered rather than teacher-centered; they are not dependent on their teachers anymore.

Thus, the focus is on student performance since they are supposed to actively engage in their own learning process by means of further study, knowledge expansion, and skill development. Even in the absence of direct teacher direction, students are urged in competency-based learning to assume responsibility for growing their skills and acquiring the required competencies; subsequently, they proceed to acquire other skills as needed.

4. The Competency-Based Approach in Algeria

4.1. Algeria's Requirements for Implementing the Competency-Based Approach

Algeria's implementation CBA requirement The didactic handbook of the Ministry of National Education (2022) claims that English curricula center on three main ideas:

- The improvement in English communication competency: The learner is supposed to be ready for written and oral communication.
- The student is in the middle of the learning process; the pedagogical act now consists in the construction of knowledge considering the learner's interests, likes and dislikes rather than in the transmission of knowledge.
- Teacher, learner, resources, at school and outside of school interact constantly ; the teacher's job is to help the pupil learn and to include him in his own education. He provides him chances to assess his own achievement and become autonomous at all phases of education. A healthy student-teacher relationship will help to create a positive environment in which shared values are fundamental in forming a responsible and decent person.

These three concepts outline the three goals of the institution. This implies that the following problems ought to be handled :

- What English to teach ?
- Who teaches ?
- What student ?
- How to engage among this triangle ?

4.2. Assessment of the Competency-Based Approach in Primary School

Many teachers still employ conventional techniques and may not completely grasp the ideas of Competency-Based Approach, making evaluation of competency-based learning at elementary schools difficult. Teachers must be trained right away so they understand the goals

CHAPTER ONE: ELT in Primary Schools in Algeria

and operation of Competency-Based Approach and how to evaluate it correctly. Merely adding a new curriculum is not enough ; it must be supported by efficient teaching strategies enabling student skill development.

Assessment should also concentrate on students' capacity to apply learned knowledge practically outside the classroom, not only on memorized facts. In the end, the aim should be to evaluate pupils' mental processes rather than only assigning them grades that could not fairly represent their actual skills (El Ouchdi, 2021).

4.3. Competency-Based Approach in Algeria Primary School

For Algerian schools, collective agreements have been implemented since 2003 as part of the education system reform. The National Education 2022 Teaching Guide for English for Primary 3 claims the revised English curriculum serves several goals. The goals of teaching English in elementary according (CNP 2022) are :

- A. The student takes pride in being Amazigh, Arab, Muslim, and Algerian.
- B. honors the unceasing basic tenets of his or her country.
- C. find the link between paralinguistic, context.

4.3.1. Benefits of Using It

According to (MALIKA, 2021), the benefits of teaching English include :

- Promoting universal and national values.
- Fostering openness to the world, tolerance, and critical thinking.
- Giving every student access to science, technology, and international culture

while steering clear of the risks of cultural alienation.

4.3.2. Purpose of Using It

The purposes of teaching English are :

- Contributing to the formation of a responsible citizen who is aware of present and future challenges.
- Developing learners' communicative competence in English, reflecting a shift from a paradigm of accumulating and transmitting linguistic knowledge to one focused on interaction and integration, in line with a social constructivist view of learning. (MALIKA, 2021)

4.4. The Relationship Between the Competency-Based Approach and the New Third-Year Primary School Textbook

This book is only intended to assist the users inspectors, teachers, and heads in applying the syllabus material with the classroom practice in terms of what the students should know and

CHAPTER ONE: ELT in Primary Schools in Algeria

are able to perform. It aims at making the components legible, accessible, usable ideas connected to pedagogy, didactics, assessment for learning, and the traits of 3rd Primary Education Syllabus will get for the many stake holders. The cross curricular competencies and the resource presentation. A careful reading will let you grasp the framing.

Developing workshop competencies, components of the competencies, young learners, and the techniques by which they learn English efficiently in Primary Education (Education, 2022) should not in any way ignore these criteria.

Conclusion

Given the significance of English as a communication tool, this chapter addresses the idea of English as a Medium of Instruction (EMI) and its global popularity. By tracing its historical origins, investigating the move toward the Competency-Based Approach (CBA), and addressing the associated issues and techniques, it also investigates English language instruction in Algerian primary schools. The chapter underlines the need of early age English learning, clarifies the functions of teachers and students, and states the goals of English language teaching. The chapter underlines the cognitive advantages and the general relevance of studying English as a foreign language in spite of difficulties like teacher shortages. It advocates putting into practice efficient plans to raise English language learning results for Algerian students.

CHAPTER TWO

Textbook Evaluation and Analysis

Chapter Two: Textbook Evaluation and Analysis

Introduction

Textbooks play a crucial role in shaping both the teaching process and the learning outcomes, particularly in primary education where learners are still developing their linguistic, cognitive, and social skills. This chapter is devoted to the evaluation and in-depth analysis of the official English textbook "*My Book of English*" used in the third year of Algerian primary schools. The evaluation is grounded in Cunningsworth's (1995) adapted checklist for young learners, which encompasses pedagogical, linguistic, cultural, and psychological dimensions. By systematically applying this framework, the chapter seeks to assess the textbook's overall effectiveness, appropriateness to learners' developmental stages, and its alignment with the competency-based approach adopted by the Algerian Ministry of National Education. Additionally, the chapter explores how the textbook supports the acquisition of core language skills and communicative competence through its themes, structure, and content delivery.

1. Textbook

1.1. Definition of Textbook

The textbook is considered an indispensable and central tool in the English language teaching system. It represents a constant and nearly universal component of English language teaching and learning environments, to the extent that the educational process often seems incomplete without an appropriate textbook, as emphasized by (Torres, 1994, p. 316).

The same authors further argue that the way in which textbook units are structured and designed serves as an organizational blueprint, guiding the conduct of lessons and enhancing teaching effectiveness by offering a clear instructional framework.

Sheldon (Sheldon, Evaluating ELT textbooks and materials, 1988 , p. 237), as cited by (Ghetas & Aicha, 2017) defines the textbook as a published work specifically designed to develop learners' linguistic and communicative competences. In the Algerian context, English is taught as both a second and a foreign language, and the EFL textbook plays a pivotal role in facilitating the learning process for students while supporting teachers in their pedagogical practices.

With the adoption of new educational methodologies by Algeria's Ministry of National Education particularly the Competency-Based Approach (CBA) the need arose for the development of updated textbooks aligned with this pedagogical shift. However, research focused on the evaluation of EFL textbooks in Algeria remains limited. This scarcity of studies contributed to a significant development in 2022, marked by the introduction of the second-generation textbook for third-year primary students titled "My Book of English".

Chapter Two: Textbook Evaluation and Analysis

This initiative aims to embody the principles of the new curriculum and promote a more effective and learner-centered approach to English language education in the Algerian school system.

Textbooks are fundamental tools that contribute to the organization and presentation of knowledge to learners, providing rich content that is easily accessible to students. These books serve as valuable references that students can utilize to explain concepts, review material, or explore new topics. Furthermore, textbooks are a source of information that is often subject to rigorous evaluation by experts in the field, thereby enhancing the reliability and quality of the data available.

In this regard, the textbook is considered a guiding tool for teachers, assisting them in effectively navigating the teaching and learning process, as emphasized by researchers.

In the Oxford Advanced Learner's Dictionary (2010), a textbook is defined as "a book used to teach a particular subject, especially in schools and colleges" (Dictionary, 2010, p. 1555). Similarly, the Cambridge Advanced Learner's Dictionary defines a textbook as "a book containing detailed information about a particular subject for people studying that subject," highlighting its role in providing in-depth and structured knowledge within the relevant academic field.

1.2. Limitation of the textbook

EFL textbooks elicit a range of reactions, often oscillating between supportive and critical positions regarding their use in the classroom. In this context, (Renner, 1997, p. 256) expresses critical views, arguing that textbooks lack authentic texts as they reflect the preferences and biases of their authors. This may lead to the formation of misguided judgments, misconceptions, and stereotypical representations of people from other cultures. Based on this perspective, Renner asserts that such teaching materials are not suitable or appropriate for classroom use.

On the other hand, Allwright (1981) argues that textbooks cannot meet the diverse needs of learners globally.

There is no single textbook that can cater to the needs of all students, teachers, schools, and curricula, as each textbook has its own strengths and weaknesses. In the same vein, Allwright (Allwright, 1981, pp. 5-18) claims that textbooks are too rigid, reflecting the pedagogical, psychological, and linguistic preferences and biases of their authors.

Chapter Two: Textbook Evaluation and Analysis

Furthermore, (Cathcart, 1989, pp. 105-120) points out that, in addition to cultural and social biases, the representation of the target language in textbooks is unnatural, inappropriate, and inauthentic.

According to Cathcart, such language models and dialogues fail to adequately prepare students for real-life situations. These textbooks provide unrealistic portrayals of real-life contexts, as they contain relatively few examples of authentic texts, which may lead to misconceptions about the target society and culture.

This is particularly concerning for students who expect to interact with native speakers. Therefore, in order to avoid the prevalent shortcomings and disadvantages of instructional materials, it is essential to conduct a systematic analysis of textbooks based on well-established criteria to determine their strengths and weaknesses.

Experts such as (Sheldon, 1988, p. 237) (Cunningsworth, 1995) and (Byrd, 2001, pp. 415-427) have provided various checklists for textbook analysis, allowing teachers to select the most appropriate tools according to their specific educational needs.

Anyhow, researchers continually debated on the advantages and disadvantages of the genuine role of textbooks in EFL classrooms.

1.2.1 Advantages of Textbooks

Textbooks are considered one of the fundamental tools that offer a comprehensive and systematic approach to learning. This is due to their meticulous design, which provides a well-structured course of study that can be followed in a logical and coherent manner. By adhering to the structure of the textbook, students are able to grasp the fundamentals of a subject before progressing to more complex concepts.

In the absence of textbooks, a program may lack central cohesion, and students may not receive a carefully planned syllabus. Textbooks also serve as a crucial resource for novice teachers in the field of English language teaching (ELT), offering additional support, especially when teachers lack the ability to provide accurate language input independently.

Moreover, many researchers agree that textbooks are effective tools in terms of time and financial resources. They help reduce the time spent on lesson preparation, allowing teachers to focus more on the actual teaching process. Textbooks also enable teachers to efficiently plan and organize their courses, ensuring alignment with the curriculum and presenting course materials in an organized manner.

It is also worth noting that textbooks serve as invaluable reference materials for students long after they have completed their courses. They can be used for exam preparation or to extract further information in specialized fields. Furthermore, textbooks contain a vast amount

Chapter Two: Textbook Evaluation and Analysis

of knowledge and wisdom that can be passed down from generation to generation, making them a sustainable source of information.

Ur (1988) affirmed that textbooks represent a foundational resource and guidance for teachers who lack confidence in their language knowledge or who have not yet developed sufficient confidence in their professional abilities. In addition, (Richards & Rodgers,T, 2011) stated that teacher manuals and textbooks play a pivotal role in teacher training, as they equip teachers with the necessary tools to improve their lesson planning and classroom performance. He also emphasized that using textbooks saves time, allowing teachers to allocate it more effectively to actual teaching rather than content creation.

1.2.2 Disadvantages of Textbooks

Despite the numerous advantages offered by textbooks, several researchers have pointed out notable disadvantages, particularly concerning issues of inauthenticity and biased content.

One significant limitation is that textbooks may not cater to the diverse needs of all students. For certain learners, more participatory and hands-on learning experiences, such as group projects, experiments, and simulations, might be more effective. Traditional textbooks, in such cases, may fail to engage these students meaningfully or serve as effective learning resources.

Consequently, teachers are often required to supplement textbooks with additional materials and strategies to ensure that all students can access meaningful and effective learning.

It is widely acknowledged that an overreliance on textbooks can contribute to educational shortcomings. Therefore, instructors must exercise discernment in selecting textbooks that are most suitable for both themselves and their learners. (Allwright, 1981) posited that, in certain contexts, textbooks may limit student engagement in the language learning process.

He also highlighted that pre-packaged textbooks often fall short in addressing the intricate dynamics of language acquisition. Similarly, (Ur, 1996) noted that textbooks are typically grounded in a singular teaching/learning approach, failing to accommodate the diverse range of learning abilities, styles, and strategies that students possess. She further warned that those who rely too heavily on textbooks might, at times, act as mere intermediaries, adhering to the content unquestioningly, rather than critically engaging with it.

Moreover, textbooks are frequently criticized for using inauthentic language, presenting distorted or biased content, and neglecting the specific needs of students or inadequately trained teachers (Richards & Rodgers,T, 2011) These factors underscore the importance of carefully

Chapter Two: Textbook Evaluation and Analysis

considering the appropriateness and relevance of textbooks within the context of the broader educational landscape.

Teachers of English as a Foreign Language (EFL) must consider a wide range of factors when selecting textbooks, as certain textbooks may not be suitable for various reasons, including the age, knowledge, interests, and specific needs of the students (Richards & Rodgers, 2011, p. 225). It is also crucial to avoid overemphasizing the role of textbooks in the teaching process. There are numerous supplementary materials that can be effectively incorporated into lessons.

Thus, teaching EFL does not have to rely solely on textbooks. Additionally, students may reject textbook content if they feel it is being imposed upon them, which could lead to negative associations with EFL classes, such as boredom and monotony. This highlights the importance of flexibility and creativity in selecting teaching materials that resonate with students and foster engagement.

2. Textbook Evaluation

2.1. Evaluation Defined

Evaluation is considered a pivotal tool in the educational process, used to determine the quality of the learning process, measure outcomes, and make decisions related to program adaptation. For instance, after teaching a new unit, teachers assess student performance through grading assignments and tests to verify if the predetermined learning objectives have been met. Additionally, evaluation serves as a fundamental means of determining the effectiveness of curricula and teaching methods.

In this context, evaluation provides valuable data that helps identify components needing adjustment to improve student performance. Banks (1977) viewed evaluation as a technical aspect of education and a crucial element within the teaching and learning process, providing continuous feedback to maintain balance within the educational system. From another perspective, evaluation is a comprehensive process that involves gathering, analyzing, and disseminating information to guide decision-making in relation to a specific educational program.

Thus, evaluation is a vital tool for enhancing educational quality, enabling teachers to identify areas of weakness in student performance and adjust their teaching approaches accordingly to meet individual needs. It also provides teachers with the opportunity to assess their teaching skills and identify strengths and weaknesses in their own performance, facilitating professional development and more effective training. Furthermore, evaluation

Chapter Two: Textbook Evaluation and Analysis

helps students recognize their own strengths and weaknesses, allowing them to focus their efforts on areas that need improvement.

Therefore, evaluation is a critical step in assessing the effectiveness of previous stages in the educational process and determining their impact. It should be considered an integral part of curriculum design and the development of educational programs, as emphasized by Brown (1995, p. 217).

Also, Textbook evaluation is a crucial educational process aimed at making objective judgments regarding the suitability and effectiveness of instructional materials within various teaching contexts, as emphasized by Hutchinson and Waters (1987, p. 96). The academic literature offers a wide array of studies and analytical tools such as checklists and surveys developed by scholars to assess textbooks from multiple dimensions, including the representation of cultural knowledge, as discussed by Skierso (1991).

In the Algerian context, several studies have adopted comprehensive analytical frameworks that consider pedagogical, scientific, social, and cultural aspects when evaluating textbook content. The evaluation process is not limited to linguistic or structural features ; it extends to the educational impact textbooks have on both learners and teachers. It is also regarded as an essential element of professional development, enabling educators to make informed decisions about the most appropriate instructional resources.

Researchers such as Grant (1987) have argued that textbook evaluation not only measures pedagogical efficiency but also serves as a tool for enhancing teachers' professional awareness and critical engagement with the materials they use. In this regard, evaluation focuses on the end users teachers and learners as the central reference point for assessing the effectiveness of textbooks in achieving desired educational outcomes.

2.2. The important of textbook evaluation

The evaluation of textbooks constitutes a pivotal process that yields significant benefits not only for students and teachers but also for publishers. As (Amrani, 2011, p. 276) emphasizes, publishers have long recognized the necessity of evaluating their instructional materials to meet the diverse expectations of end-users.

Yet, beyond the publishing sphere, teachers too must engage in the critical examination of teaching resources for several pedagogical and practical purposes.

Primarily, textbook evaluation facilitates the selection of materials that are most aligned with the learners' needs, institutional goals, and curricular standards. Moreover, evaluation becomes particularly crucial when institutions seek to adopt new textbooks or revise existing ones to ensure continued relevance and efficacy.

Chapter Two: Textbook Evaluation and Analysis

However, as (Hargreaves, 1989, p. 35) notes, despite its importance, this evaluative process is often overlooked or undervalued in educational contexts.

It is important to underscore, as Sheldon (1988) argues, that the significance of evaluation lies not merely in the act itself but in the quality and appropriateness of the evaluative criteria applied. He outlines several justifications for undertaking rigorous textbook evaluation. First, it enables stakeholders to make informed and discerning choices among the multitude of available materials in the educational market. Second, it cultivates a comprehensive understanding of a textbook's content, structure, and pedagogical orientation—thereby allowing educators to pinpoint specific strengths, limitations, and pedagogical gaps in exercises, tasks, or entire units. Third, and perhaps most notably, textbook evaluation serves as a powerful tool for teacher development. Through critical engagement with teaching materials, educators refine their analytical skills, deepen their pedagogical insight, and enhance their professional competence.

2.3. Approaches to textbook evaluation

Scholars in the field of language education have proposed various systematic approaches to textbook evaluation, each offering distinct methodological benefits and practical implications. Among the most recognized are the in-depth approach, the impressionistic approach, and the checklist approach each serving specific evaluative needs within different educational contexts.

1. In-Depth Approach

As articulated by (Cunningsworth, 1995) the in-depth approach is inherently analytical and reflective, requiring a meticulous and comprehensive examination of textbook content. This strategy emphasizes an intensive review of selected units or chapters, with a deliberate focus on evaluating the extent to which the material aligns with the learners' linguistic needs and pedagogical objectives. The aim is to determine whether the textbook should be adopted, retained, or replaced. However, (McDonough & Shaw, C., 2003) cautions against an overreliance on this method, pointing to its potential limitations: it is time-consuming, demands specialized evaluative skills, and risks offering only a partial view, as the selected units may not fully represent the textbook's overall quality or instructional consistency.

2. Impressionistic Approach

In contrast, the impressionistic approach offers a more immediate and holistic perspective. According to (Cunningsworth, 1995, p. 2) this method is receptive in nature and is concerned primarily with forming a general overview of the textbook's structure, thematic organization, and pedagogical orientation. Although less detailed than the in-depth approach, it

Chapter Two: Textbook Evaluation and Analysis

serves as a valuable preliminary step for identifying materials that warrant more rigorous evaluation.

It is particularly effective in screening a wide range of textbooks in the early stages of the selection process.

3. Checklist Approach

Perhaps the most structured and widely applied method is the checklist approach. This model involves the use of a predefined set of objective, measurable, and pedagogically relevant criteria such as linguistic accuracy, content relevance, logical organization, readability, visual presentation, and cultural appropriateness.

The checklist framework ensures consistency and comparability across different textbook evaluations, making it especially useful in institutional or large-scale curriculum reviews.

Moreover, it enables evaluators to adopt a more objective stance, reducing personal bias and enhancing the transparency of the selection process.

In the realm of textbook evaluation, particular attention must be paid not only to the pedagogical content but also to the physical and structural characteristics of the textbook itself. As emphasized by Williams (1983), essential elements such as the book's layout, instructional methodology, stated objectives, and alignment with both the instructor's personal teaching philosophy and the overarching institutional curriculum must all be taken into account.

These components collectively contribute to determining whether the material is both teachable and pedagogically coherent within a specific educational context.

Further supporting this analytical approach, Sheldon (1988) noted that numerous scholars have developed checklist-based evaluative frameworks founded on generalized criteria.

These tools aim to assist educators in making informed and selective decisions when choosing course materials. Within this evaluative paradigm, checklists are typically employed as structured instruments for assessing textbooks based on a range of internal features, such as linguistic content, instructional design, and relevance to learner needs.

In a similar vein, (Byrd, 2001, p. 416) asserted that the checklist method is inherently systematic, with its effectiveness rooted in the sequential and organized manner in which each criterion is addressed. This structured progression ensures that all pertinent aspects of the textbook are thoroughly reviewed, contributing to a more objective and replicable evaluation process.

Chapter Two: Textbook Evaluation and Analysis

It is important to recognize, however, that no single checklist model is universally adopted. The frameworks developed by leading scholars—including Tucker (1975), Daoud and Celce-Murcia (1979), Williams (1983), Sheldon (1988), Cunningsworth (1995), and McDonough and Shaw (2003) differ in both structure and emphasis. Each reflects the evaluator's theoretical orientation and specific pedagogical priorities. Consequently, textbook evaluation remains a nuanced and context-sensitive endeavor, requiring evaluators to adopt or adapt tools that best reflect their educational environment and instructional goals.

2.4 Type of evaluation of textbook

Textbook evaluation is a crucial pedagogical tool to ensure the alignment of educational materials with learning objectives and various instructional contexts. Researchers have categorized textbook evaluation into three main stages : pre-use, whilst-use, and post-use evaluation, each with its own methodological specificities and functional dimensions.

1. Pre-use Evaluation :

Also referred to as “predictive evaluation,” this type focuses on assessing the anticipated performance of a textbook before it is implemented in the classroom. It typically adopts an impressionistic and forward-looking approach, aiming to determine the extent to which the content meets learners' needs and curriculum requirements especially for newly developed materials that have not yet been field-tested. (Cunningsworth, 1995)

2. Whilst-use Evaluation :

Known as “ongoing” or “retrospective” evaluation, this approach is conducted during the actual use of the textbook in classroom settings. It evaluates the effectiveness of the material in light of real-time classroom interaction. According to Mukundan (2007), this type of evaluation is a long-term process that provides practical data, supporting immediate adjustments and enhancing future instructional planning.

3. Post-use Evaluation :

Also called reflective or summative evaluation, this type is applied after the textbook has been used. It assesses the educational outcomes and analyzes the strengths and weaknesses that emerged during its application. This evaluation serves as an opportunity to reconsider the suitability of the teaching material and whether it should be improved or replaced.

In line with (Cunningsworth, 1995) evaluators are advised to define their own priorities and develop a flexible evaluation instrument (such as a checklist) that combines both general

Chapter Two: Textbook Evaluation and Analysis

and context-specific criteria. It is also possible to incorporate existing frameworks like the one proposed by Mukundan (2011).

3. Textbook Analysis

3.1. Definition of the textbook analysis

The analysis of textbooks occupies a pivotal role in the domain of educational research and curriculum development. It enables educators, curriculum designers, and policymakers to critically examine the pedagogical quality, contextual relevance, and instructional efficacy of educational materials. As William (2013, p. 20) articulates, analysis is a systematic process that involves deconstructing an object into its constituent elements and subjecting them to thorough, logical, and detailed scrutiny to produce a coherent and comprehensive understanding of the whole.

In a similar vein, the Krippendorff Handbook of Content Analysis (2003, p. 18), as cited in VIKI (2019), defines textbook analysis as a scientific method employed to generate replicable and valid inferences from texts (or other meaningful content) to the context within which such materials are utilized. This approach underscores the methodological rigor and interpretative value of textbook analysis in educational research.

The didactic significance of textbooks cannot be overstated. As Mikk (2000) notes, the tradition of textbook analysis traces its historical roots as far back as 900 AD, when Talmudic scholars engaged in counting and categorizing words and concepts within texts. This highlights the long-standing recognition of the importance of understanding how content is structured and conveyed to learners.

Given that textbooks constitute a primary instructional tool and are regularly consulted by students, even the smallest piece of information within them can exert a profound influence on young, developing minds. Hence, the processes of textbook development—from conceptualization to editing and publication—must involve collaborative input from interdisciplinary experts to ensure accuracy, inclusivity, and pedagogical soundness.

3.2. The Importance of Textbook Analysis

The educational significance of textbooks extends far beyond their role as mere repositories of knowledge. As emphasized by Mikk (2000), the creation, revision, and publication of a high-quality textbook should be a collaborative, interdisciplinary endeavor. This process ideally involves a constellation of professionals, including subject matter experts, practicing educators, educational psychologists, illustrators, and textual analysts. Such collaboration ensures that every pedagogical, cognitive, and visual dimension is addressed with precision and purpose.

Chapter Two: Textbook Evaluation and Analysis

In order to effectively fulfill their pedagogical function, textbooks must be evaluated and designed with careful attention to a multiplicity of factors content accuracy, alignment with educational values, learner motivation, accessibility, visual engagement, and the inclusion of structured study aids.

These elements, when harmoniously integrated, have the potential to transform textbooks into instruments that stimulate curiosity and cultivate an enduring thirst for knowledge among learners.

Vygotsky's (1956, as cited in Mikk, 2000, p. 69) influential theory of the “zone of proximal development” (ZPD) serves as a cornerstone in understanding the instructional capacity of textbooks. He posits that optimal learning occurs when students engage with tasks that fall just beyond their current abilities but remain achievable with guided support. Textbooks that present material either too simplistic or excessively challenging risk undermining student motivation and progression. Hence, effective textbook design must seek to guide learners through this dynamic cognitive zone, balancing support and challenge in a way that promotes meaningful learning.

Educational research plays a pivotal role in informing and refining textbook development. Empirical insights can help ensure that materials not only transmit knowledge but also enhance learners' capacity to construct, apply, and expand that knowledge within their developmental range.

3.3. Type of Analysis

3.3.1. Quantitative Analysis

Quantitative analysis is defined as a type of research where the results are presented in numerical or percentage form. It is characterized as “a research method that uses numerical measurements that are verifiable” (Longman Business English Dictionary, 2000, p. 411). The essence of quantitative analysis lies in using scientific methods to examine data in order to answer specific research questions, with a focus on gathering measurable and verifiable data.

3.3.2. Qualitative Analysis

Qualitative analysis, on the other hand, involves studying non-numerical data to gain an in-depth understanding of concepts, behaviors, and phenomena. Unlike quantitative analysis, qualitative analysis emphasizes subjective experiences, meanings, and interpretations, and includes the subjective analysis of data (Merriam & Tisdell, 2016).

As cited in Bousnane & Hadj Hamed (2023), Brown (2001, p. 142) argues that an evaluation form provides practical criteria for selecting or assessing textbooks for a specific course. He emphasizes the importance of conducting a comprehensive evaluation process to

Chapter Two: Textbook Evaluation and Analysis

ensure that the chosen textbook aligns with the established criteria. Brown's checklist consists of twelve categories, each containing one to seven topics to consider. These categories primarily focus on general criteria for analyzing textbook content.

3.4. Evaluation vs. Analysis

As highlighted by Bouharine and Bouldedri (2023), it is crucial to distinguish between textbook evaluation and analysis, despite their close relationship. Evaluation, as Tomlinson (2003) explains, involves assessing the value and effectiveness of learning materials, typically using tools such as questionnaires and interviews. On the other hand, analysis focuses on examining the content and objectives of the material, with predefined questions about its content, accomplishments, and learning outcomes.

Furthermore, McGrath (2000) posits that evaluation is inherently subjective, as it requires making judgments about the material's effectiveness. In contrast, textbook analysis is considered objective because it involves a systematic examination of the content within the textbook, which can be described and verified through factual observation.

Conclusion

In conclusion, the evaluation and analysis of "My Book of English" for third year primary school reveal both strengths and limitations in its design and implementation. While the textbook succeeds in introducing learners to basic English vocabulary and structures through relatable themes and engaging visuals, certain areas—such as the depth of skills integration, the inclusion of cultural diversity, and the adaptability for differentiated instruction—require further development. Nonetheless, the textbook largely fulfills the requirements of the national curriculum and demonstrates a clear commitment to the principles of the competency-based approach. The insights drawn from this analysis provide valuable guidance for educators, curriculum designers, and policymakers aiming to enhance the quality of English language education at the primary level in Algeria.

CHAPTER THREE

Textbook Evaluation My Book of English

Chapter Three: Textbook Evaluation My Book of English

1. Overview of the Textbook

A Comprehensive Overview of the Algerian Textbook The English version of my book A specific English language textbook meant for 3d grade primary school students in Algeria, the Algerian "My Book of English". A complete tool to help EFL study and growth among Algerian students, this book is Comprising six units, the book runs 62 pages. Every unit is designed to progressively expose students to new vocabulary, necessary grammatical ideas, and language abilities. Aiming to improve the four language abilities together with including vocabulary, grammar, and cultural aspects, this book also takes a communicative and learner-centred approach. Through interesting topics and participatory exercises, it also seeks to boost language confidence. This textbook's key goals are: Focusing on the four language skills helps students to improve their language competency. More exactly, it seeks to facilitate efficient verbal and written communication in English. Introducing pertinent material helps to deepen students' connection to Algerian culture, traditions, and experiences. Put another way, textbook wants to instill a love of cultural legacy even while one studies the English language. Producing a get fouriati and utallar relevant vocabulary; providing clear explanations and examples to improve students' grammatical knowledge. Offering a variety of activities that fit various learning styles and supports a tailored learning experience, I am meeting the specific needs of students.

Table N°01 Organisation and Structure of the Algerian Textbook "My Book of English"

UNITS	THE TITLE OF UNITS
1	Me , My family and My Friends
2	My School
3	My Home
4	My Playtime
5	My Pets

Chapter Three: Textbook Evaluation My Book of English

Every unit has two parts , every part has four 45-minute lessons. Every part starts with the "I Listen and Repeat" class meant to improve vocabulary and oral understanding. The second lesson, "I Read and Discover," uses phonemic awareness to differentiate between graphemes and phonemes and teaches short vowel exercises. The third lesson is about "I Read and Write." Every unit has a family of letters students should write in their lower case in section one and in the upper case in section two. The fourth lesson, "I Play Roles", motivates students to engage themselves in interactive language activities based on the learned knowledge. It is all the grammatical structures vocabulary students have acquired. It is a group effort with peer-to-peer involvement that summarises all the prior requirements. Here the instructor is just a guide instead than an information source. In meaningful communicative contexts analogous to their everyday life activities and routines, it encourages learner-centred learning.

1.1. Cultural Elements

From the first unit, the reader can see the culture of the civilisation which sanctifies family and relationships. Among the 19 characters in the book are "Tinhinane," a nine-year-old girl from Bordj Badji Mokhtar. This essay was meant to highlight the variety of our culture. Kim (2020) claims that pictures and drawings should show the ethnic variety of the nation. The textbook shows the young girl as black to indicate her background from the Algerian Sahara. She is befriending "Yassine" and "Meriem" from Algiers. Furthermore, the names of the characters show the national culture as they vary from one area of Algeria to another.

The names and traits of the characters should reflect the social acceptance and cultural diversity of the country. Activity six in unit two "My school" on page twenty one also shows a hidden teacher with her students, one of whom is a disabled student, showing the country culture in which women dress according to their religion, wearing veils, and the integration of disabled people in community life like education, and tolerance towards them. This underlines as well the need of inclusive education. Moreover, the novel refers to the "Fennec," a species that symbolises solidarity and tenacity in the face of adversity and holds the great status of being Algeria's national animal. This novel has also noted an English character called Peter. This case was deliberately selected to show the international understanding and receptivity of Algerian students to other cultures outside their own. Valdes (1986) claimed that teaching a foreign language is almost impossible without including its cultural background. This shows that the educational system in Algeria aims to develop not just local knowledge but also an

Chapter Three: Textbook Evaluation My Book of English

understanding of the many diverse cultures, hence fostering a spirit of curiosity among the students.

1.2. Activities

The book is a comprehensive course book as well as an engaging textbook. Moreover, the activity count varies from one unit to the next. The activities range from simple to more challenging to suit different learning tastes.

Activities should be sufficiently challenging to fit both poor and good students; consequently, subjects and texts from real-world situations should be included in the activities (Tomlinson, 2012). This indicates the variety of tasks in the studied textbook.

Particularly, every unit has a thoughtfully selected music that matches its conceptual basis. The emphasised song in the second part titled "My School," for example, is about school supplies, Among the exercises listed in the Algerian textbook, what follows is a list:

1. Tick the right answer.
2. Listen, look and say.
3. Listen, say and show.
4. Read and circle.
5. Listen and repeat.
6. Listen, look and do.
7. Read and colour.
8. Listen, look and match.
9. Listen, look and sing the song.
10. Look, read and complete the words.
11. Look and write.
12. Read and speed-spell the words.
13. Answer by yes or no.

1.3. Drawings

The studied textbook is rich in pictures. Though their quality may not be optimal, their natural significance stays unaltered, hence properly communicating the necessary messages. Learners, as Budiarsih (2022) contends, choose images and visuals over textbook language since they facilitate their learning and comprehension. The images in the Algerian textbook help students grasp topics more clearly and remain engaged in what they are studying. Furthermore, (Cunningsworth, 1995) claims that books meant for youngsters might help them develop an aesthetic sense for beauty and the arts by means of pictures.

1.4. Vocabulary and Grammar

Tomlinson (2012) claims that the main way grammar affects communicative circumstances is by organising words and structures to produce logical and comprehensive assertions either said or written, hence grammar monopolises two abilities speaking and writing. Therefore, with fundamental terminology, the textbook aims to instruct straightforward grammatical structures. Likewise, (Sheldon, 1988) said that the vocabulary of the textbook and grammatical structures should be shown in appropriate ways for the student's level and should also be consistently reinforced.

2. Overview of Cunningsworth's Eight Criteria for Textbook Evaluation

Particularly for course volumes, Cunningsworth (1995) suggests four standards by which to assess textbooks:

- ✦ Textbooks should fit students' needs. They should fit the goals and goals of the language learning program.
- ✦ The books should show the present or future usage students will make of the language. Textbooks should be selected to enable students to use language efficiently for their own goals.
- ✦ They should consider students' needs as learners and support their learning processes rather than dogmatically enforcing a strict "method".
- ✦ They should have a defined role as a learning support. Textbooks, like instructors, mediate the target language and the student. Drawing on the (Cunningsworth, 1995) premise of criteria for assessing the textbook, one may argue that textbook should help students achieve their goals with the language, support learners, and have clear roles.

Furthermore, (Cunningsworth, 1995) offers several checklist for textbook assessment and choice. Aims and approaches, design and organisation, linguistic content, skills, topic, methodology, and practical consideration are among the eight criteria that make up this set.

- Aims and methods are the fit of the goal of textbook with the goal of teaching program and the requirements of the students. Moreover, they also seek to understand whether the textbook is appropriate for the learning/teaching context, whether it is thorough and a useful tool for instructors and students, and whether it addresses most or all of what the teacher and students require. Finally, goals and strategies seek to determine whether a textbook is adaptable and permits various teaching and learning styles.

- Design and organisation are about how the parts constitute the whole course package (e.g. students' books, teachers' books, worksheets, cassettes, etc.) and how the materials

Chapter Three: Textbook Evaluation My Book of English

are arranged and ordered for teachers and students. Furthermore, they discuss the compatibility of the grading and progression for the students, recycling and revising whether it enables them to finish the work required to satisfy any external syllabus criteria. Apart from grammar, reference areas for the material's appropriateness and the design fit this criterion.

- Language content is the textbook's content considering learners' needs including the main grammar topics appropriate for each level, material for vocabulary teaching which is sufficient in terms of quantity and range of vocabulary, emphasis on vocabulary development, individual learning strategies, the structuring and conventions of language use above sentence level, style and appropriateness.

- Skills include the textbook content whether or not it includes four skills such as materials, reading passages and related exercises, listening materials, spoken English content, and writing assignments.

- Topic is the presentation quality of the textbook's subject. It has the adequate material of real interest to students, variety and breadth of subject, advanced themes in content, social and cultural settings, the equal portrayal and representation of women with those of men, and references to ethnic origin, profession, handicap, and so forth.

- Methodology is the approach the textbook uses to provide the learning materials. It covers the methods employed, the suitability to the learning or teaching context, the degree of active learner, the strategies used to present or practise new language items, how various skills are taught, how the communicative abilities are fostered, and the students' responsibility or their own learning.

- Teacher's book discusses how teacher's book appears, such as advice for the teachers who will be using the textbook, whether the books are thorough and supportive or not, whether the textbook addresses teaching strategies, whether the authors state and defend the fundamental premise and principles underlying the content, and exercises keys.

- The final requirement is pragmatic thought, This criterion addresses the package pricing, book appearance, and specific equipment included inside it.

And This Table Represented The 8th Criteria Of Cunningsworth :

Chapter Three: Textbook Evaluation My Book of English

Table N°02 The 8th Criteria Of Cunningsworth

THE 8TH CRITERIA OF CUNNINGSWORTH		
Approaches	Aims and	Compatibility with the syllabus and learner needs
	Design and	Logical structure, progression, and clarity
Organization		
Content	Language	Balance and appropriateness of grammar, vocabulary, and pronunciation
	Skills	Coverage and integration of the four language skills.
	Topic	Relevance, interest, and cultural sensitivity of content
	Methodology	Types of tasks and their alignment with learning theories
Book	Teacher's	Availability and usefulness of teacher support
	Practical	Usability, accessibility, and availability of supplementary materials.
Considerations		

3. Applying the Evaluation and Analysis

3.1. Aims and Approaches

The textbook 'My Book of English' for 3rd Year Primary pupils in Algeria aligns closely with the Algerian Ministry of Education's goals, emphasizing communicative competence and functional language use. It follows a learner-centered and communicative approach with a focus on vocabulary development, oral interaction, and basic sentence structures. The aims are clearly designed to meet the needs of young learners by introducing them gradually to English as a foreign language.

One strength of this textbook lies in its age-appropriate content. The use of songs, chants, and highly visual support provides motivation and encourages learners to participate actively. The structure of each unit facilitates goal-oriented learning by progressing from receptive to productive tasks. Although the objectives are not explicitly stated within the textbook, they are evident through the organization and sequencing of activities.

However, a notable weakness is the lack of clearly stated learning outcomes in the student's version. Teachers are expected to infer learning aims from the unit titles and activity types. This may hinder less experienced teachers from fully utilizing the textbook's potential. There is also limited evidence of formative assessment or progress tracking aligned with the aims.

Chapter Three: Textbook Evaluation My Book of English

3.2. Design and Organization

The textbook is organized into six thematic units, each subdivided into two parts. Each part contains four structured lessons: 'I Listen and Repeat', 'I Read and Discover', 'I Read and Write', and 'I Play Roles'. This consistent format enhances usability and provides predictability for learners and teachers alike.

Design-wise, the visual elements are appealing and age-appropriate. Each unit begins with oral activities and gradually shifts towards reading and writing. The integration of songs, illustrations, and role-plays helps maintain learner engagement and reinforces vocabulary and grammar.

Despite the strengths in its structure, the book lacks clear review sections or end-of-unit assessments. This makes it difficult for teachers to evaluate whether the learning goals have been achieved. Additionally, the textbook does not indicate how much time should be allocated per lesson, which could lead to inconsistencies in classroom implementation.

3.3. Language Content

The language content of 'My Book of English' is primarily composed of basic vocabulary and grammatical structures. It introduces functional language such as classroom objects, greetings, numbers, colors, and simple sentences ('This is...', 'My name is...', etc.).

The gradual introduction of grammar within meaningful contexts supports the communicative goals of the curriculum. Vocabulary is presented in thematic clusters, reinforced through visual cues, repetition, and songs. This is particularly effective for young learners at the beginner level.

However, the treatment of grammar remains implicit, with little to no metalinguistic explanation. There is also minimal emphasis on pronunciation features such as stress and intonation, which are crucial for effective oral communication. Furthermore, there is no strategy for vocabulary recycling or extension.

3.4. Skills

The textbook integrates the four language skills listening, speaking, reading, and writing though with varying degrees of emphasis. Listening and speaking are prioritized, especially in early lessons that use songs and repetition to build oral skills.

Reading and writing are introduced gradually, with activities focusing on word recognition, letter tracing, and copying. While appropriate for the learners' developmental stage, these skills are not developed beyond the basic level. There are no extended reading texts or creative writing tasks.

Chapter Three: Textbook Evaluation My Book of English

The listening activities are supported with visuals and contextual cues, aiding comprehension. However, the absence of audio recordings or structured listening assessments is a drawback. Likewise, while oral interaction is encouraged, speaking tasks rarely go beyond scripted dialogues or role plays.

3.5. Topic

The topics covered in 'My Book of English' are relevant to children's lives and everyday experiences, such as school, family, colors, and animals. They are culturally appropriate and grounded in the Algerian context, fostering engagement and cultural identity.

Characters like 'Tinhinane' from Bordj Badji Mokhtar and references to the national animal, the Fennec, highlight regional diversity. The inclusion of a foreign character named 'Peter' introduces intercultural awareness, supporting learners' openness to global perspectives.

Despite the variety of topics, some lack sufficient depth or real-life context. Opportunities for expanding topics into more complex or inquiry-based learning experiences are missed. Additionally, while gender and disability inclusion is present (e.g., veiled teacher, disabled pupil), these could be explored more actively through discussion prompts.

3.6. Methodology

The textbook employs a range of child-friendly methods, including repetition, coloring, matching, singing, and role-plays. These methods support learning through active participation and align with constructivist theories of language acquisition.

Activities are simple and well-scaffolded to build learner confidence. Songs and chants help with memorization and pronunciation. Pair and group work are encouraged, promoting peer interaction. Visual cues play a major role in guiding learners through tasks.

Nonetheless, the methodology lacks differentiation. Activities do not cater to various proficiency levels or learning styles. There is limited support for struggling learners or opportunities for advanced learners to explore topics in greater depth.

3.7. Teacher's Book

The teacher's book is not included in the current evaluation material, which limits the possibility of a full analysis. However, based on the student book, it is clear that teachers need substantial input to implement lessons effectively.

The absence of teacher guidance in the student book means educators must rely heavily on personal experience or external resources. There are no answer keys, teaching tips, or assessment rubrics. For novice teachers, this lack of support could hinder effective delivery.

Chapter Three: Textbook Evaluation My Book of English

An ideal teacher's book should include learning objectives, lesson plans, extension activities, and assessment tools. It should also explain the pedagogical rationale behind the tasks.

3.8. Practical Considerations

'My Book of English' is accessible, colorful, and portable features that suit the needs of young learners. Its durable design and visual appeal make it appropriate for regular classroom use.

However, the absence of audio CDs, digital components, or accompanying workbooks is a limitation in the digital age. This restricts the flexibility of teaching approaches and hinders home-based learning or flipped classroom models.

Moreover, the cost and distribution of the book are not addressed, though it appears to be provided by the government. Some schools may face logistical challenges in acquiring supplementary resources or technology.

This Table represents the textbook evaluation according to Cunningsworth's « 1995 » Criteria :

Table N°03 The Textbook Evaluation According to Cunningsworth's « 1995 »

Criteria

Criterion		Relevant Pages	Expert-Level of Evaluation
Aims and Approaches		3, 4, 5	The initial pages implicitly indicate a communicative orientation intended to immerse pupils in an enjoyable learning environment. However, the lack of clearly articulated learning objectives may hinder the pedagogical transparency of the material.
Design and Organization		2, 3, 4, 5, 6, 8, 10, 12, 14, 18, 20	The textbook follows a logical sequencing of units and tasks, facilitating navigability for both pupils and instructors. Nevertheless, the absence of review or consolidation sections suggests a missed opportunity to reinforce acquired knowledge systematically.

Chapter Three: Textbook Evaluation My Book of English

Language Content	6, 8, 10, 12, 14, 16, 18, 20, 22, 24	The book addresses fundamental grammatical structures and lexical items appropriate for the pupils' developmental stage. However, certain linguistic components—such as pronunciation—receive superficial treatment and warrant further pedagogical support.
Skills (Listening, Speaking, Reading, Writing)	7, 9, 11, 13, 15, 17, 19, 21, 23	All four foundational language skills are represented through simplified and age-appropriate tasks. Nonetheless, there is limited integration across skills, and the scope for independent written expression is relatively underdeveloped.
Topics	4, 6, 8, 10, 14, 16, 20, 22, 24	The textbook incorporates themes that are familiar and engaging for young pupils (e.g., family, school, animals). While age-appropriate, the thematic content could benefit from greater cultural variety to foster intercultural awareness.
Methodology	5, 7, 11, 13, 17, 19, 23	The materials feature playful, interactive tasks—such as songs, coloring, and matching games—which align with principles of active learning. Still, the communicative dimension and learner autonomy could be further enhanced through task-based strategies.
Teacher's Book	Not available	As the teacher's guide was not provided, it is not possible to assess the extent of methodological support offered to instructors—particularly with regard to differentiation and classroom management techniques.
Practical Considerations	2, 3, 4, 6, 8, 10, 12	Visually appealing and user-friendly, the textbook meets basic usability standards. However, it lacks accompanying digital or audio resources, which limits its effectiveness in promoting multimodal language acquisition.

Chapter Three: Textbook Evaluation My Book of English

4. The Study Findings

Table N° 04 The Textbook Analysis According to Cunningsworth's « 1995 » Criteria

Criterion	Evaluation	Comment
Aims and Approaches	Excellent	Aligned with curriculum; promotes communicative competence.
Design and Organization	Very Good	Logical flow and structure; lacks formal review or assessment sections.
Language Content	Good	Functional vocabulary and grammar; lacks depth in pronunciation.
Skills	Very Good	Balanced skills integration, with strength in speaking and listening.
Topics	Excellent	Highly relevant and culturally sensitive.
Practical Considerations	Excellent	Appealing design, but missing multimedia support.
Methodology	Very Good	Engaging activities ; needs more differentiation.
Teacher's Book	Fair	No guide provided ; limited instructional support.

The findings of the study, which sought to assess the third-grade primary school textbook "My Book of English" in line with the Cunningsworth (1995) framework, revealed that the book fits quite well with the Algerian national curriculum. By introducing basic vocabulary and easy structures within familiar subjects, backed by pictures, songs, and interactive activities, it employs a communicative strategy focused around the student. Though not clearly stated, studies have revealed that the educational goals surface through the series of materials and activities meant to improve engagement and knowledge. But especially for inexperienced teachers, the lack of a precise definition of these goals could cloud their educational perspective.

Chapter Three: Textbook Evaluation My Book of English

Regarding the design and structure, the book is split into six units, each following a consistent pattern that moves from hearing to speaking, then reading and writing, therefore facilitating the process of memorisation and learning.

The absence of reviews or self-assessment exercises in the book, however, makes it challenging to properly monitor the development of the student. As for the language material, the book shows basic linguistic structures and common vocabulary in settings near the child's environment, but it lacks clear handling of grammar rules and nearly no training in pronunciation or phonetic discrimination, which is seen lacking in the student's language development. Regarding skill coverage, the book did well in including the four fundamental abilities, especially in listening and speaking, by means of repeated exercises backed by pictures and songs. Reading and writing abilities were shown in a limited way, usually by copying and colouring, without giving the pupil the chance for independent writing or long reading, which causes the growth of writing ability to be underdeveloped. The thematic element of the book's modules covered subjects relevant to the student's daily life, such as family, school, colours, and animals, which helped foster an emotional bond between the learner and the material.

It also featured symbols and characters that express national identity and cultural openness, such as "Tin Hinan" and "the fennec," therefore enriching the moral and cultural component of the program. Regarding the approach, the book used instructional techniques appropriate for the target age range singing, colouring, matching, and role-playing—which are all part of active constructive learning.

The educational component, on the other hand, is lacking in several respects : there are no distinct degrees of difficulty and no exercises designed for pupils with diverse requirements. Especially for new teachers, the lack of a teacher's guide made it difficult to assess the pedagogical support offered to the teacher since there were no directions for carrying out activities, no answer keys, or assessment recommendations, therefore undermining the usefulness of the book in the classroom. On practical matters, the book has a nice design and bright colours that help it be used in the classroom. Its absence of audio-visual tools, such as audio CDs or digital apps, meanwhile, hinders the use of modern media in education both inside the school and at home. Generally speaking, the book satisfies most educational quality criteria in terms of design and content, and it is a useful tool in the basic stage.

To more fully address the demands of students in an advanced educational setting, it must, however, be supported by advances connected to educational accompaniment, digital enrichment, and activity diversity.

Chapter Three: Textbook Evaluation My Book of English

5. Conclusion of the Study

This study aimed to critically evaluate the Algerian 3rd Year Primary School English textbook "My Book of English" using Alan Cunningsworth's (1995) eight-point evaluative framework. The analysis reveals that the textbook demonstrates a strong alignment with the national curriculum and exhibits many features that are pedagogically sound for beginner-level EFL pupils.

Notable strengths include its clear communicative focus, age-appropriate thematic content, structured design, and engaging methodological approach. The book integrates the four key language skills, particularly emphasizing listening and speaking. Culturally, the book successfully reflects national identity and promotes inclusivity. However, some significant limitations were also identified. The absence of explicitly stated learning objectives and a comprehensive teacher's guide reduces its usability, especially for novice teachers. Furthermore, the lack of multimedia resources and differentiated instructional strategies limits its adaptability to various classroom contexts.

While "My Book of English" serves as a solid foundational textbook for early English language learning in Algeria, it would benefit from additional teacher-support materials, enhanced audio/visual integration, and strategies for diverse learning needs. Addressing these areas would significantly increase the textbook's effectiveness and pedagogical value.

GENERAL

CONCLUSION

Conclusion

Conclusion

This study aimed to explore the developmental benefits of English language education at the Algerian primary level by conducting a thorough evaluation of the textbook *My Book of English*, designed for third-year pupils. The evaluation was carried out using Cunningsworth's (1995) comprehensive framework for textbook assessment. Within this context, the research examined the theoretical foundations of English language teaching, the sociolinguistic and educational landscape surrounding its integration in Algeria, and the implementation of the Competency-Based Approach as adopted by the Ministry of National Education. It also provided an in-depth pedagogical and structural analysis of the textbook.

The findings confirmed that the introduction of English at an early stage in Algerian education is a significant pedagogical step, reflecting broader linguistic and cultural shifts, and responding to global educational and communication demands. English is no longer merely a foreign language but a strategic tool for accessing knowledge and engaging with the global community, which justifies its inclusion in national language planning.

On the pedagogical level, *My Book of English* exhibits several positive features, notably its suitability for the targeted age group, its incorporation of familiar cultural and everyday themes, and its emphasis on interactive activities that foster oral skills. Nevertheless, the study identified several limitations that hinder its effectiveness: the absence of clearly defined learning objectives, the lack of formative and self-assessment tools, the non-availability of a teacher's guide, weak integration of the four language skills, and minimal use of multimedia or digital resources.

Accordingly, the success of English language teaching at this level should not depend solely on the availability of a textbook. It requires a comprehensive educational vision that includes continuous teacher training, access to supplementary teaching aids, the adoption of differentiated instructional strategies, and the integration of technology into the learning process.

This research provides a preliminary contribution to understanding the current realities of English language teaching in Algerian primary schools and seeks to stimulate further academic discussion on the effectiveness of curricula and educational materials. It also opens the door for future research focused on classroom dynamics, learner performance, and teacher perceptions of content and methodology.

Based on the findings, the following educational recommendations are emphasized :

- ✓ Developing a comprehensive pedagogical guide to accompany the textbook.

Conclusion

- ✓ Integrating digital and interactive resources to enhance learning inside and outside the classroom.
- ✓ Reinforcing in-service teacher training focused on child-centered English language teaching methods.
- ✓ Implementing effective assessment mechanisms to monitor learner progress continuously.

In conclusion, this study affirms that early English language instruction forms a fundamental pillar in preparing a generation of Algerian learners capable of engaging with the world. However, this objective must be pursued through clear pedagogical foundations that respect the linguistic and cultural identity of Algerian society, while aspiring toward a more open, dynamic, and quality-driven educational future.

REFERENCES

REFERENCES

- Allwright, R. (1981). What do we want teaching materials for? *ELT Journal* .
- Amrani, F. (2011). *The process of evaluation: a publishers view. In Tomlinson, B. (Ed.), Materials, development in language teaching*. Cambridge: Cambridge University Press.
- Baidak, N., Balcon, M.P., & Motiejunaite, A. (2017). key data on teaching languages at school in europ . Eurydice report education , audiovisual and culture executive agency, european commission.
- Baker, C. (2011). *Foundation of bilingual education and bilingualism*. 5th edition, Multilingual Matters.
- Benabi, R. (2022/2023). *An Evaluation of Third Year Primary School*. tlemcen, algeria: university of tlemcen.
- Benosmane, N. (2006). *Teaching EFL to young children: with refrence to private primary schools*. university d'oran 2 mohamed ben ahmed.
- Byrd, P. (2001). *In M. Celce , Murcia. Teaching English as a second or foreign language(3rd4^{edn})*. US: Heinle & Heinle,. Thomsom Learning Inc.
- Cathcart, R. (1989). Authentic discourse and the survival English curriculum. *TESOL Quarterly* 23 .
- Cheli, S. (2010). *the competency based approach: a necessity in the era of globalization* . biskra, algeria: university of mohamed khider .
- Crystal, S. (2003). *English as a global language* . Cambridge university press.
- Cunningsworth, A. (1995). *Choosing Your Course book*. Oxford: Macmillan Heinemann.
- Dictionary, O. A. (2010).
- Education, M. o. (2022). *Syllabus of english for primary school year three*.

REFERENCES

- El Ouchdi, M. (2021). Assessment and competency based approach at the primary school in algeria : a case study master's thesis . algeria: university of mostaganem.
- Ghettas, & Aicha. (2017). Investigating Teachers' Attitude towards the new generation textbook of first year at Algerian middle schools. ouargla: University of Kasdi Merbah .
- Hargreaves, P. (1989). *DES-IMPL-EVALU- IGN: an evaluators checklist*. In Johnson, R.K. (ed.) , *The second language curriculum*. Cambridge University Press.
- Harris, R. (1995). competency based standards in the professions , NOOSR Research Paper No1. Department of Employment, Education and Training Canberra.
- Khamari, M. a. (2014). An investigation into the problems of teaching English at primary level. *Journal of Research & Method in Education*, 4(1), 30-42 .
- Kiao, S., & Kitao, K. (1996). Testing communicative competence (Report No.TM025214). (ERIC Document Reproduction Service No .ED398260).
- Longman Business English Dictionary. (2000).
- MALIKA, K. (2021). Improving reading comprehension for algerian middle school pupils through the competency based approach. ouargla, algeria: university of kasdi merbah ouargla.
- McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT: A teachers guide*. (2nd edn), Malden, MA. Blackwell Publishing Ltd.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford university press.
- Propham, W. (1978). *Criterion Referenced Measurement* . New Jersey: Englewood Cliffs , Prentice-Hall.
- Renner, C. (1997). Women are 'busy, tall, and beautiful': looking at sexism in EFL materials Annual Meeting of the Teachers of English to Speakers of Other Languages.

REFERENCES

- Richards, J. C., & Rodgers, T. (2011). *Approaches and Methods in Language Teaching*.
- Richards, J. C., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Second Edition. New York: Cambridge University Press.
- SALIHA, C. (2011). The competency based approach in higher education. Biskra, Algeria: University Mohamed Khaidar.
- Schmidt, R. A. (2002).
- McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT: A teachers guide. (2nd edn)*, Malden, MA: Blackwell Publishing Ltd.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: University Press.
- Propham, W. (1978). *Criterion Referenced Measurement*. New Jersey: Englewood Cliffs, Prentice-Hall.
- Renner, C. (1997). Women are 'busy, tall, and beautiful': looking at sexism in EFL materials. Annual Meeting of the Teachers of English to Speakers of Other Languages.
- Richards, J. C., & Rodgers, T. (2011). *Approaches and Methods in Language Teaching*.
- Richards, J. C., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Second Edition. New York: Cambridge University Press.
- SALIHA, C. (2011). The competency based approach in higher education. Biskra, Algeria: University Mohamed Khaidar.
- Schmidt, R. A. (2002).

APPENDIX

Images of the Analyzed Textbook « My Book of English »

Figure N°1 represent aims and approaches

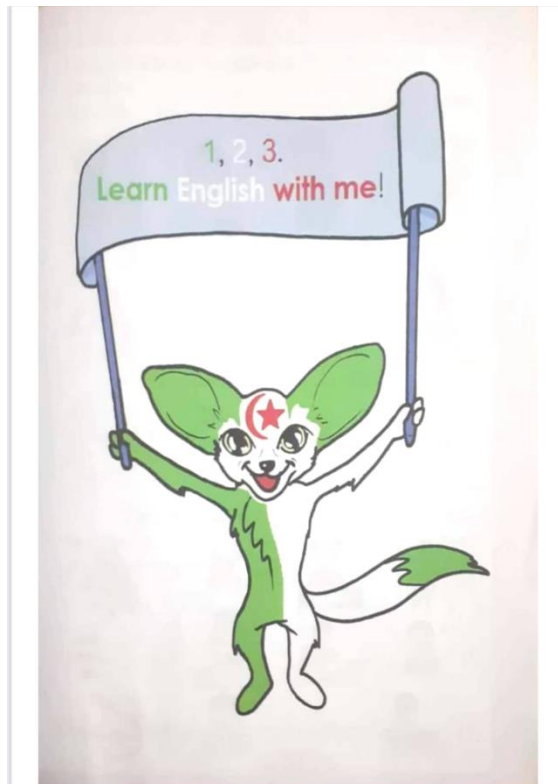


Figure N 02 Design and organization

5. Listen, look and match in your copybook (example: 4 = D).

mother (mum) B

father (dad) A

sister C

me F

grandmother (grandma) D

grandfather (grandpa) G

brother E


6. Listen, look and sound the letters of the alphabet.

7. Listen, look and sing the song.

10


Figure N°03 Language Content

14. Listen, repeat and tick the right box in your copybook.



a. She's 4. ☐ c. He's 5. ☐ e. She's 8. ☐ g. She's 9. ☐
b. She's 3. ☒ d. He's 10. ☐ f. She's 7. ☐ h. She's 6. ☐

15. Ask and answer.





16. Listen to the story again (activity 12 – page 13) and act out 'scene 4'.

14


Figure N°4 Skills

1. Listen and repeat.


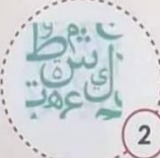
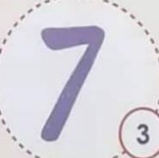


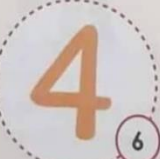


sisters

1 2 3 4 5 6



Six sisters.

2. Listen and tick the box in your copybook when you hear the 'i' words.

 <input checked="" type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

3. Listen, look and repeat.

Figure N°05 Topic

My handwriting

1. Read and sound the letters: i - j - l - t - u.

2. Look and write the letters with your finger in the air.

3. Copy the small letters in your copybook.

4. Copy the capital letters in your copybook.

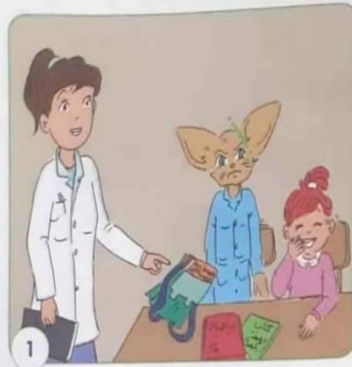
Listen, look and sing the song.

family

17

Figure N°06 Methodology

8. Listen to the story.



9. Listen and say the number.

Figure N°07 Practical Considerations

10. Ask and answer.

What's your name?

I'm Robotkid.

11. Listen, say and show the numbers.

6 six

9 nine

5 five

2 two

8 eight

0 zero

1 one

4 four

3 three

7 seven

10 ten

12

الملخص

تتناول هذه الدراسة الفوائد التنموية لتعليم اللغة الإنجليزية من خلال تحليل كتاب اللغة الإنجليزية للسنة الثالثة من وبالاعتماد على معايير التقييم التي وضعها كمنغزورث "My Book of English" التعليم الابتدائي في الجزائر بعنوان (1995)، تستكشف الدراسة مدى فعالية الكتاب في تقديم فوائد لغوية ومعرفية. تستخدم الدراسة تحليلاً نوعياً وكمياً لتقييم محتوى الكتاب، والأساليب التربوية المتبعة، ومدى توافقه مع الأهداف التعليمية الوطنية.

تشير النتائج إلى أن الكتاب ينجح في تقديم اللغة الإنجليزية بطريقة مناسبة لعمر المتعلمين، وحساسة ثقافياً، ومشجعة على التواصل، إلا أنه يعاني من قصور في جوانب مثل أدوات التقييم، استراتيجيات التعلم المتنوعة، ودعم المعلمين. تختتم الدراسة بتوصيات تهدف إلى تعزيز فعالية الكتاب وتحسين تجربة تعلم اللغة الإنجليزية لدى الأطفال الجزائريين.