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*An Evaluation of Third Year Primary School  
English Textbook: Impediment and Prospects*

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the requirements for Master's degree in Didactics of Foreign Languages*

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## **DEDICATION**

*In the memory of my beloved grandmother, may she rest in peace.*

*I dedicate this modest work to my beloved parents and I thank them for their constant support and love, my brother Khaled and especially my one and only amazing sister Chaimaa who helped me a lot, guided me and supported me through everything. To my friends, Bouchra Achour Aoul, one of the greatest souls that I have ever met, whom I owe so much to, for her undeniable support and genuine care and love about every part and aspect of my life. Not to forget the rest of the crew Ismahane, Mey and Bibouch. As well as my baby Maximus whom I adore very much and how he kept me company at night.*

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## **Abstract**

A textbook represents a valuable teaching material that is of paramount importance in the teaching-learning process. In fact, researchers in the field of education are constantly evaluating, analysing and developing textbooks. As far as Algeria is concerned, the current academic year has witnessed major reforms and adjustments to the status of English by its implementation as a subject at primary schools' level. Thus, the present research work aims at providing an evaluative study of the textbook "My Book of English" designed for the third year of Algerian primary schools. The major purpose of this study is to account for teachers and pupils' perspective and attitudes towards the English textbook. For this purpose, a case study was undertaken based on a mixed-methods approach to data collection in which a questionnaire and a classroom observation were employed to gather data from teachers of English and pupils of third year primary schools in the district of Tlemcen. The questionnaire was addressed to 14 teachers whereas the classroom observation was undertaken in 4 schools and 6 classrooms with at least 30 students each. The results obtained were analysed qualitatively and quantitatively. The results revealed that English textbook is not an appropriate starter for 3<sup>rd</sup> year pupils, because it contains vocabulary that is somehow above learners' level. Despite the noticeable efforts in covering the four language skills, it is crucial that it lacks basic grammar lessons as well as the missing organization in providing clear cut sequencing. Moreover, teachers argue against the sufficiency of the textbook in meeting learners' needs and assume that the textbook cannot be the sole source of teaching. On the other hands, learners' motivation is remarkable. Accordingly, in light of what has been found recommendations had been put forward.

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## **List of abbreviations**

**EFL:** English Foreign Language.

**ELT:** English Language Teaching.

**ESP:** English for Specific Purposes.

**UK:** United Kingdom.

**IELTS:** International English Language Testing System.

**ACTFL:** American Council on The Teaching of Foreign Language.

**USA:** United States of America.

**VMP:** Value Merit Product.

**VS:** Value Scale.

**MS:** Merit Scale.

**UCLA:** University of California, Los Angeles.

**TESOL:** Teaching English to Speakers of Other Languages.

**AAAL:** American Association for Applied Linguistics.

**ESL:** English as a Second Language.

# *General Introduction*

## **General Introduction**

It is rather conventional that ELT materials, namely books, have a quintessential role in classrooms, precisely in EFL context, however opponents of textbook argue against its necessity and claim that such a teaching material results in numerous limitations to the teaching-learning process and gradually trigger teachers' dependence on coursebooks paving the way to a boring and monotonous teaching practices. Consequently, over the past few decades, considerable amount of research has challenged these assumptions by constantly evaluating and analysing textbook to develop this material for the sake of enhancing the effectiveness of this key component.

The subtle nature of classrooms and the prolonged debates among educators and experts on textbooks' efficiency or hindrance in achieving teaching objectives and meeting learners' needs call for material evaluation. It is worth mentioning that the technological advancement in addition to, the new trends in the field of education engendered additional controversy. Consequently, scholars aim at evaluating textbooks to account for their improvement in terms of authenticity, practicality, subject matter and content, in addition to socio-cultural representations to adequately provide reliable teaching material that facilitates the teaching- learning process.

As far as Algeria is concerned, significant changes are occurring within the educational system. Implementation of English at primary school level called for urgent reforms and novel policies to ensure the success of such an unprecedented pedagogical shift. Consequently, a new book of English has been designed and assigned to third year pupils. Therefore, the overall purpose of this study is to evaluate the brand-new textbook's effectiveness and its appropriateness in terms of language skills and linguistic achievement by taking into account the materials role in meeting learners' needs and the aforementioned teaching objectives. Thus, the present study aims at shedding lights on English teaching and learning process in classroom context; in other words, teachers and learners' perceptions and attitudes towards the implementation of the language through

a textbook evaluation. Hence, the scope of this research lies in the following research questions:

Q-1 Is the English textbook appropriate starter for 3<sup>rd</sup> year pupils?

Q-2 what are the teachers' and pupils' attitudes towards implementing English and the new English textbook?

To answer these questions, hypotheses were put forward:

H-1 The textbook is an interesting teaching material that needs to be developed to meet pupils' real life learning needs.

H-2 Teachers hold different attitudes toward the textbook of English, whereas pupils are enthusiastic and eager to learn English.

To achieve the stated research objectives a case study was undertaken to evaluate 'My Book of English' in Tlemcen. The data were gathered through classroom observation relying on a self-constructed checklist and a questionnaire addressed to the sample population.

The present research study is structured in two chapters. The first chapter is devoted to the synopsis of the main elements related to the field and key principles that govern the process textbook evaluation. The second chapter is two-folded, the first part aims at evaluating My Book of English for 3<sup>rd</sup> year pupils in terms of various aspects of textbook evaluation checklist of multiple scholars, the practical part of this research is concerned with data collection and introducing the methodological framework. In simple words, the second chapter represents the practical part of the given study. Finally, this chapter alludes the major findings, recommendations in addition to the limitations of this research.

# *Chapter One*

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### **1.1. Introduction**

The present chapter accounts for a review of related literature aiming at presenting the key concepts of textbook evaluation. It elicits a general overview of English Language Teaching in The World and the status of English in the Algerian educational system. Also, it tackles teaching English in Algeria by shedding lights on the recent policies of implementing this language at primary schools. Moreover, this chapter demonstrates the general evaluation of textbooks, on the basis of distinct theories, accounting for its role and the significance of textbook evaluation in developing this teaching material. Consequently, this chapter provides a summary of the theoretical views used in this research work.

### **1.2. English Language Teaching in The World**

The English language teaching legacy has undergone significant alteration, particularly throughout the twenty-first century. As well as it currently leads the world in a variety of fields, most notably communication, science, economics, and culture. It has taken over the globe as a whole in a way that no other language in human history has ever done. According to Kitao (1996, p. 1)

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

Therefore, English is currently employed as an international language because it is used for communication in international conferences, business transactions, and media impact. Actually, English's supremacy over other languages stems from the power and success of its speakers in all disciplines.

English has evolved into a significant language that influences all parts of life. It is, without a doubt, the gateway to the world's knowledge and modern literacy, and "any literate, educated person on the face of the globe is deprived, if he does not know English" (Burshfield 2003, p.78).

### **1.3. English status in Algerian Schools**

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'.

There are three major principles that have been focused on:

- English communication competency development: the purpose is to prepare the student for oral and written communication.
- The learner is at the heart of the learning process: the pedagogical act is no longer focused on knowledge transmission, but on knowledge construction, taking into consideration the learner's interests, likes and dislikes, and so on (me, my world, and the world).
- At school and outside of school, there is constant interaction between teacher, learner, and resources: the teacher's goal is to involve the child in his own learning and to help him learn how to learn. He allows him to become autonomous at all stages of learning and to assess his own performance. A positive student-teacher relationship will foster an environment in which shared values are vital for shaping a decent and responsible citizen.

These three ideas define the school's three missions. This means that the following issues should be addressed:

- What English to teach?
- What teacher?
- What learner?
- How to interact amongst this triangle?

In 2022, the Algerian president Mr. Abdelmadjid Tebboun declared that English will be officially taught in primary schools because English is now considered as an international language and French is just a spoil of war. Accordingly, several changes and developments occurred in the status of teaching English in the Algerian educational system. Now English is taught at all levels of education similarly to Arabic and French. However, with the latest reform, no one can predict on whether the English will be considered in the future as a first foreign language or not. That is, now, English is officially taught from the third year in the primary cycle. So, by the time they reach the final grade of the secondary cycle pupils will have studied English for nine years.

### **1.4. Textbook Defined**

Textbooks are a necessary tool for organizing and presenting knowledge to learners. They are especially useful for presenting an organized curriculum, which is crucial in a highly structured educational system. Textbooks offer a clear summary of the topics to be studied, the desired learning objectives, and the major concepts to be covered. This structure assists students in better understanding the topic and allows professors to track progress and provide feedback.

Furthermore, a textbook is regarded as a published book specially designed to assist language learners to enhance their communicative and linguistic abilities. Thus, textbooks do not only “represent the visible heart of any (English language teaching) ELT program” (Sheldon, 1988, p. 237) but a textbook also “provides the core materials for a course” (Tomlinson: 1998) by taking account of all the concepts that students are expected to master within a course time. It covers several topics in a single book.

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Typically, a book of this type includes four-skill activities, grammatical explanations, vocabulary exercises, and various language functions. Cortazzi and Jin (1999) refer to a textbook as a teacher, a resource, a map, a trainer and an authority.

In addition, they provide a useful reference resource for students. They include a plethora of knowledge that students have effortless access to. This data can be used to explain concepts, review material, or investigate new topics. As well as they serve as a source of information that is frequently evaluated by experts in the subject, allowing students to rely on the quality and validity of this information. That is to say a textbook is a guide for teachers that helps in orienting them through their teaching/learning process and that is according to the researchers Richards and Schmidt (2002). Besides, in The Oxford Advanced Learner's Dictionary (2010) the term textbook means "a book that teaches a particular subject and that is used especially in schools and colleges" (2010, p.1544). Also, in Cambridge Advanced Learner's Dictionary and Thesaurus, a textbook is defined as a book that contains detailed information about a subject for people who are studying that subject.

### **1.5. Textbook's Role in EFL Classrooms**

For generations, textbooks have served as the foundation of education. They play an important part in students' learning process and for numerous years, teachers relied largely on them to educate their students. Textbooks include activities and questions to assist pupils reinforce what they have learned throughout the year. As well as, using a textbook in class is helpful for both teachers and students, as they assist them plan lectures and activities.

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

### **1.5.1. Advantages of Textbook**

One of the major benefits of textbooks is that they provide a thorough and systematic approach to learning. This is due to the fact that textbooks are meticulously designed to provide a well-structured course of study that can be studied in a logical and simple manner. Students easily grasp the fundamentals of a subject by following the organization of a textbook before going on to more difficult topics.

When it comes to not utilizing a textbook, here, a program may lack a central focus and students might not be given a carefully constructed syllabus. Textbooks are considered as supplies for those teachers who are in their starting career of ELT. As well as, it can provide support especially when they don't have the ability to generate accurate language input on their own. Further, some researchers agree that textbooks are effective tools in terms money and time. They can minimalize time in lesson preparations so that teachers can focus more on teaching.

On top of that, textbooks enable teachers to efficiently plan and organize their courses, ensuring that their teaching is consistent with the curriculum and that all course subjects are presented in a structured way. Not to mention that textbooks can serve as invaluable reference materials long after students have finished their courses of study. They are a great resource for students studying for examinations or professionals seeking information about their respective areas. Likewise, textbooks contain an extensive amount of knowledge and wisdom that can be passed down from generation to generation.

Ur (1988) attested that textbooks can be portrayed as a foundation and guidance for those teachers who are insecure about their language knowledge and have not gained enough confidence in their job. Moreover, Richards (2001) claimed that teacher manuals and textbooks have a training role for teachers. Also, they can train inexperienced teachers to be more certain in planning lessons and performance in classrooms. He additionally highlighted that using textbooks is a time saver. So, teachers can us that time to actually teach instead of producing content themselves.

Additionally, employing textbooks as a syllabus provide teachers with content to teach in the classroom. And that is according to what Sheldon have mentioned “course books are perceived by many to be the route map of any ELT program....” (1988, p.238).

### **1.5.2. Disadvantages of textbook**

Regardless of the textbook’s various advantages, different researchers have exhibited various disadvantages namely inauthenticity and bias driven content. Also, textbooks may not be appropriate for all types of students. More participatory, hands-on learning experiences, such as group projects, experiments, and simulations, may assist certain students. Regular textbooks may not be interesting or effective learning resources for these students. As a result, teachers may need to complement textbooks with additional learning tools to guarantee that all students can learn well.

It is knowledgeable that the heavy reliance on textbook results in educational failure, therefore the instructor needs to know how to select the one that is most appropriate for him and his learners. Allwright (1981) argued that in certain situations, textbooks might have an impact on student involvement in the language learning process. He also mentioned that pre-packaged textbooks are insufficient to address the complex dynamics of language acquisition. Ur (1998) asserted that textbooks are typically based on a single teaching/learning approach. They do not typically provide a wide range of levels of ability and knowledge of learning styles and strategies. She finally indicated that those who utilize textbooks may end up serving merely as mediators who blindly obey them without questioning them. Furthermore, textbooks may use inauthentic language, incorporate distorted content, and neglect the requirements of pupils or deskilled teachers (Richards, 2001).

EFL teachers must take into account a variety of criteria since some textbooks may not be appropriate for a couple of reasons. For instance, age, knowledge, interests, needs and so on (Richards, 2011, p.225). Moreover, it is important to not exaggerate the importance of textbooks. There are a variety of additional materials that may be used. Therefore, teaching an EFL does not necessarily have to be done just with the aid of textbooks. As well as it is possible for students to reject the textbook material and feel

like it is being forced upon them. As a result, they could link EFL classes with monotony.

### **1.6. Evaluation Defined**

Evaluation is used to assess the quality of the learning process, measure learning outcomes, and make program adaptation choices. For example, after teaching a new course, teachers may assess student performance by grading assignments and tests to see if they completed the targeted learning objectives. In addition, evaluations are used to determine the overall effectiveness of the curriculum and teaching techniques. In this situation, the assessments would provide information about which components of the program should be changed to improve students' performance. Banks (1977), regarded evaluation as a technical aspect of education and a component of the teaching/learning process that offers continual data feedback to maintain the system in balance. In other words, it is the process of conceiving, obtaining, and conveying information for the purpose of guiding educational decision-making in relation to a "specified program".

Hence, evaluation is a valuable instrument for improving educational quality. It enables teachers to detect areas of deficiency among students and alter their teaching approaches to match the students' unique requirements. It also assists teachers in determining their teaching skills and limitations. This knowledge can be used to improve their teaching abilities and provide more effective training. Added to that, evaluation assists learners in identifying their strengths and limitations, allowing them to focus on areas that require improvement. Therefore, the most crucial step in validating and determining the effectiveness of all preceding stages is evaluation, which should be seen as a fundamental part of curriculum and syllabus design and that is according to (Brown 1995, p.217)

Hutchinson (1987, p. 41) states that "evaluation is a matter of judging the fitness of something for a particular purpose"; consequently, the textbook is the core tool for assessing and evaluating the usefulness of a particular coursebook in a systematic way based on the objectives of its use. In the same vein, Tomlinson (1998) connects textbook



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evaluation goals to the goals of students who use them. He distinguishes three stages of evaluation: the first is per-use evaluation, which seeks to quantify the potential of what teachers and students can achieve with classroom materials. Whilst-use and post-use evaluations are important in measuring the effectiveness of learning resources. According to Tomlinson, textbook evaluation is:

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

### **1.7. Types of Evaluation**

Scholars argue on the existence of different types of textbook evaluation as formative and summative evaluation: pre-use evaluation, in-use evaluation, post-use evaluation; and predictive and retrospective evaluation.

Concerning formative evaluation, it is a sort of assessment used to assess learners' progress and performance throughout the learning process. This kind of evaluation focuses on delivering real-time feedback to students and teachers, allowing them to make necessary adjustments and improvements. Classroom assessments, instructor observation, and peer evaluation are all examples of formative evaluation. Formative evaluation's purpose is to assist learners in developing their abilities and knowledge while also giving educators with information to guide their teaching practices. On the other hand, we have summative evaluation is used at the end of an educational program or course to assess learners' mastery of information or competencies. This sort of evaluation is intended to provide a final verdict on the effectiveness of the curriculum as well as to assess learners' levels of achievement. Standardized tests, final exams, and

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end-of-course evaluations are examples of summative evaluations. That is to say it is used to assess learners' performance and establish their degree of competency.

Cunningsworth (1995) has mentioned that it exists three distinct types of evaluation that are: pre-use evaluation, in-use evaluation, post-use evaluation. To begin, 'Pre-use' evaluation is an effective process that enables educators to discover the best instructional resources, curriculum, and programs to satisfy their students' educational needs. It entails a careful analysis of the materials or resources in relation to the intended learning audience. The mentioned evaluation ensures that the material meets particular criteria and serves the intended purpose for each audience segment. For example, instructional materials should be relevant, accurate, and linked with the educational program's aims and objectives. Hence, pre-use evaluation has also been found to be valuable for instructors, as it can aid in the identification of potential issues with a certain instructional curriculum. Ineffective teaching methods, insufficient instructional design, or incoherent and non-cohesive tasks are examples of such challenges. Such flaws can be discovered and resolved before deployment through pre-use evaluation, thus boosting the quality of learning outcomes in the programs. Moving on to the 'In-use' evaluation is intended to inspect the materials currently in use. Finally, the 'Post-use' evaluation here, assists instructors in determining whether instructional objectives were met. Because it measures the effectiveness of the instructional content employed, this evaluation is an important component of the teaching-learning system. Through this evaluation, educators are able to examine the amount to which students have effectively taken in the concepts, which is critical in re-evaluating the design of the content. For example, instructors might assess if the learning approaches used were effective and revise instruction delivery to improve learning. In addition, post-use evaluation assists educators in ensuring that educational requirements and expectations are met. Evaluations are important in determining if the instructional approach and materials used met the academic requirements set by educational regulatory agencies. Teachers can use the post-use evaluation to conduct a complete study of the course materials and make the required changes to bring them in line with the guidelines.

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Ellis (1997) noted two types of materials evaluation, that are, predictive evaluation and retrospective evaluation. The Predictive evaluation a prominent type of evaluation that seeks to forecast the impact of an activity before its implementation. This type of evaluations is often carried out at the start of a task and comprise a detailed examination of the setting, target audience, objectives, and probable difficulties. The fundamental advantage of predictive evaluation is that it can assist stakeholders in identifying potential risks and possibilities, making informed decisions, effectively allocating resources, and designing more effective work. The retrospective evaluation on the other hand is a type of evaluation that goes back to assess the effectiveness of a previously established program or effort. These assessments are usually carried out after the end of a course and entail the gathering and analysis of both quantitative and qualitative data, for example, surveys, interviews, and performance indicators. Consequently, this evaluation is conducted after the use of textbook to determine its strengths and weaknesses.

### **1.8. The Importance of Textbook Evaluation**

Among the primary explanations supporting the rationale of textbook evaluation is that it ensures the accuracy and quality of educational materials. Because textbooks are such an important part of the educational system, they must be accurate and dependable sources of information. Such resources are used by educators and students to gain knowledge and build critical thinking abilities. As a result, it is crucial to examine textbooks for correctness in order to avoid propagating inaccurate material that could lead to mistaken views and education.

Moreover, a badly constructed textbook can hinder a student's capacity to learn. A textbook with confusing images, poor organization, and difficult-to-understand language can make it difficult for learners to grasp the content so here comes evaluation that will makes sure that these elements are fixed so that learning materials are carefully produced and assuring students' comprehension of the subject matter.

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On top of that, evaluation provides information about the textbooks' instructional design and writing style, which can assist teachers in determining which will benefit their pupils the most. Textbooks are written in concise and easy-to-understand language with simple instructional designs that are easier for students to learn. Evaluation can indicate which books may be appropriate for different learning styles, such as visual learners, auditory learners, and kinesthetic learners. Making these distinctions assists teachers in developing the most effective instructional approach.

In education, evaluation plays a crucial role and it is essential for the teacher considering it can deliver precious information about the future classroom practice and the design of course and management of learning tasks by students (Rea-Dickins and Germaine, 1994). Additionally, Cunningsworth (1995, p.7) states that “careful selection is made, and that the materials selected closely reflect [the needs of the learners and] the aims, methods and values of the teaching program”. Textbook evaluation can be highly important and useful in teachers’ professional growth and development as well.

Likewise, Ellis (1997) implied that the evaluation of textbooks, assists educators in moving beyond impressionistic assessments, as well as it enables them to gain accurate, precise, systematic, and contextual understandings of the general nature of textbook content.

Consequently, textbook evaluation is a critical process for ensuring the quality and accuracy of instructional resources. Evaluations allow educators to establish the dependability of learning resources, which is a critical component of the educational system. Evaluation specialists are responsible for assuring the accuracy, relevance, variety, and inclusivity of information through textbook evaluation.

### **1.9. Approaches to Textbook Evaluation**

Experts have suggested numerous proposals and approaches to textbook evaluation, namely, in-depth approach, impressionist approach, and checklist approach.

### **1.9.1. In depth Approach**

Cunningsworth (1995) argued that the in-depth strategy is by its very nature, an active approach. This method entails carefully reading the textbook. It thoroughly assesses the textbook and focuses particularly on the components that relate to the needs of the students. All of this is done in order to figure if the textbook suitable and whether to keep using it or not. Therefore, this evaluation should ideally and solely concentrate on one or two units/chapters of the textbook. On another hand, McGrath (2002) claims that this evaluation has some drawback; It takes time and requires particular expertise. The chosen units might not be an accurate representation of the entire book, and therefore, it might only provide a partial assessment.

### **1.9.2. Impressionistic Approach**

This approach helps us quickly establish an overall impression of a coursebook by providing us with a general overview or general introduction to the book. Cunningsworth (1995, p.2) shown that “the impressionistic approach is characterized by its receptive nature in that all what is worthy and interesting is the most important”.

### **1.9.3. Checklist Approach**

In textbook evaluation, the checklist approach entails going through a list of criteria to evaluate the textbooks. The checklist approach's criteria should be relevant to the subject matter being taught, as well as objective and measurable. In textbook assessment, criteria such as accuracy, relevance, organization, readability, visual appeal, and appropriateness may be employed. The checklist approach to textbook review has the advantage of being a standardized process. Educators can use the same checklist to evaluate multiple textbooks, guaranteeing consistency in the evaluation process. Using this strategy, teachers may make objective decisions regarding which textbook they will use in their classes. More importantly, the checklist approach assures that all textbooks are evaluated using the same criteria, which aids in the elimination of bias.

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Moreover, the physical characteristics of textbooks, such as layout, organization, methodology, aims, and approaches, as well as the degree to which a set of materials is not only teachable but also fits the requirements of the individual teacher's approach as well as the organization's overall curriculum, should be considered in evaluation checklists, Williams (1983).

Additionally, Sheldon (1988) mentioned that several scholars have proposed various forms of checklists based on supposedly generalizable criteria to assist teachers in being more selective while choosing textbooks. Typically, the checklist is employed as a tool for material evaluation or selection based on internal textbook-specific criteria.

In the same context, Byrd (2001, p. 416) argued that, “checklist method is systematic in the way that the criteria on the list are checked off in certain order”. That is to say, there are certain steps that must be followed in order to evaluate textbooks.

In fact, the models of checklists created by scholars to evaluate textbooks vary from one researcher to another. Here, each evaluator views textbooks from different perspectives to exhibit his or her views and grounds his or her evaluation on a certain framework. These models are: Tucker 1975, Daoud and Celce-Murcia 1979, Williams 1983, Sheldon 1988, Cunningsworth 1995, McDonough and Shaw 2003.

### 1.9.3.1. Tucker’s Checklist (1975)

Tucker (1975), pioneer in the field, proposed the following checklist to textbook evaluation:

**Table 1.1**

*Tucker’s ELT Textbook Evaluation Checklist*

NO.	CRITERIA	VS	MS	MVP
<b>I. INTERNAL CRITERIA</b>				
<i>A. Pronunciation Criteria</i>				
1	Completeness of presentation			
2	Appropriateness of presentation			
3	Adequacy of practice			

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B. Grammar Criteria				
4	Adequacy of pattern inventory			
5	Appropriate sequencing			
6	Adequacy of drill model and pattern display			
7	Adequacy of practice			
C. Content Criteria				
8	Functional load			
9	Rate and manner of entry and re-entry			
10	Appropriate of content and situations			
II. EXTERNAL CRITERIA				
11	Authenticity of language			
12	Availability of supplementary of language			
13	Adequate guidance for non-native teachers			
14	Competence of the author			
15	Appropriate level of integration			
16	Durability			
17	Quality of editing and publishing			
18	Price and value			
VS: value scale    MS: merit scale    VMP: value merit product				

As demonstrated above, Tucker (1975) suggested a checklist that focalizes on two components internal criteria that account for language-related factors, and external criteria that aim at supplying further data related to the overall textbook. Additionally, the checklist includes three principal elements under the section of Internal criteria: pronunciation, grammar and content which respectively account for: (1) requirements of adequate pronunciation, (2) adequacy, order and quality of grammatical structures, and (3) outlook of the provided content.

Moreover, the particular characteristics of the checklist are the following:

- 1- Relying on two main terms to evaluate the textbook, value scale and merit scale.
- 2- Determining a Value scale that goes from 0 to 5 and a Merit scale from 0 to 4.
- 3- Tucker's checklist provides VMP, which is the multiplication result of VS and MS.

### 1.9.3.2. Daoud and Celce-Murcia Checklist (1979)

Marianne Celce-Murcia is Professor of Applied Linguistics and Teaching English as a Second Language at the University of California, Los Angeles (UCLA). Marianne has served as an elected member-at-large on both the TESOL and AAAL Executive Boards. Professor Celce-Murcia has published widely in the areas of language teaching methodology (including discourse-based approaches), the teaching of pronunciation, and pedagogical grammar. Both at UCLA and at AUA she has worked with professionals who are non-native speakers of English in need of improving their spoken and written English to progress professionally. In evaluating textbooks, Daoud and Celce-Murcia (1979) recommend the given checklist:

**Table 1.2**

*Murcia ELT Textbook Evaluation Checklist*

NO.	Item	SD	D	U	A	SA
<i>A. Subject matter</i>						
1	Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended (urban or rural environment; child or adult learners; male and/or female students)?					
2	Is the ordering of materials done by topics or themes that are arranged in a logical fashion?					
3	Is the content graded according to the needs of the students or the existing syllabus (if there is one)?					
4	Is the material accurate and up-to-date?					
<i>B. Vocabulary and structure</i>						
5	Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of the level?					
6	Are the vocabulary items controlled to ensure systematic gradation from simple to complex?					
7	Is the new vocabulary repeated in subsequent lessons for reinforcement?					
8	Does the sentence length seem reasonable for the students of that level?					
9	Is the number of grammatical points as well as their sequence appropriate?					



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10	Does the structure gradually increase in complexity to suit the growing reading ability of the students?					
11	Does the writer use current everyday language, and sentence structures that follow normal word order?					
12	Do the sentences and paragraphs follow one another in a logical sequence?					
13	Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?					
<i>C. Exercises</i>						
14	Do the exercises develop comprehension and test knowledge of the main ideas, details, and sequence of ideas?					
15	Do the exercises involve vocabulary and structures which build up the learners' repertoire?					
16	Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided compositions)?					
17	Does the book provide a pattern of review within lessons and cumulatively test new material?					
18	Do the exercises promote meaningful communication by referring to realistic activities and situations?					
<i>D. Illustration</i>						
19	Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?					
20	Are the illustrations clear, simple, and free unnecessary details that may confuse the learner?					
21	Are the illustrations printed close enough to help the learner understand the printed text?					
<i>E. Physical Make-up</i>						
22	Is the cover of the book durable enough to withstand wear?					
23	Is the text attractive (i.e., cover, page appearance, binding)?					
24	Does the size of the book seem convenient for the students to handle?					
25	Is the type size appropriate for the intended learners?					
SD: Strongly Disagree D: Disagree U: Undecided A: Agree SA: Strongly Agree						

Daoud and Celce-Murcia's (1979) checklist consists of five features: Subject, vocabulary, structures, exercises, illustrations and finally physical make-up. With

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globally 25 features crucial to any evaluative activity from the part of any researcher or textbook evaluator from Tucker's perspective. Thus, Daoud and Celce-Murcia's (1979) approach examined the criteria of evaluation in five aforementioned stages.

In fact, according to Daoud and Celce-Murcia (1979) information on textbook choice is convenient as it is partially the ESL/EFL teacher's responsibility to select the textbook to be used in classroom context. However, it is not an easy task but rather governed by careful and systematic, and non-arbitrary resolution. Thus, potential criteria and procedures for carrying out a successful selection of appropriate were opted for. However, selecting an appropriate textbook is a subjective process from the part of teachers.

### 1.9.3.3. Williams Checklist (1983)

David Williams is a Senior Lecturer and Head of the Language Arts Section in the Department of Education, Ahmadu Bello University, Nigeria. He holds a doctorate in Education from the University of Malaya. His current research interests include reading comprehension, the teaching of literature, and attitudes towards varieties of spoken and written Nigerian English. For an adequate textbook evaluation Williams (1983) put forward the following checklist:

**Table 1.3**

*Williams' ELT Textbook Evaluation Checklist*

Title of textbook:						
This Textbook:		Rating				
		4	3	2	1	0
weight	<i>A. GENERAL</i>					
	1	Takes into account currently accepted methods of ESL/EFL teaching.				
	2	Gives guidance in the presentation of language items.				
	3	Caters for individual differences in home language background.				

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	4	Relates content to the learners' culture and environment.					
	<i>B. SPEECH</i>						
	5	Is based on a contrastive analysis of English and L1 sound systems.					
	6	Suggests ways of demonstrating and practicing speech items.					
	7	Includes speech situations relevant to the pupils' background.					
	8	Allows for variation in the accents of non-native speakers of English.					
	<i>C. GRAMMAR</i>						
	9	Stresses communicative competence in teaching structural items.					
	10	Provides adequate models featuring the structures to be taught.					
	11	Shows clearly the kinds of responses required in drills (e.g., Substitution).					
	12	Selects structures with regard to differences between L1 and L2 cultures.					
	<i>D. VOCABULARY</i>						
	13	Selects vocabulary on the basis of frequency, functional load, etc.					
	14	Distinguishes between receptive and productive skills in vocabulary teaching.					
	15	Presents vocabulary in appropriate contexts and situations.					
	16	Focuses on problems of usage related to social background.					
	<i>E. READING</i>						
	17	Offers exercises for understanding of plain sense and implied meaning.					
	18	Relates reading passages to the learners' background.					
	19	Selects passages within the vocabulary range of the pupils.					
	20	Selects passages reflecting a variety of styles of contemporary English.					
	<i>F. WRITING</i>						

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	21	Relates written work to structures and vocabulary practiced orally.					
	22	Gives practice in controlled and guided composition in the early stages.					
	23	Relates written work to the pupils' age, interests, and environments.					
	24	Demonstrates techniques for handling aspects of composition teaching.					
<i>G. TECHNICAL</i>							
	25	Is up-to-date in the technical aspects of textbook production and design.					
	26	Shows quality in editing and publishing (cover, typeface, illustrations, etc.)					
	27	Is datable, and not too expensive.					
	28	Has authenticity in language and style of writing.					
0: not at all 1: just barely 2:to some extent 3:to a large extent 4:to the greatest extent							

Williams (1983) divides his ELT textbook checklist into 7 main criteria that are: (1) *general* which focuses on linguistic items and language skills, (2) *speech* as a means of analysing pronunciation's teaching, (3) *grammar* to offer adequacy in teaching grammatical units, (4) *vocabulary* to support necessary skills and purposes of teaching vocabulary, (5) *reading* to guide the initial phases of reading comprehension, (6) *writing* to assess reduction and guide composition activities and (7) *technical* aspects including illustrations and tabulation and their appropriateness in conveying learners' understanding.

For more details, this checklist has some special features that consist of:

- 1- Column of weighting that begin from the left side of the checklist.
- 2- Items can be weighted in the left column based on how relevant they are at a specific educational level or in a specific second-language context.
- 3- On the right side of the checklist there is the numerical rating scale. It can be used to modify evaluation criteria to meet the unique requirements of a teaching

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setting. The numbers in the right-hand column show how closely a particular textbook adheres to each criterion on this checklist.

- 4- The weighting of each item by the rating on each item can be multiplied to create sets of criteria for comparative evaluations.

### 1.9.3.4. Sheldon's Checklist (1988)

Leslie Sheldon is Director of ELT, Pitman Education and Training Ltd. He has taught at schools, universities, and teacher-training establishments in Canada, Iran, Algeria, Italy, Sweden and the UK, as well as having been an ESP consultant. In 1989 Dr Sheldon directed a British Council specialist seminar held in the UK, entitled 'ELT Textbooks and Materials: Evaluation, Exploitation, Adaptation and Design'. Thus, Sheldon's checklist comes as follows:

**Table 1.4**

*Sheldon's ELT Textbook Evaluation Checklist*

<p>FACTUAL DETAILS</p> <p>Title:.....Author(s):.....          .....          Publisher:.....Price:.....ISBN:          ..... No of Pages:.....Components:          SB/TB/WB/Tests/Cassettes/Videos/          CALL/Other.....Level:..... Physical          size:.....Lengths:..... Units:.....          Lessons/Sections:..... Hours:..... Target          skills:..... Target          learners:..... Target          teachers:.....</p> <p style="text-align: center;">ASSESSMENT (* Poor** Fair*** Good**** Excellent)</p>					
NO.	Factors	Rating		Comments	
		P	F	G	E
A. RATIONALE					

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1	Why was the book written in the first place and what gaps is it intended to fill?					
2	Are you given information about the needs analysis or classroom piloting what was undertaken?					
3	Are the objectives spelt out?					
<i>B. AVAILABILITY</i>						
4	Is it easy to obtain simple copies and support material for inspection?					
5	Can you contact the publisher's representatives in case you want further information about the content, approach or pedagogical detail of the book?					
<i>C. USER DEFINITION</i>						
6	Is there a clear specification of the target age range, culture, assumed background, probable learning preferences and educational expectations?					
7	Are entry/exit language levels precisely defined, e.g., by reference to international 'standards' such as the ELTS, ACTFL or Council of Europe scales, or by reference to local or country-specific examination requirements?					
8	In the case of an ESP textbook, what degree of specialist knowledge is assumed (of both learners and teacher)?					
<i>D. LAYOUT</i>						
9	Is there an optimum density and mix of text and graphical material on each page, or is the impression one of clutter?					
10	Are the artwork and typefaces functional? Colorful? Appealing?					
<i>E. ACCESSIBILITY</i>						
11	Is the material clearly organized?					
12	Can the students find her or his location in the material at any point, i.e., is it possible to have a clear view of the 'progress' made, and how much still needs to be covered?					
13	Are there indexes, vocabulary lists, section headings, and other methods or signposting the content that allow the student to use the					

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	material easily, especially for revision or self-study purposes?					
14	Is the learner (as opposed to the teacher) given clear advice about how the book and its contents could be most effectively exploited?					
<i>F. LINKAGE</i>						
15	Do the units and exercises connect in terms of theme, situation, topic, pattern of skill development, or grammatical/lexical 'progression'?					
16	Is the nature of such connection made obvious, for example by placing input texts and supporting exercises in close proximity?					
17	Do the textbook cohere both internally and externally (e.g., with other books in series)?					
<i>G. SELECTION/GRADING</i>						
18	Does the introduction, practice, and recycling of new linguistic items seem to be shallow/steep enough for your students?					
19	Is there a discernible system at work in the selection and grading of these items (e.g., on the basis of frequency counts, or on the basis of useful comparisons between the learner's mother tongue and English)?					
20	Is the linguistic inventory presented appropriate for your purposes, bearing in mind the L1 background(s) of your learners?					
<i>H. PHYSICAL CHARACTERISTICS</i>						
21	Is there space to write in the book?					
22	Is the book robust? Too large? Too heavy?					
23	Is the spine labeled?					
24	Is it a book that could be used more than once, especially if it marked by previous students?					
<i>I. APPRIPIACY</i>						
25	Is the material substantial enough or interesting enough to hold the attention of learners?					
26	Is it pitched at the right level of maturity and language, and (particularly in the case of ESP situations), at the right conceptual level?					
27	Is it topical?					

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<i>J. AUTHENTICITY</i>					
28	Is the content obviously realistic, being taken from L1 material not initially intended for ELT purposes?				
29	Do the tasks exploit language in a communicative or 'real-world' way?				
30	If not, are the texts unacceptably simplified or artificial (for instance, in the use of whole-sentence dialogues)?				
<i>K. SUFFICIENCY</i>					
31	Is the book complete enough to stand on its own, or must the teacher produce a lot of ancillary bridging material to make it workable?				
32	Can you teach the course using only the student's book, or must all the attendant aids (e.g., cassettes) be deployed?				
<i>L. CULTURAL BIAS</i>					
33	Are different and appropriate religious and social environments catered for, both in terms of the topics/situations presented and of those left out?				
34	Are students' expectations in regard to content, methodology, and format successfully accommodated?				
35	If not, would the book be able to wean students away from their preconceived notions?				
36	Is the author's sense of humor or philosophy obvious or appropriate?				
37	Does the course book enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality?				
38	Are accurate or 'sanitized' views of the USA or Britain presented; are uncomfortable social realities (e.g. unemployment, poverty, family breakdowns, and racism) left out?				
<i>M. EDUCATIONAL VALIDITY</i>					
39	Does the textbook take account of, and seem to be in tune with, broader educational concerns (e.g., the nature and role of learning skills, concept development in younger				



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	learners, the function of ‘knowledge of the world’, the exploitation of sensitive issues, and the value of metaphor as a powerful cognitive learning device)?					
<i>N. STIMULUS/PRACTICE/REVISION</i>						
40	Is the course material interactive, and are there sufficient opportunities for the learner to use his or her English so that effective consolidation takes place?					
41	Is the material likely to be retained/remembered by learners?					
42	Is allowance made for revision, testing, and on-going evaluation/marking of exercises and activities, especially in large-group situations; are ready-made achievement tests provided for the course book, or is test development left for the hard-pressed teacher? Are ‘self-checks’ provided?					
<i>O. FLEXIBILITY</i>						
43	Can the book accommodate the practical constraints with which you must deal, or are assumptions made about such things as the availability of audio-visual equipment, pictorial material, class size, and classroom geography; does the material make too many demands on teachers’ preparation time and students’ homework time?					
44	Can the material be exploited or modified as required by local circumstances, or is it too rigid in format, structure, and approach?					
45	Is there a full range of supplementary aids available?					
<i>P. GUIDANCE</i>						
46	Are the teacher’s notes useful and explicit? English ?					
47	Has there been an inordinate delay between the publication of the student’s and teacher’s books which has meant that teachers have had to fend for themselves in exploiting the material?					
48	Is there advice about how to supplement the course book, or to present the lessons in different ways?					

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49	Is there enough/too much 'hand-holding'?					
50	Are tape scripts, answer keys, 'technical notes' (in the case of ESP textbooks), vocabulary lists, structural/functional inventories, and lesson summaries provided in the Teacher's Book?					
51	Is allowance made for the perspectives, expectations, and preferences of non-native teachers of English?					
<i>Q. OVERAL VALUE FOR MONEY</i>						
52	Quite simply, is the course book cost-effective, easy to use, and successful money in your teaching situation, in terms of time, labor, and money?					
53	To what extent has it realized its stated objectives?					
1: poor    2: fair    3: good    4: excellent						

Sheldon (1988) supplied seventeen categories in his checklist: *rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus, flexibility, guidance* and *overall value for money*. The categories consist of two to six questions that guide teachers to analyse various difficulties. Under the criterion of *sufficiency*, inquiries are related to the adequacy of the textbook as a sole source of information to deliver a lesson. Another criterion, *linkage*, which account for cohesion and coherence of content in relation to units, for instance, in terms of activities and different patterns connection.

To put it simple, Sheldon (1988) outlined his checklist into 17 elements under each a number of questions, inquiring distinct items, in total of 53 items. This checklist's special features are:

- Factual details.
- Column comment for adding a personal comment about each factor.
- Column for rating.

### 1.9.3.5. Cunningsworth's Checklist (1995)

Alan Cunningsworth is an academic researcher in the field of education. He is one of the key figures in the field of teaching material development in which he contributed to a great extent, by proposing frameworks to textbook analysis, setting aspects of proper choice of coursebooks, and developing teaching materials. For Cunningsworth it is of paramount importance to evaluate materials and textbooks in relation to linguistic theories, namely, pragmatics. Consequently, he proposed an approach to textbook evaluation by providing the following checklist:

**Table 1.5**

*Cunningsworth's ELT Textbook Evaluation Checklist*

NO.	ITEMS	YES	NO
<i>A. AIMS AND APPROACHES</i>			
1	Do the aims of the course book correspond closely with the aims of the teaching program and with the needs of the learner?		
2	Is the course book suited to the learning/teaching situation?		
3	How comprehensive is the course book? Does it cover most of all of what is needed? Is It a good resource for students and teachers?		
4	Is the course book flexible? Does it allow different teaching and learning styles?		
<i>B. DESIGN AND ORGANIZATION</i>			
5	What components make up the total course package (e.g., students' books, teacher's books, workbooks, cassettes)?		
6	How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?		
7	How is the content sequenced (e.g., on the basis complexity, "learn- ability," usefulness, etc.)?		
8	Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?		
9	Are the reference sections for grammar, etc.? Is some of the material suitable for individual study?		
10	Is it easy to find your way around the course book? Is the layout clear?		
<i>C. LANGUAGE CONTENT</i>			

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11	Does the course book cover the main grammar items appropriate to each level, taking learners' needs into account?		
12	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?		
13	Does the course book include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?		
14	Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels).		
15	Are style and appropriacy dealt with? If so, is language style matched so social situation?		
<i>D. SKILLS</i>			
16	Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?		
17	Is there material for integrated skill work?		
18	Are reading passages and associated activities suitable for your students' level, interests, etc.? Is there sufficient reading material?		
19	Is listening material well recorded, as authentic as possible, accompanied by background information, questions, and activities which help comprehension?		
20	Is material for spoken English (dialogues, role plays, etc.) well designed to equip learners for real-life interactions?		
21	Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing) and use of appropriate styles?		
<i>E. TOPIC</i>			
22	Is there sufficient material of genuine interest to learners?		
23	Is there enough variety and range of topic?		
24	Will the topics help expand students' awareness and enrich their experience?		
25	Are the topic sophisticated enough in content, yet within the learners' language level?		
<i>F. CULTURE</i>			
26	Will your students be able to relate to the social and cultural contexts presented in the course book?		
27	Are women portrayed and represented equally with men?		
28	Are other groups represented, with reference to ethnic origin, occupation, disability, etc.?		

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<i>F. METHODOLOGY</i>			
29	What approach/approaches to language learning are taken by the course book? Is this appropriate to the learning/teaching situation?		
30	What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?		
31	What techniques are used for presenting/practicing new language items? Are they suitable for your learners?		
32	How are the different skills taught?		
33	How are communicative abilities developed?		
34	Does the material include any advice/help to students on study skills and learning strategies?		
35	Are students expected to take a degree of responsibility for their own learning (e.g., by setting their own individual learning targets)?		
<i>G. TEACHER'S METHODOLOGY</i>			
36	Is there adequate guidance for the teachers who will be using the course book and its supporting materials?		
37	Are the teachers' books comprehensive and supportive?		
38	Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?		
39	Do the writers set out and justify the basic premises and principles underlying the material?		
40	Are keys to exercises given?		
<i>F. PRACICAL CONSIDERATION</i>			
41	What does the whole package cost? Does this represent good value for money?		
42	Are the books strong and long-lasting? Are they attractive in appearance?		
43	Are they easy to obtain? Can further supplies be obtained at short notice?		
44	Do any parts of the package require particular equipment, such as a language laboratory, listening center, or video player? If so, do you have the equipment available for use and is it reliable?		

Cunningsworth's comprehensive checklist to textbook evaluation comprises of 44 items and eight aspects that are aim and approaches, design and organization, language content, skills, topic, methodology, teachers' methodology, and practical consideration. The unique feature of the present checklist is the *usage of yes/no* questions.

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Accordingly, Cunningsworth (1984), suggested four indispensable guidelines of textbook evaluation which direct generating an overall evaluative checklist, summarized as follows:

1. Textbook should meet learners' needs and match the objectives of the language-learning.
2. Uses of present and future should be selected to support students' use of language to convey their needs.
3. Textbook should consider students' needs in a flexible manner to enhance their learning process.
4. The textbook is required to support the learning process and enhance teachers' role as mediators between the target language and the learners.

Despite the merits or demerits of each checklist, Williams (1983), Sheldon (1988), and Cunningsworth (1995) all agreed, that evaluation checklists should have some characteristics related to the physical aspects of textbooks namely layout, organization, methodology, aims, and approaches, besides the teachability the assurance of teachers' needs and also the overall curriculum.

In contrast, textbook evaluators examine textbooks from different perspectives mainly related on a specific framework, resulting in various models of checklists set up by researchers for the sake of evaluating textbooks from different perspectives for instance, the models of Cunningsworth (1995), Sheldon (1988), McDonough and Shaw(2003), Rea-dickens and Germaine (1992), Tomlinson (2003), and Candling and Breen(1979).*Cunningsworth (1995) and Ellis (1997) declare that textbook evaluation aims at supporting teachers “move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material” (Rahimpour, 2011, p. 63).*

### **1.10. Principles for Materials Evaluation**

Evaluation of materials is therefore a challenging process. So, the effectiveness of textbooks in the classroom depends on a variety of factors. Thus, different evaluation criteria have been presented by many scholars in order to reflect the variables that are crucially important in the selection and evaluation of the material. Consequently, in all of the suggested models for evaluating materials, one of the key phases is to create criteria to evaluate the materials. It is essential when determining if materials are appropriate for students in a certain teaching/ learning situation.

Sheldon (1988, p.241) suggested that “no one is really certain what criteria and constraints are actually operative in ELT context, worldwide, and textbook criteria are emphatically local”. In other words, the selection of the criteria may be subjective because there is no specific criterion that can be applicable in the teaching /learning situations when the evaluation of materials is concerned.

According to the standards put forward by several scholars, the effectiveness of the materials should be given much thought to the general appearance, layout and design, teachability, level, flexibility, teaching methods, aims and objectives, topic contents, language contents, language skills, activities, social and cultural aspect, accompanying material and illustrations.

#### **1.10.1.General Appearance**

Several scholars have emphasized on the most important criteria of textbook evaluation which is, the general appearance. Here, McDonough and Shaw (1993), underlined the significance of external evaluation because it provides a concise "overview" of the book's outside. They argued that the "blurb," or the statements made on the cover of the students'/teachers' books, as well as the introduction and table of contents, should be evaluated. Materials should have an impact, which is achieved when they have an apparent impact on learners. To accomplish this, several checklists emphasize questions such as whether the cover is informative and appealing, if there is an informative orientation page, and whether each lesson has a suitable title.

### **1.10.2. Layout and Design**

The layout and design of the textbook is another essential criterion in materials evaluation. Tomlinson et al (2001, p. 89) highlighted the significance of having “enough white space to provide relief and clarity”. Evaluators frequently inquire whether the material is clearly planned and arranged, and whether there is enough white space to achieve clarity. If the textbook design lacks clarity, teachers will be unable to effectively instruct their pupils. And students may encounter difficulties when attempting to use it for their own studies and homework. Clarity, as well as adequate layout and design, are essential for comprehensibility, and hence for effective learning and teaching.

### **1.10.3. Teachability**

A textbook is a collection of lessons that teachers should teach and students should learn, thus, Tomlinson, B. et al, 2001, p. 89 said in defining this important notion that:

Although most of them (courses) consider the obvious need to help teachers to minimize their preparation time, very few provide help adapting the global course to specific situations, or cater for different teaching styles or personalities or make efforts to make the course interesting for the teachers.

### **1.10.4. Level**

Another factor for evaluating language teaching resources is the quality of the instructional materials. The extent to which students can use a textbook is determined by the textbook's suitability for the level of pupils involved. The level of difficulty of the grammatical characteristics, vocabulary to be taught in the reading texts, tasks/activities and exercises, and level of instructions should be neither below nor far beyond the student's competence level and development.



### **1.10.5. Flexibility**

Many scholars, including Sheldon (1988, p.245) stressed that the importance of evaluating no matter what the textbook is “exploited or modified as required by local circumstances or it is too rigid in format, structure and approach”. As a result, a set of items was incorporated in the checklists of several researchers in order to assess the textbook's flexibility.

### **1.10.6. Teaching Methods**

Teaching methods are one of the most crucial components mentioned in material evaluation. In actuality, there is an evolution from teacher-centered approaches toward student-centered ones. In this regard, evaluators generally address questions like how student-centered the textbook's teaching methods are. Whether the approach utilized enabled teachers the option of using a student-centered model by enabling students to speak more than teachers and permitting other class activities.

### **1.10.7. Aims and Objectives**

McDonough and Shaw (1993, p.70) mentioned that, “...we may need to select materials that suit a particular syllabus or set of objectives that we have to work to”. The objectives of textbooks must be stated explicitly, and the extent to which they are met must be quantifiable, because each and every textbook has a precise set of objectives.

### **1.10.8. Topic Contents**

Topic content, or "subject matter," is also critical in textbook evaluation, as it determines whether the textbook is likely to be beneficial or useful to students. Scholars such as Sheldon, 1988, Skierso 1991, highlighted that some questions, such as whether or not the subjects are fascinating to the learners, and should be asked to encourage them to share their own opinions.

### **1.10.9. Language Contents**

Every subject is taught and learnt in its component parts. English is not taught as a whole but as a subject made up of numerous components that all complement one another. In terms of language classes, these components are grammar, vocabulary, and phonetics. These components are crucial to evaluate.

Cunningsworth,(1995,p.38) mentioned that, “it is often asserted with some truth that , particularly at lower levels , student can communicate more effectively with a knowledge of vocabulary than with a knowledge of grammar”. Thus, it is necessary to evaluate the presentation and practice of vocabulary.

Cunningsworth (1995, p.30) argued that ‘It is the effective teaching of grammar that distinguishes a true language course from a phrasebook and an understanding of an ability to use grammar that equips learners with the ability to create their own utterances and use language for their own purposes’’. Namely, because grammar is so crucial in the teaching of foreign languages, so that knowledge of English grammar has long been seen as an essential component of the course aimed at enhancing the learners' accuracy in speech and writing.

### **1.10.10. Language Skills**

Language instruction ultimately boils down to teaching pupils a specific set of abilities, all of which are based on comprehension and communication. educating English entails educating pupils to comprehend what they read and understand what they hear. It also entails teaching children how to articulate themselves and share their ideas both orally and in writing.

### **1.10.11. Skills Development**

The content must maintain a balance between the four linguistic skills that should be included. As a result, the material should address both the receptive skills of listening and reading, as well as the productive skills of speaking and writing. Three major factors are used to evaluate skills in textbooks.

Breen & Candlin, 1987, mentioned that textbook evaluation is based on three principle aspects that are: First, determine whether practical guidance can help students acquire the language skills offered in the text. Second, it is critical to determine whether the course length is appropriate for teaching each skill. Third, it is critical to establish whether the activities contribute to skill development and whether the goal of using the skills is apparent.

### **1.10.12. Activities**

Since all textbooks contain activities, it is necessary to assess the usefulness and practicability of textbook tasks as a teaching tool. The activities and exercises ought to motivate learners to use the language for a goal rather than just for practice. It is crucial for a textbook to contain varied activities such as pair work activities, group work activities, and individual activities to ensure that the activities meet the four primary skills in the textbook and provide a section for integrated skills.

### **1.10.13. Cultural Aspect**

Sheldon (1988, p. 244) highlighted the significance of checking whether or not a textbook “enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality”. Moreover, a course book should highlight some key elements in order to enhance learners' cultural horizons and offer them with cultural experience through the TL. This will allow the students to develop a mature perspective on the world around them.

### **1.10.14. Accompanying Material**

Accompanying material is another important criterion for evaluation. Tomlinson et al (2001), observed that one of the intriguing and effective methods in the current generation of language teaching materials is the use of CD-ROM and cassettes. It is critical that the textbook be supplemented with relevant extra materials such as CDs, Videos, and Pictures.

### **1.10.15. Illustrations**

Illustrations can simply be defined as:

everything that would not be considered “text” in teaching material. This includes, for example, drawings, cartoons, photographs, flow charts, pie charts, graphs and table. Illustrations such as these are very commonly found unpublished materials to support the meanings conveyed in the accompanying text, stimulate language practice in their own right, or simply to decorate (Hewings, 1991, p.235).

Therefore, it is worth mentioning that illustrations are an important part of a textbook since they supplement the text and contribute effectively to the learning outcomes. Furthermore, they contextualize language and encourage language practice.

### **1.11 Conclusion**

In this theoretical chapter an overall description of the status of the English language in Algeria was presented taking into account the Algerian educational reform of 2003 and the newest one of 2022. Furthermore, the major difficulties concerning textbook evaluation were explored; and some definitions of the key terminology namely, textbooks and their roles in classrooms were reviewed, followed by a discussion of the necessity of textbook evaluation in language education. Moreover, the numerous types and ways of appraisal were examined. The chapter also highlighted pioneer evaluation checklists used by other studies and scholars. Finally, the textbook evaluation standards proposed by various experts were reviewed for the sake of providing a comprehensive chapter to pave the way to the evaluation of the textbook entitled “My Book of English” in the following practical chapter.

# *Chapter Two*

# **EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"**

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## **CHAPTER TWO: EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"**

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### **2.1. Introduction**

The present chapter highlights the findings of the current study, which seeks to examine the efficacy of "My Book of English," a program created for teaching and learning English in the third year of primary school, from multiple perspectives. At this point, the textbook is reviewed based on numerous factors using a customized textbook evaluation checklist. Furthermore, because the textbook is the core of any teaching and learning situation, textbook evaluation should be backed up by data gathered from people who have direct interaction with the textbook. As a result, data is also gathered through one survey distributed to 3<sup>rd</sup> year primary teachers and observation of 3<sup>rd</sup> year pupils. The chapter concludes with a broad discussion of the findings, as well as some recommendations and limitations.

### **2.2. Description of the Primary Textbook 'MY BOOK OF ENGLISH'**

Before reviewing the textbook using the specified criteria, some background information regarding the material is required.

#### **2.2.1. General Overview of the Primary Textbook 'MY BOOK OF ENGLISH'**

The Ministry of National Education and for the first time in Algeria designed a new English textbook for 3<sup>rd</sup> year primary pupils. It is somehow a starter for a new change towards making English language as a second language. The textbook of 'My Book of English' contains six different sequences. The total number of pages is 62. The head of project and curriculum designer is Tamrabet Lounis, and teacher trainer and material writer is Chenni Abdelfetah.

#### **2.2.2. General Appearance**

The textbook seems to be organized, it started with a letter written in Arabic then the titles of each sequence but lacked the table of content. After, an image of the famous Algerian fennec painted in colors of the Algerian flag holding a sign that says 1,2,3 learn English with me.



## 2.4. Layout and Design

After having a good glance at the textbook, it appears to be somehow organized and consistent in its appearance. However, it is quite clear that the book lacks table of contents that its purpose is to guide educators and learners about the content of the book. Therefore, the textbook is not completely orderly structured.

It is divided into six major sequences that are preceded by an introductory page called “My First English Class” that contains basic starter vocabulary and terms presented with illustrations of kids doing school commands such as: point, listen, write, draw, read, ect.... As well as, the alphabet.

**Figure 2.1**

*My First English Class Page 6*

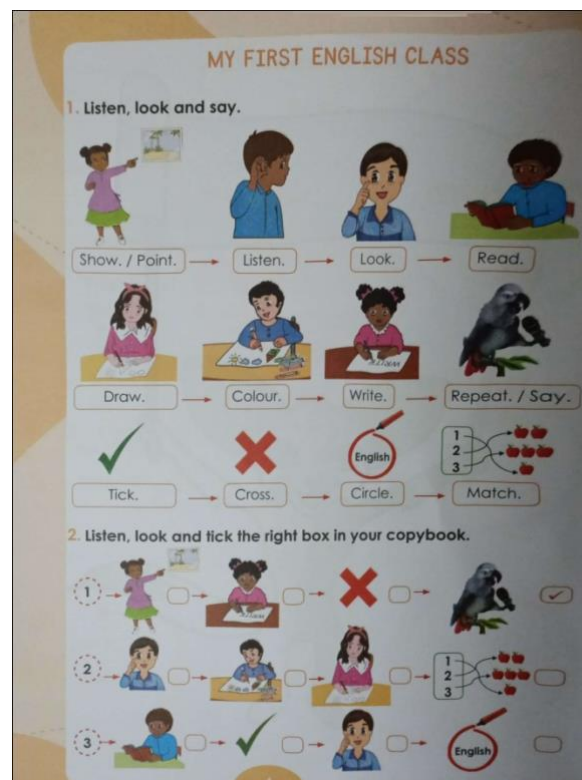
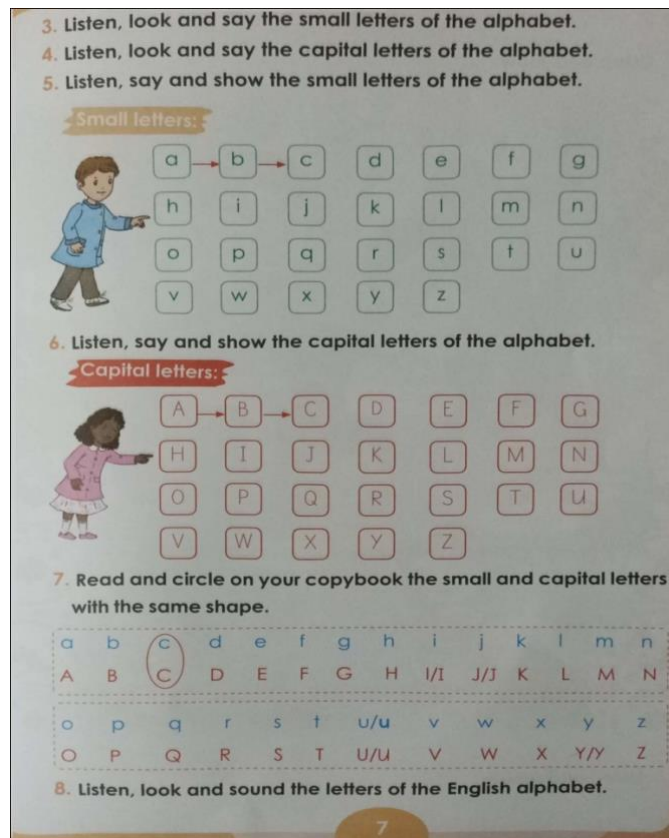


Figure 2.2

Activity Small and Capital letters Page 7



Hence, after the pre-sequence page there are six sequences presented as follows:

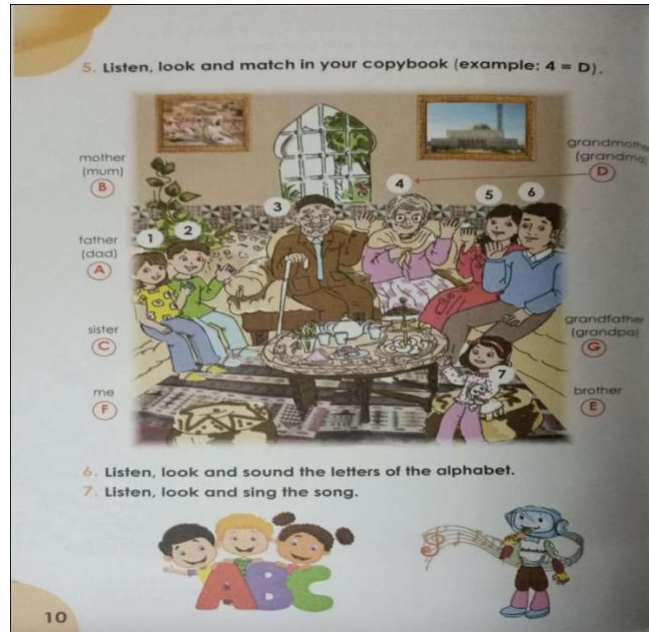
- 1- Me, My Family and My Friends.
- 2- My School.
- 3- My Home.
- 4- My Playtime.
- 5- My Pets.
- 6- My Fancy Birthday.

Each sequence has from 8 to 18 different exercises, and at the end of each sequence there are three main titles underlined as My Phonics, My Handwriting and My Project: My Pictionary, for example:

# EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

Figure 2.3

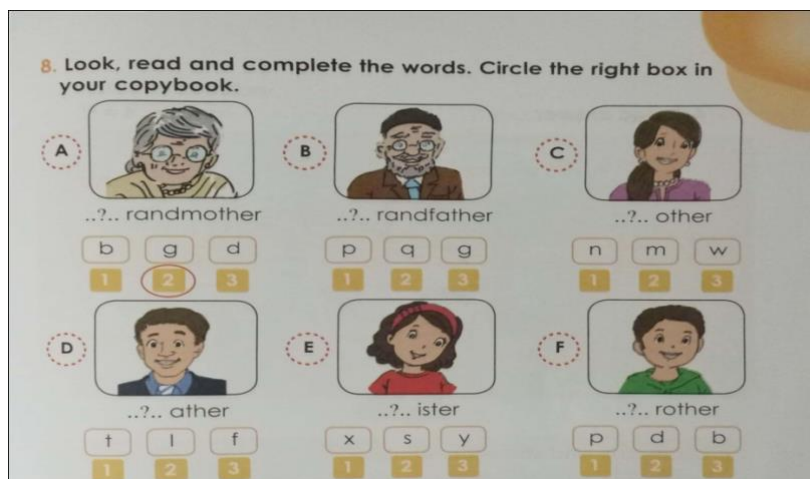
Activity n.5,6,7 page 10



Activities vary, they focus on listening and speaking. In this part learners are required to listen to the teacher and repeat the words and the alphabets. For example, in the 7<sup>th</sup> activity, teachers may use other teaching materials such as putting some songs so that learners can repeat after it.

Figure 2.4

Activity n.8 page 11



In this task the learners are asked to look, read and complete the words adequate of each image. This task is designed to develop their reading skills.

**Figure 2.5**

*Activity n.1 page 30*




At the beginning of each sequence there is a page that introduces the current topic of the sequence and its elements.

Figure 2.6


Activity n.4 page 31

4. Listen, look at the pictures and tick the right box in your copybook.

1



2



a. He is sitting **opposite** his sister.

b. He is sitting **next to** his sister.


a. He is sitting **next to** his sister.


b. He is sitting **opposite** his sister.

This task requires the learners to listen attentively and chose the right phrase according to the images. This exact task makes learners assess their own learning since instructions are completed.

**My phonics**

1. Listen and repeat.





sisters

1


2

3

4

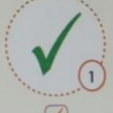
5

6

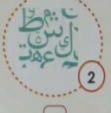


Six sisters.

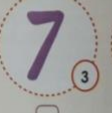
2. Listen and tick the box in your copybook when you hear the 'r' words.




1




2




3




4




5



6



7



8

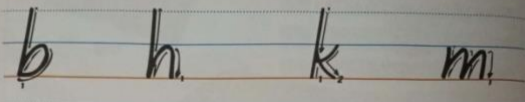
3. Listen, look and repeat.

**My handwriting**

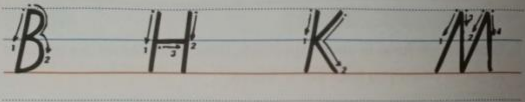
1. Read and sound the letters: b - h - k - m.

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 two songs.

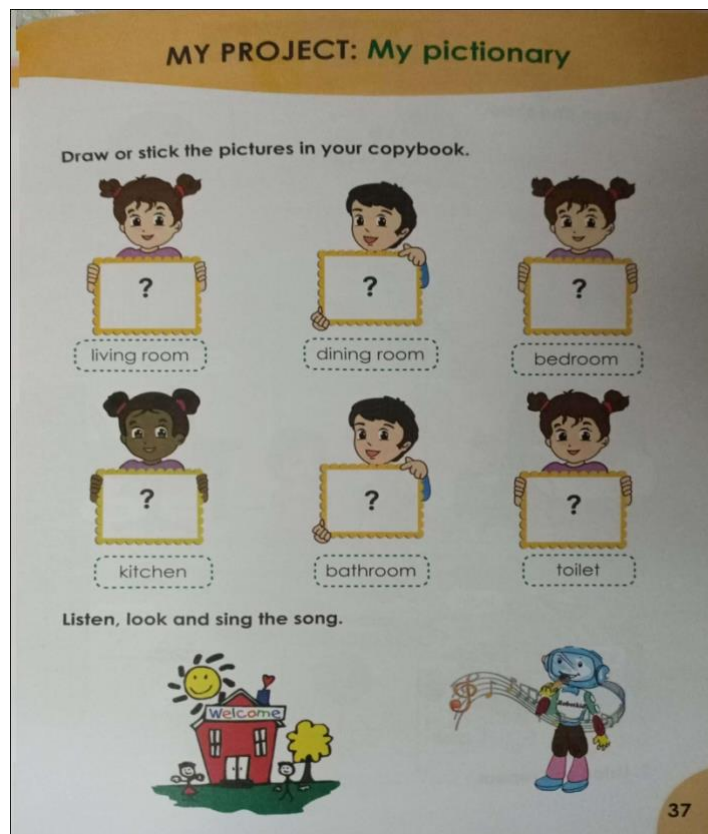


1



2





Therefore, at the end of each sequence and through singing there are these three major concluding tasks that summarize everything learners have seen throughout the sequence such as, creating a nice and relaxing atmosphere. In addition to that the textbook focuses on the implementation of the language skills.

### 2.5 Teachability

The results of this study show that although the objectives and problem-solving circumstances are not specified clearly in the textbook, teachers must spend time planning their classes. Therefore, there are teachers who actually use many techniques in order to clarify and facilitate the idea to his/her learners.

### **2.6 Level**

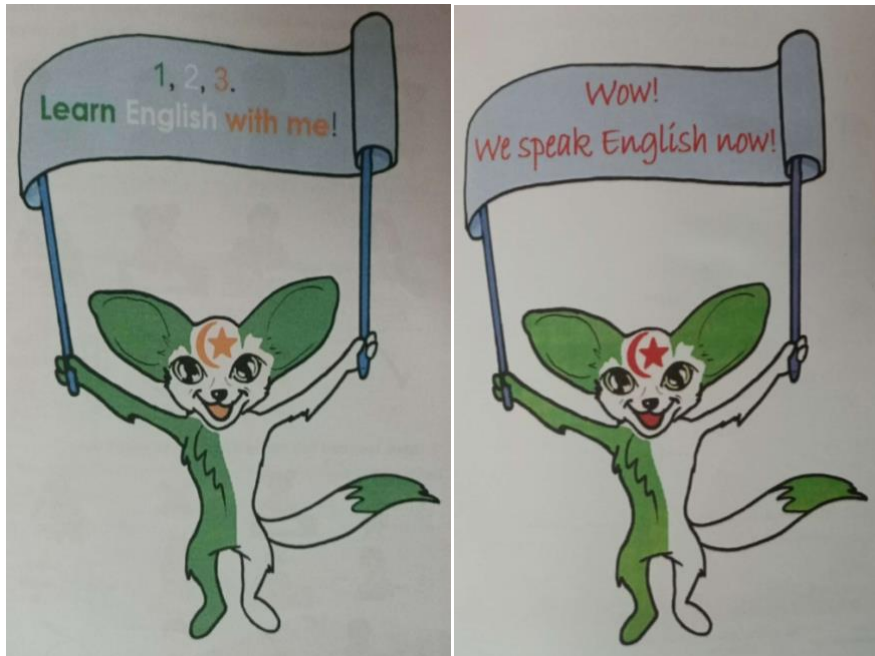
The rate whereby learners may employ a textbook is determined by the textbook's suitability to the level of the intended audience. On one hand, the textbook level is not entirely suitable for 3<sup>rd</sup> year pupils in terms of some vocabulary. However, on the other hand it is appropriate in terms of writing and listening tasks.

### **2.7 Cultural Context**

Many scholars consider cultural context criterion as important in textbooks. In this specific textbook the author did not put great emphasis on the Algerian culture nor the foreign culture. But there are only three pages that demonstrate how the author somehow tried to use some of the Algerian culture such as using the unfamous Algerian Symbol that is the FENEC at the beginning of the book and at the end. As well as, in sequence six that is entitled 'MY FANCY BIRTHDAY', he used the Algerian Karakou, a picture of the famous scholar Ibn Badis, and a pictures of the great mosque

**Figure 2.7**

*The FENEC*





**Figure 2.8**

*Sequence 6 page 52*



### **2.8. Aims and objectives**

The general aim of this textbook is to introduce English language to pupils of a young age. The implementation of English brought new challenges to the educational system, it aims at giving pupils the needed general knowledge of this language such as, alphabets, numbers, colors, how to read and the proper pronunciation. Not to mention that the objectives are not mentioned explicitly in the textbook.

### **2.9. Topic contents**

The topic contents are somehow related to pupils' real-life situations. Each sequence presents a part of the learners' life. It helps them visualize and memorize many things.

### 2.10 Language components

#### 2.2.9.1. vocabulary

'My Book of English' puts an emphasis on the learning of vocabulary through the various topics of the sequences that are somehow related to learner's daily life. Learning vocabulary that has a massive role in their life enables them to use it more often. Despite the fact that the textbook contains illustrations to clarify the meaning of each word, the level of vocabulary is not entirely simple for 3<sup>rd</sup> year pupils.

Teaching vocabulary is such an important step during the learning/teaching process, that is why the whole book contains various and multiple lexical items.

#### 2.2.9.2. Pronunciations

When talking about pronunciation, the aim is to train the pupils the correct way to pronounce each and every word and to distinguish between spellings and sounds. This language component is built through the various activities in hand that requires the learner to listen and repeat. Each task is linked with images because they help trigger and motivate the learners' imagination and sense of creativity.

### Figure 2.9

*Activity Read and speed-spell the word*

15. Read and speed-spell the words. Play the game with your friends.

1. One. Black.

2. r..... e ..... d

1 RED	ERASER	SUNDAY	ENGLISH
2 BLACK	CRAYON	MONDAY	ARABIC
3 WHITE	PENCIL	TUESDAY	FRENCH
4 YELLOW	SCHOOLBAG	WEDNESDAY	MATHS
5 BROWN	BOOK	THURSDAY	SCIENCE
6 GREEN	CHAIR	FRIDAY	HISTORY
7 BLUE	TABLE	SATURDAY	CIVICS

### **2.11. Illustration**

There is a famous Chinese proverb that goes “one sighted is worth a hundred words”, in educational materials, learners are able to have a clear view (illustrations), which are more expressive than words. Furthermore, some images, whether in the form of drawings or photographs, appear clear and distinct while also being figurative, organized, and explanatory. These illustrations facilitate clarifying the context and assisting learners in quickly grasping the intended objective.

Hence, most the drawings and images in the textbook are clear and easy to understand which means that they are functional in terms of use.

### **2.12. Flexibility**

The aim of covering all the skills has been successful; it targeted both productive skills as well as the receptive skills.

### **2.13. Language Skills**

The textbook’s language is not as authentic and new as it should be, the writers did not rely on authentic resources. Therefore, the language used in My Book of English somehow doesn’t really meet with their age and abilities.

### **2.14. Activities**

Activities are considered as a main element in the learning process. As Tamrabet mentioned “always centered on the learners and the focus is on the development of their capacities in order for them to acquire, in the most effective way, competencies in English corresponding to their in-school and out of school needs”. In our present textbook it is clear that everything is based on activities, and each activity has a direct, obvious direction such as: Listen say and show, read and circle, listen, look and sing, listen and repeat.

### **2.3. Research design and data collection**

A research design refers to a plan to any research work, providing the general frameworks collecting data and conducting research (Leedy, 1997). It alludes to the roadmap for researchers, and “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings” (Burns & Grove, 2003:195), to guarantee the reliability and accuracy of the research, appropriateness of the method followed and research instruments employed by the researcher, and consequently, validity of the obtained data. Therefore, the current study has followed a mixed-method approach as it relied on both qualitative and quantitative tools to both data collection and analysis. It is rather conventional that qualitative research provides textual information providing descriptions, impressions and opinions whereas, the quantitative approach sustains statistical data. The research data were gathered using a variety of qualitative and quantitative research tools namely classroom observation, and a teachers' questionnaire to evaluate textbook and collect data about implementation of English in Algerian schools. Therefore, a case study was undertaken, a triangulation of tools was opted for the sake of providing valid and reliable data in order to answer the research questions and verify the hypotheses.

### **2.4. Sample Population**

In order to collect valid and reliable data two categories of respondents who took part in this research. English Teachers from various primary schools who were required to answer questionnaires; and pupils of 3<sup>rd</sup> year whom were observed by the researcher in Tlemcen.

#### **2.4.1. Teacher's Profile**

The questionnaires were addressed to various full-time teachers and private teachers from different primary schools and establishment in Tlemcen, each teacher teaches from 3 to 4 classes in other different primary schools. Their teaching experience ranged from 01 to 11 years.

### **2.4.2. Pupil's profile**

In actuality, four classes were observed during this study in IBN MSAYEB, EL KHATIB IBN MARZOUK, ZOUAD MOHAMMED, ABD EL HAMID IBN BADIS. Each class had from 28 to 34 pupils in it.

### **2.5. Research Tools**

The appropriate research tools must be chosen and used to ensure the validity and reliability of the results. This research relied on the use of questionnaire which is a research tool that is considered as a series of short written questions, and it is usually designed to elicit information about a specific topic or matter. Moving on to classroom observation, it provides direct information rather than self-reported statements, as opposed to inquiry. As well as it is regarded as a reliable technique for reviewing and validating data acquired throughout the investigation.

#### **2.5.1. Classroom Observation**

Classroom observation is an important technique for teachers and administrators to use when evaluating the success of their teaching methods. This procedure entails observing, recording, and reflecting on what occurs in a classroom setting. Marshall and Rossman (1989) define the method of observation as “the systematic description of events, behaviours, and artifacts in the social setting chosen for study” (p.79).

The fundamental goal of classroom observation is to obtain knowledge about how learners learn and teachers teach. We can pinpoint areas for improvement, establish successful tactics, and foster a better learning experience for learners by emphasizing on the learning environment, social interactions, and instruction.

#### **2.5.2. Questionnaire**

A questionnaire is a research tool for gathering information about a specific topic of interest. It consists mostly of a list of questions, but it should also include clear

instructions and space for answers or details. It should also have a clear purpose that is relevant to the study objectives. Questionnaires offer an advantage over other forms of research instruments in that they are a relatively inexpensive, rapid, and efficient way of gathering a huge amount of information from a wide number of people. This tool often collects data through the use of both open and closed questions. This is important since it allows for the collection of both quantitative and qualitative data. Yet, there is a significant difference between close-ended questions, open-ended questions and multiple choices.

### **A- Close-ended questions**

Here, the questions have predefined responses from which responders can pick. For example, we have yes/no or true/false.

### **B- Open-ended questions**

Open-ended questions allow you to go deeply into the responses given by the respondent, collecting important details about the topic. The answers to these qualitative research questions can be used to elicit extensive and descriptive information about a subject.

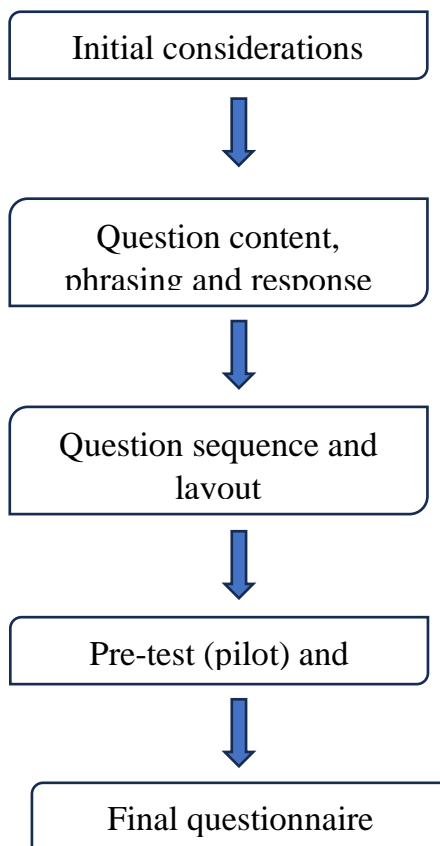
### **C- Multiple choices**

The former requires respondents to select an answer from a set of possibilities, whereas the latter requires respondents to create their own answers in order to voice their views on the matter. These two types of questions offer numerous advantages; nevertheless, one of the limits of close-ended questions is that the solutions are fixed, therefore they lack information.

In addition, careful attention should be paid to the design of the questionnaire so as to collect usable and relevant data. An effective survey must be prepared and developed in stages, as indicated in the picture below.

**Figure 2.10**

*Questionnaire Design Adapted From (Bensafa, 2015 p. 88)*



### **2.6. Data Analysis**

Data analysis is the process of evaluating, modifying, and analyzing data in order to derive answers or draw conclusions. Every question will be independently investigated

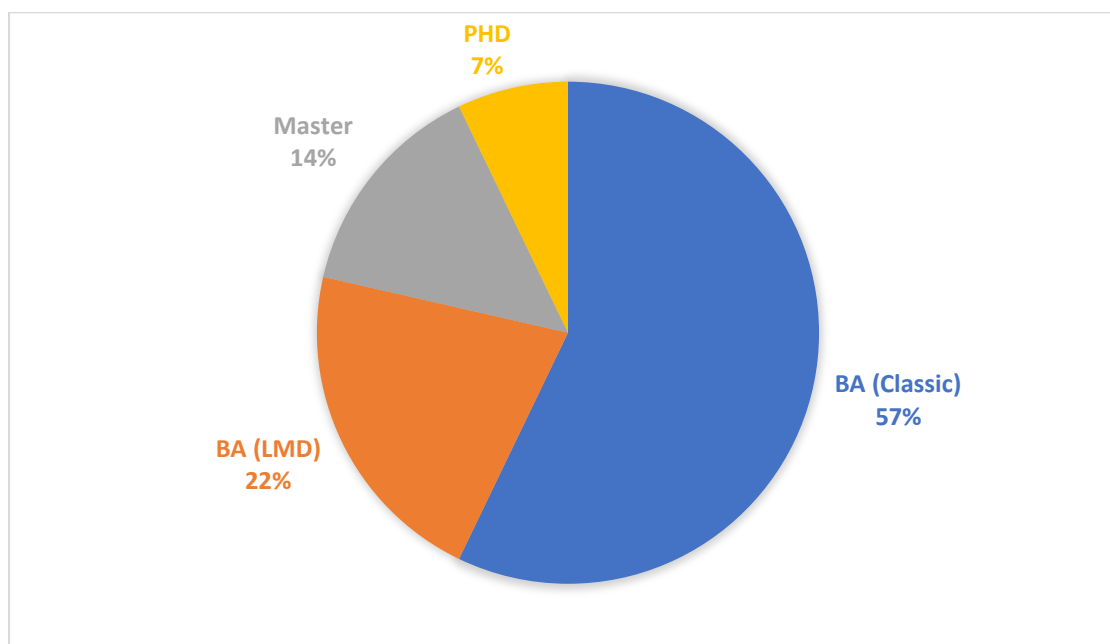
#### **4.6.1. Analysis and Interpretation of The Questionnaire's Results**

##### **Section One: Personal Information**

**1- What is your highest diploma?**

**Figure 2. 11**

*Teachers' degree*



In this question teachers were required to state what is the highest diploma and the results show that most of the teachers and that is about 57% have bachelor degree but in the classical system. It means that most of the teachers that were selected graduated a long time ago.

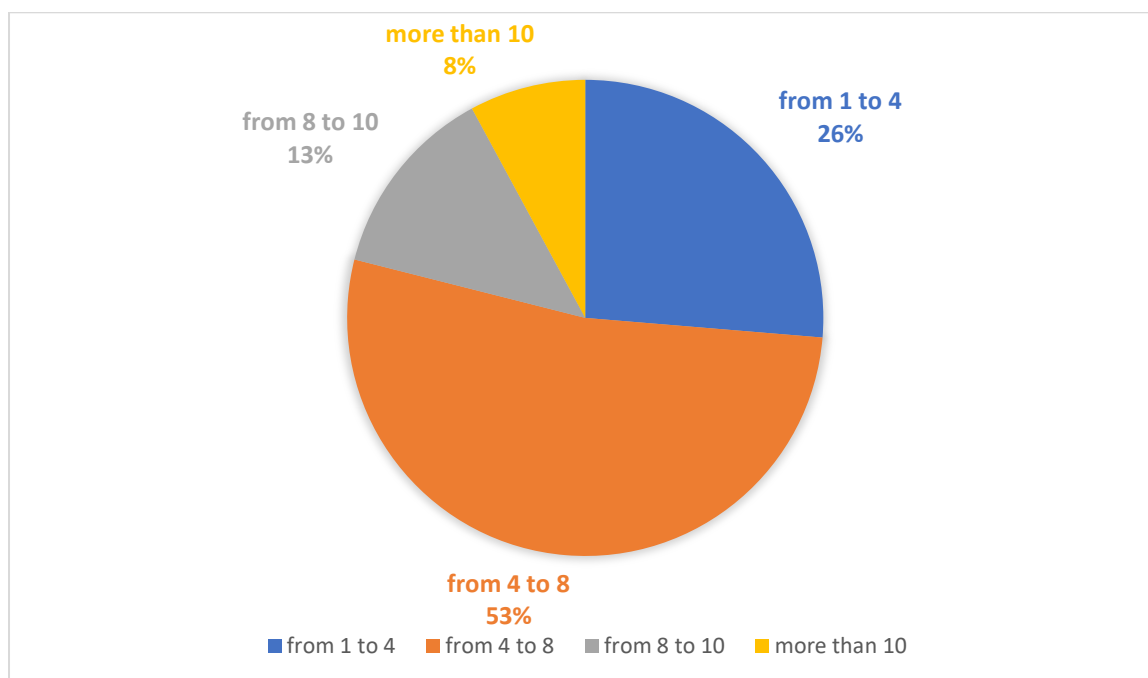
### **2- How long have you been teaching English for?**

This following question's aim is to know for how long teachers have spent in teaching English language. In other words, this question strives for knowing teachers experience in the field. The results show that 53% of teachers spent from 4 to 8 years in this field. The categories of teachers vary, for example, 26% of them spent from 1 to 4 years teaching, from 8 to 10 years we have about 13%, and the final category is for more than 10 years and the chart pie shows that there are only 8%.



**Figure 2.12**

*Teacher experience*



### **3- How many pupils you have in your classroom?**

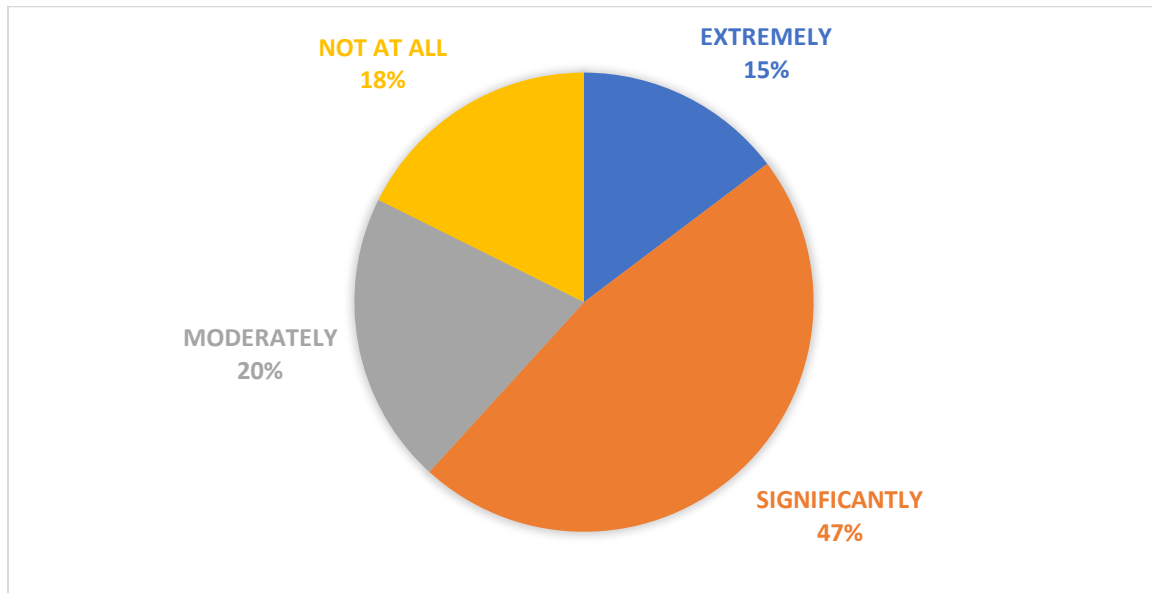
The numbers of pupils vary from one school to another, for example, the teacher from AISSA LAID mentioned that he has got 40 pupils in only one classroom and one school. Then another teacher from ZAOUED mentioned that he has 8 classes in different schools and each school has from 30 to 33 pupils.

### **Section Two: General Evaluation of " MY BOOK OF ENGLISH"**

#### **1- To what extent are you satisfied with "MY BOOK OF ENGLISH"?**

**Figure 2.13**

*Teachers Satisfaction with the Book*

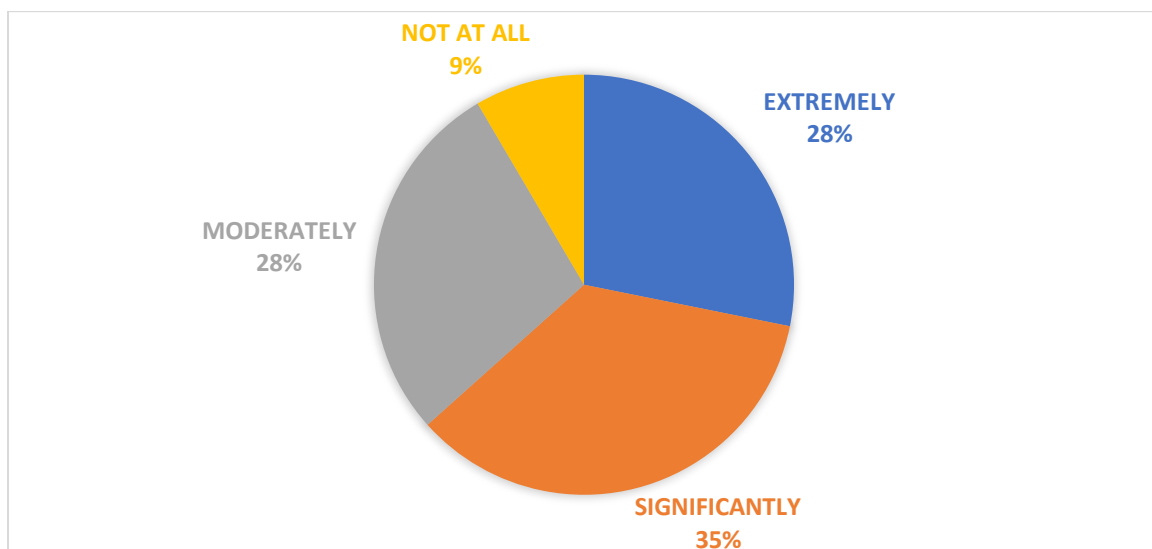


The results here show that 47% of teacher are significantly satisfied with the book while the other 20% appears to be neutral.

**2- To what extent do you think your pupils find the textbook interesting**

**Figure 2.14**

*Pupil's Interest*



## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

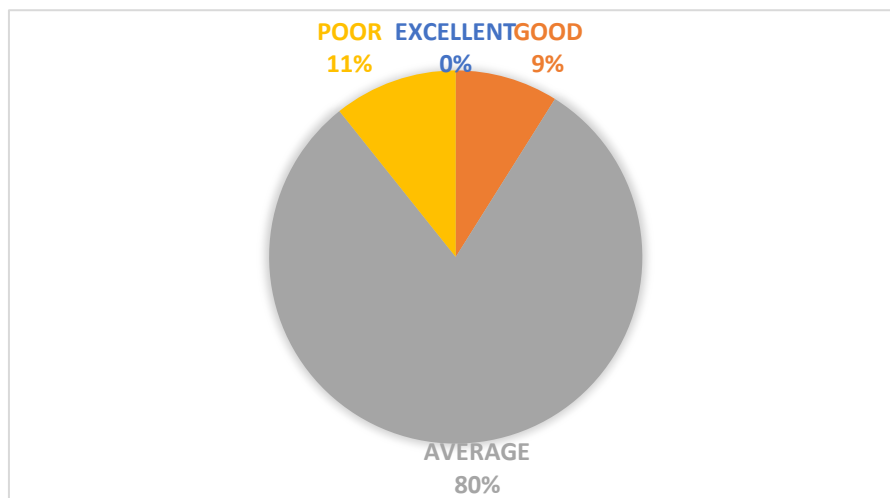
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The textbook has some images and exercises that might be appealing to the pupils but the results show that 35% of teachers find that the textbook is interesting to their pupils, while 28% think that it is actually extremely interesting to them.

### 3. What do you think about the pupils' general knowledge of English?

**Figure 2.15**

*Pupil' Knowledge of English*

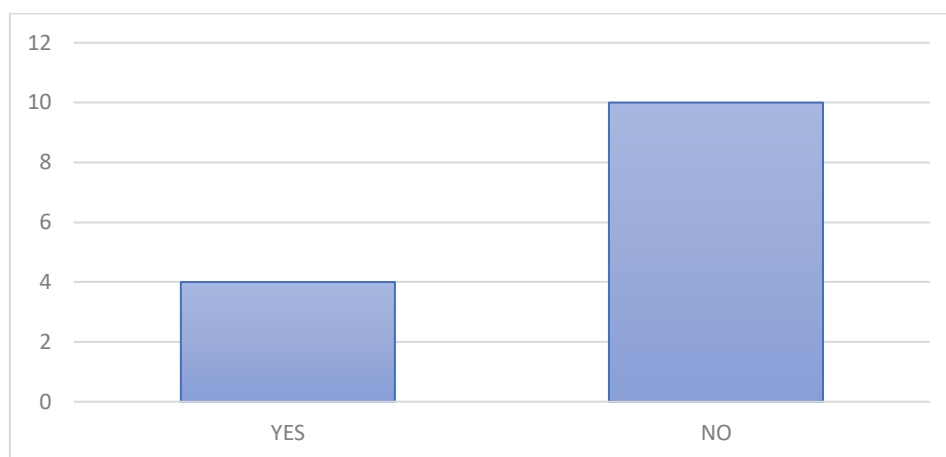


As for pupils who are newly exposed to a very new language in their educational system, their knowledge of English language is pretty average, it is about 80% of them who know some words or are familiar with some vocabulary.

### 4-Do you think that "MY BOOK OF ENGLISH" is a good starter for 3rd year pupils?

**Figure 2.16**

*Opinion about the Textbook as a Starter*

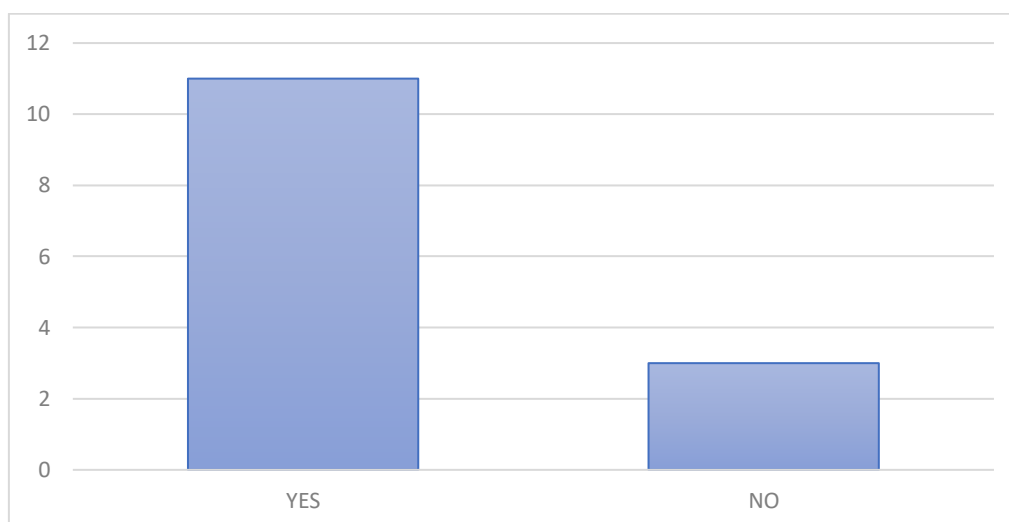


Almost 10 teachers out of 14 believe that My Book of English is not a good starter for 3<sup>rd</sup> year primary pupils.

### **5- Do you think the textbook needs improvement?**

**Figure 2.17**

*Textbook's Need of Improvements*



More than 10 teachers agree that the textbook needs improvements in order to make it adequate and suitable for 3<sup>rd</sup> year pupils.

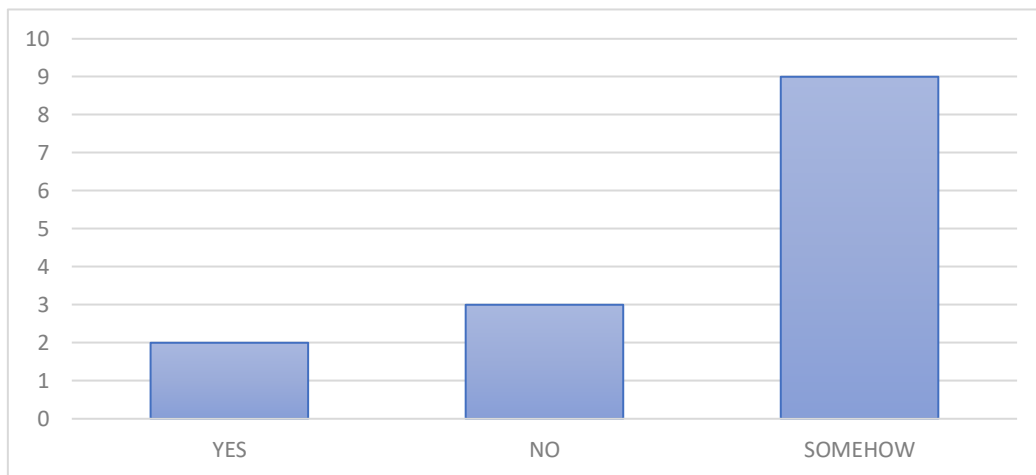
## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

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7- Are the activities of "MY BOOK OF ENGLISH" attractive to pupils?

**Figure 2.18**

*Textbook's Attractiveness*



The textbook's attractiveness plays a huge role in catching the learners and teachers' eyes, when it comes to My Book of English and as the result show that the textbook is neither fully attractive nor unattractive. More than the average number of participants find the textbook SOMEHOW attractive.

8- **Have you ever tried not to depend on the textbook too reach the target educational objective? If yes, explain please.**

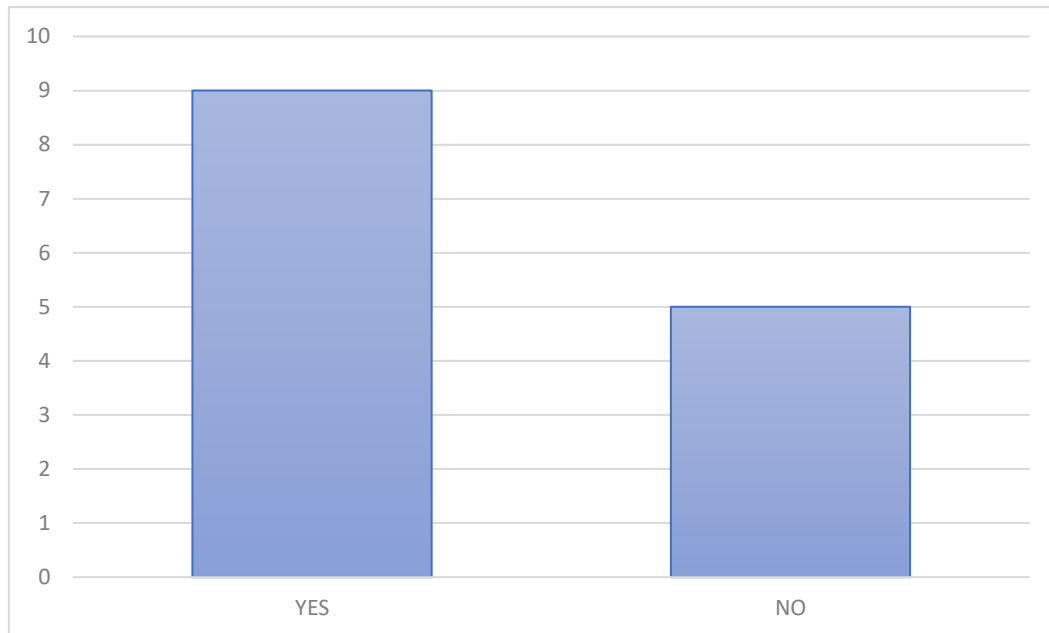
The results of the chart show that most teachers try not to depend on the book, as they mentioned that they use various ways to clarify and make the information direct to the learners, some mentioned that they use audios and cards with word and what they imply.

## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

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**Figure 2.19**

*Depending on the Book*



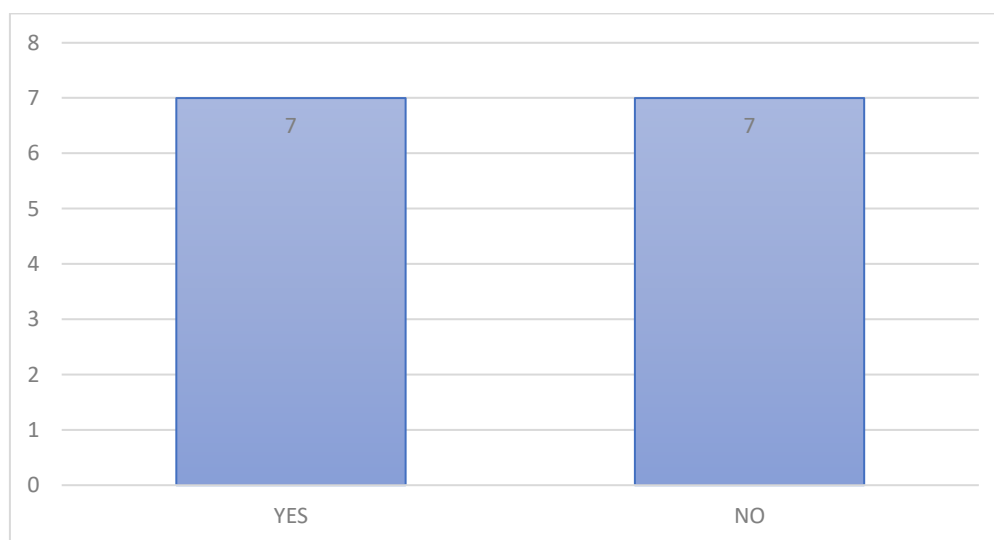
**9- Does the content of "MY BOOK OF ENGLISH" meet your expectations?**

**If yes, or no please explain**

## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

**Figure 2.20**

*Textbook' Expectations*



The results show that they are similar, 50% of teachers said yes and the other half said no. Those who said no they mentioned that the textbook contains vocabulary that is above their level and hard to remember.

### **Section Three:** Detailed Evaluation of the Textbook.

Please, respond to the following statements and decide whether you strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD).

SA   A   U   D   SD

### **General Appearance**

This question aims at revealing the general appearance of the textbook.

<i>Questions</i>	SA	A	U	D	SD
Is the textbook's cover informative and attractive?	2 14.29%	7 50%	4 28.57%	1 7.14%	0

## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

Is the font size used in the textbook appropriate for third year level?	6 42.86%	2 14.28%	4 28.57%	2 14.28%	0
Is the font type used in the textbook appropriate for third year level?	8 57.14%	4 28.57%	1 7.14%	1 7.14%	0
Is there an informative orientation page?	0	0	3 21.43%	7 50%	4 28.57%
Does the textbook have a complete and detailed table of content?	0	0	4 28.57%	4 28.57%	6 42.86%
Is every lesson given an appropriate title?	5 35.71%	7 50%	2 14.28%	0	0
Does the textbook have an appropriate glossary?	1 7.14%	6 42.86%	6 42.86%	1 7.14%	0
Is the textbook durable in terms of use?	0	0	5 35.71%	9 64.28%	0

The results reveal that the majority of teachers have both positive and negative opinions about the textbook's general appearance. Mostly they found that the font and the titles are appropriate.

### Layout and Design

Teacher's impression about the Overall layout and design of the textbook

<i>Questions</i>	SA	A	U	D	SD
Is the layout and design appropriate and clear?	1 7.14%	8 57.14%	3 21.43%	2 14.28%	0
Is there enough white space to achieve clarity?	1 7.14%	9 64.28%	3 21.43%	1 7.14%	0



## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

Are the colours attractive?	2 14.29%	8 57.14%	2 14.28%	2 14.28%	0
Is the textbook clearly structured and sequenced?	1 7.14%	3 21.43%	10 71.43%	0	0
Is every sequence and lesson given an appropriate title?	0	0	6 42.86%	2 14.28%	6 42.86%
Is the textbook organized logically and effectively?	0	1 7.14%	5 35.71%	8 57.14%	0
Do the materials provide sufficient opportunities for independent study?	0	0	3 21.43%	0	11 78.43%

The following criterion aims at showing how appealing are the layout and design for teachers, and the results show a positive reaction towards the layout, white space, attractiveness of the colours. On the other hand, a category of educators found that the textbook lacks organization, and titles of each sequence and lesson. As well as it shows that the textbook does not encourages pupils for independent studies.

### Teachability

This question aims at investigating the teachability of the textbook.

<i>Questions</i>	SA	A	U	D	SD
Do the textbook help teachers to minimize their preparation time?	0	1 7.14%	3 21.43%	3 21.43%	7 50%
Do the textbook help teachers exploit the activities to meet the learners' expectations?	0	3 21.43%	8 57.14%	3 21.43%	0

## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

Do the textbook help teachers cater for mixed ability learners and classes of different sizes?	0	2 14.29%	5 35.71%	5 35.71%	2 14.28%
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The table demonstrated that 50% of teachers highly disagree that the textbook help them minimize preparation time of lessons. Then 57.14% of them were undecided on whether the textbook help them exploit the activities to meet the pupils' needs.

### Level

#### The Textbook's Suitability

<i>Questions</i>	SA	A	U	D	SD
Is the textbook suitable to the level of 3rd year pupils?	0	0	7 50%	6 42.86%	1 7.14%
Is the language used in the textbook suitable to 3rd year pupils?	0	2 14.28%	8 57.14%	3 21.43%	1 7.14%
Are the reading passages suitable to the level of 3rd year pupils?	0	4 28.57%	1 7.14%	9 64.28%	0
Are the listening activities suitable to the level of 3rd year pupils?	1 7.14%	8 57.14%	5 35.71%	0	0
Are the speaking activities suitable to the level of 3rd year pupils?	0	12 85.71%	2 14.28%	0	0
Are the writing activities suitable to the level of 3rd year pupils?	2 14.28%	8 57.14%	4 28.57%	0	0

The results indicated that 50% of teachers think that the textbook is suitable for 3<sup>rd</sup> year pupils regarding the vocabulary used, while the majority have a positive view on the activities. 57.14% of teachers find that the listening activities are good for their

## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

student's level. Moreover, 85.71% and 57.14% of teacher also are positive about the other remaining activities that are speaking activities and writing activities.

### Aims and Objectives

Teachers' evaluation of the aims and objectives

<i>Questions</i>	SA	A	U	D	SD
Does the textbook fulfil the general objectives of teaching English language in Algeria?	0	2 14.28%	10 71.43%	2 14.29%	0
Does the textbook fulfil the general objectives of teaching English language for 3rd year level?	0	2 14.28%	9 64.28%	2 14.28%	1 7.14%
Are the objectives specified explicitly in the textbook?	0	2 14.28%	8 57.14%	4 28.57%	0
Do the objectives meet the 3rd year learners' needs and interests?	1 7.14%	6 42.86%	4 28.57%	3 21.43%	0
Do the objectives make a balance between the four main skills: listening, speaking, reading and writing?	5 35.71%	2 14.28%	5 35.71%	2 14.28%	0
Do the objectives meet the individual differences among learners?	1 7.14%	1 7.14%	11 78.43%	1 7.14%	0
Are the objectives clear and precise?	1 7.14%	10 71.43%	1 7.14%	2 14.28%	0

The table above reveal how teachers evaluated the aims and objectives of the textbook.

## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

### Topic Contents

The question investigates to reveal the effectiveness of the textbook from the teacher's perspective.

<i>Questions</i>	SA	A	U	D	SD
Are the topics of the textbook varied and engaging to appeal to 3rd year level with different interests and personalities?	1 7.14%	5 35.71%	5 35.71%	3 21.43%	0
Do the topics encourage learners to be more interested in learning?	0	8 57.14%	6 42.86%	0	0
Does the textbook have all the necessary information for 3rd year pupils?	0	0	7 50%	6 42.86%	1 7.14%
Are the reading passages and examples related to the pupils' daily life?	2 14.28%	7 50%	3 21.43%	2 14.28%	0

The results are represented in the table above.

### Language Contents

Language Contents according to teachers

<i>Questions</i>	SA	A	U	D	SD
Is the language used in the textbook sufficiently authentic?	0	7 50%	4 28.57%	3 21.43%	0
Do the language functions exemplify English that learners will be interested in and likely to use?	2 14.28%	5 35.71%	4 28.57%	3 21.43%	0
Are there new lexical items that appear in each sequence?	1 7.14%	10 71.43%	3 21.43%	0	0

## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

Does the textbook include adequate material for work?	0	3 21.43%	10 71.43%	1 7.14%	0
Is pronunciation built through other types of activities, such as listening, dialogues, etc?	4 28.57%	7 50%	3 21.43%	0	0

Respondents here demonstrated multiple opinions concerning the language contents and the results are shown in the table above.

### Illustrations

Textbooks Evaluation of Illustrations use

<i>Questions</i>	SA	A	U	D	SD
Are the illustrations varied and attractive?	0	3 21.43%	6 42.86%	3 21.43%	2 14.28%
Do the illustrations contribute to meaningfulness of the content?	1 7.14%	10 71.43%	3 21.43%	0	0
Do the illustrations stimulate learners to be creative?	0	1 7.14%	0	11 78.43%	2 14.28%
Are the illustrations functional?	0	8 57.14%	4 28.57%	2 14.28%	0
Do the illustrations facilitate learners' visualizations without imposing complete visual images?	0	5 35.71%	5 35.71%	3 21.43%	1 7.14%

## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

### Language Skills

<i>Questions</i>	SA	A	U	D	
Are the four skills adequately covered?	5 35.71%	2 14.28%	5 35.71%	2 14.28%	0
Is there a section for integrated skills work?	0	2 14.28%	6 42.86%	6 42.86%	0
Does the textbook have appropriate listening tasks and the listening passages help learners developing their listening comprehension skills?	0	11 78.43%	3 21.43%	0	0
Is there sufficient reading material?	0	3 21.43%	7 50%	2 14.28%	2 14.28%
Is there sufficient material for spoken English (e.g., dialogues, role-plays, etc.)?	0	4 28.57%	3 21.43%	7 50%	0
Are writing activities suitable in terms of length, accuracy, and amount of guidance?	0	3 21.43%	4 28.57%	3 21.43%	0

The question aimed at investigating the effectiveness of the course book in terms of language skills. The results showed that two halves of the percentage (50%) strongly agreed that the skills were adequately covered and the other 50% were undecided. Furthermore, 78.43% revealed that the textbook has the appropriate tasks to develop the pupils' skills.

## EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"

### Activities

#### Activities Evaluation

<i>Questions</i>	SA	A	U	D	SD
Does the textbook provide a variety of meaningful and mechanical exercises and activities to practice language items and skills?	0	5 35.71%	9 64.28%	0	0
Does the textbook provide communicative exercises and activities that help learners carry out their communicative tasks in real life or classroom?	3 21.43%	3 21.43%	7 50%	1 7.14%	0
Does every exercise have a clear direction?	6 42.86%	4 28.57%	4 28.57%	0	0
Is there a reasonable and appropriate number of exercises?	4 28.57%	6 42.86%	4 28.57%	0	0
Do the activities incorporate individual, pair and group work?	3 21.43%	9 64.28%	2 14.28%	0	0
Do the activities promote creative, original and independent responses?	0	1 7.14%	6 42.86%	1 7.14%	6 42.86%

### Further suggestions

9- Please add any other comments or suggestions

Teachers suggested the following:

**III.** The textbook should be revised and adapted to the pupil's level.

**IV.** Improve the quality of colours and pictures to make it more attractive.

## **EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"**

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- V. Adding more attractive activities and deleting the irrelevant ones.
- VI. Simplifying the language.
- VII. Change some units and include some authentic Algerian texts.
- VIII. Simplifying the units.
- IX. Put activities that make pupils creative and love the new language.
- X. Re-study the book and upgrade it.
- XI. Loaded program.
- XII. Less time for tackling the whole book.
- XIII. It's scientific and very difficult.
- XIV. The book should contain table of contents.
- XV. Activities should be easy and enjoyable.
- XVI. Illustrations are nice but they need to be clearer according to the new generation.

### **2.6.2 Analysis and Interpretation of The Observation's Results**

While doing the classroom observation with a self-constructed checklist in IBN MSAYEB, EL KHATIB IBN MARZOUK, ZOUAD MOHAMMED, ABD EL HAMID IBN BADIS, each class had from 28 to 34 pupils in it. Also 4 teachers were observed in this non-participant overt observation that lasted for 45 minutes in each session. The Sequences that were dealt with during the observation were sequence 2: MY SCHOOL, sequence 3: MY HOME, sequence 4: MY PLAYTIME and sequence 6: MY FANCY BIRTHDAY. The classroom observation taken by the researcher revealed that Teachers were well prepared and they used other tools than textbook during their lessons such as, the use of a pc and their smartphones to play songs, Despite the unavailability of technological resources teachers still used images with pictures and titles on them to visually help pupils understand better and have a clear image of the terms and meaning so that it can be memorized... Hence, pupils were very interactive and actively participating during the lessons and they sought clarification when they faced a difficult situation that is to say, they asked questions in English about what wasn't clear them so that their teacher can explain it in an easier way.



Moving on, teachers applied knowledge from the coursebook to their pupils' life such as doing role-plays inspired from the textbook or following the book's sequences that are actually close to real-life situations.

Even though it appears to be impossible from pupils to quickly grasp a new language but that is not the case, as far as the observation went, pupils had an average knowledge about English language as well as they were really eager to participate and show to their teachers that fully understood certain task.

Consequently, the results showed that teachers depend on other teaching materials too as mentioned before, but they still use the book and follow it orderly and use information from it and develop it more.

This classroom observation revealed the satisfaction of pupils with the implementation of the new language and enthusiasm.

### **2.7. Discussion of the Results**

The study in hand aims at evaluating the English textbook designed for 3<sup>rd</sup> year pupils and analysing the circumstances of implementing English at primary schools by shedding lights on the main impediment and seeking to scrutinize its prospects of teaching English as a foreign language in Algeria. The data collected through classroom observation, in which a self-constructed checklist was opted for taken into account classroom environment, teachers' and pupils' behaviour in natural context and the use of the textbook, and a questionnaire assigned to teachers to get insights about their opinion and perception in addition to their evaluation of teaching/ learning process. Therefore, the data reveal the importance of the textbook as a teaching material. Despite its importance, most of the teachers agree on the fact that it cannot be the sole source of knowledge, and fully depending on it, according to teachers, is not sufficient yet they confirm that the textbook is indispensable to the teaching process. However, in light of what has been observed and from discussions with teachers and number of pupils, it is worth mentioning that teachers and pupils hold to a great extent positive attitudes towards the implementation of English in primary schools as a whole. Thus, the second hypothesis is confirmed. Accordingly, implementing new language within an

## **EVALUATION OF THE TEXTBOOK "MY BOOK OF ENGLISH"**

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educational system is not an easy task. Nevertheless, the researcher's observation revealed both learners' and teachers' motivation and willingness to accomplish the objectives established by policy makers and push it towards success.

### **2.8. Limitations**

This research took place in Tlemcen's primary schools where the research faced difficulties with the administration staff who complained about the presence of the researcher in the establishment even though an authorisation was provided by academy of education and the university agreement, which prevents against collecting data from some teachers and observation was not allowed. During the research, there were also complications with teachers, some found that the questionnaire was very long despite the fact that there were given plenty of time to answer it, and others did not even understand the concept of the research nevertheless the multiple explanation of the research's purpose. Without mentioning the name of the school, there was a teacher who did not even reply the questionnaire claiming that it was a perfect book that does not need to be evaluated because it was made by great inspectors.

### **2.9. Conclusion**

In summary, this chapter is dedicated to the statistical analysis of the quantitative and qualitative analysis of data regarding the English textbook of the 3<sup>rd</sup> year and its specific features in relation to the questionnaire and the classroom observation self-constructed checklist. Accordingly, this part of the research unveils the methodology followed in order to achieve a sort of comprehensive overview of the textbook and its use throughout the year. Therefore, it aims at interpreting the obtained data that is presented in the form of figures and table. A general discussion of the results and limitations.

# *General Conclusion*

### General Conclusion

One of the most visible results of globalization has been the growing importance of English as a universal language. The ability to speak and understand English is increasing in relevance as more people communicate across different regions and cultural barriers. Given that English is the most frequently spoken tongue on the entire globe, teaching English has also become a crucial component of equipping pupils for achievement in a globalized world. As a result, it is critical that students be exposed to and acquire a grasp of English as a foreign language. In reaction to this pattern, the Algerian educational system changed in 2022 with the inclusion of English language in every one of elementary schools around the country. This initiative is part of a larger effort to improve education quality in Algeria and to equip engaged, successful, and productive people to meet the needs of a globalized world. This huge step, however, has been met with various aspects.

The current study tried to evaluate "My Book of English" for third-year primary school pupils from several perspectives. The procedure used sought to identify its strengths and shortcomings, as well as to assess its suitability and efficacy in the process of language teaching and learning and the both teachers and pupils' reaction to the implementation of English in primaries.

Therefore, the present dissertation was divided into two chapters. The first chapter explained the theoretical views, while the second chapter analyzed the gathered data and discussed the results. More particular facts on the textbook "My Book of English" in terms of general presentation and description are reviewed and presented in this chapter. Furthermore, it is concerned with the analysis of the data gathered from the questionnaires administered to teachers and the non-participant classroom observation.

After the analysis and discussion of the gathered data the two hypotheses put forward were confirmed. Concerning the research hypotheses, the textbook is a good starter but the textbook appears to lack some criteria so that it needs to be re-studied and designed to make it more attractive and to meet the learners' needs. Regarding the second hypothesis related to teachers and pupils' attitudes towards the textbook of

## **General Conclusion**

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English teachers and pupils hold a positive attitude towards the implementation of English in primary schools as a whole. In the light of the research findings, there is still a lot of work to be done in order to design the best, well-structured textbook with all the information that suit pupils' level and meet their needs in learning this language. Teachers need to state the issues faced with the textbook throughout the learning journey so that authors and writers as well as the inspectors know what to put in the curriculum.

English education has the ability to considerably help Algerian pupils' preparedness for a globalized globe and increase their prospects of success in higher education and employment. Implementing English in elementary schools can help pupils converse correctly and more effectively in today's globalized society, receive access to a wider range of educational materials, and boost their chances of landing a job in or out of Algeria. Yet, the program's materials, the quality of teacher preparation, and the encouragement of parents and the greater community will all have an impact on how well English is taught in Algerian primary institutions. These aspects will help to ensure that the curriculum is appropriate for pupils of various ages and levels of ability.

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# *Appendices*

Appendix A

Teacher's Questionnaire

Dear teacher,

I hereby invite you to complete this questionnaire which is a scientific research in a study that seeks to evaluate the first primary school textbook of English in Algeria entitled 'MY BOOK OF ENGLISH' that you are currently using. It aims at investigating its perception and suitability. This questionnaire seeks to discover the textbook's strengths and shortcomings including every single property.

Thank you in advance for your cooperation.

**Section One:** Personal information

1-What is your highest diploma?

- Bachelor Degree (four-year licence)
- Bachelor Degree (LMD Licence)
- Master Degree
- PHD Degree

2- How long have you been teaching English for?

..... Years.

3- How many pupils do you have in your classroom?

..... Pupils.

**Section Two:** General Evaluation of 'MY BOOK OF ENGLISH'

1- To what extent are you satisfied with 'MY BOOK OF ENGLISH'?

- a. Extremely  b. Significantly  c. Moderately  d. Not at all

2- To what extent do you think your pupils find the textbook interesting?

- a. Extremely  b. Significantly  c. Moderately  d. Not at all

## Appendices

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3- What do you think about the pupils' general knowledge of English?

- a. Excellent  b. Good  c. Average  d. Poor

4- Do you think that 'MY BOOK OF ENGLISH' is a good starter for 3<sup>rd</sup> year pupils?

- a. Yes  b. No

If yes, or no please explain why

.....  
.....  
.....  
.....  
.....  
.....

5- Do you think the textbook needs improvement?

- a. Yes  b. No

If yes, which improvements would you recommend?

.....  
.....  
.....  
.....  
.....

6- Are the activities of 'MY BOOK OF ENGLISH' attractive to pupils?

- a. Yes  b. No  c. Somehow

7- Have you ever tried not to depend on the textbook to reach the target educational objective?

- a. Yes  b. No

If yes or no, please explain

.....  
.....  
.....  
.....  
.....



## Appendices

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### Layout and Design

<i>Questions</i>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Is the layout and design appropriate and clear?					
Is there enough white space to achieve clarity?					
Are the colours attractive?					
Is the textbook clearly structured and sequenced?					
Is every sequence and lesson given an appropriate title?					
Is the textbook organized logically and effectively?					
Do the materials provide sufficient opportunities for independent study?					

### Teachability

<i>Questions</i>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Do the textbook help teachers to minimize their preparation time?					
Do the textbook help teachers exploit the activities to meet the learners' expectations?					
Do the textbook help teachers cater for mixed ability learners and classes of different sizes?					

### Level

<i>Questions</i>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Is the textbook suitable to the level of 3rd year pupils?					
Is the language used in the textbook suitable to 3rd year pupils?					
Are the reading passages suitable to the level of 3rd year pupils?					

## Appendices

Are the listening activities suitable to the level of 3rd year pupils?					
Are the speaking activities suitable to the level of 3rd year pupils?					
Are the writing activities suitable to the level of 3rd year pupils?					

## Aims and Objectives

<i>Questions</i>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Does the textbook fulfil the general objectives of teaching English language in Algeria?					
Does the textbook fulfil the general objectives of teaching English language for 3rd year level?					
Are the objectives specified explicitly in the textbook?					
Do the objectives meet the 3rd year learners' needs and interests?					
Do the objectives make a balance between the four main skills: listening, speaking, reading and writing?					
Do the objectives meet the individual differences among learners?					
Are the objectives clear and precise?					

## Topic Contents

<i>Questions</i>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Are the topics of the textbook varied and engaging to appeal to 3rd year level with different interests and personalities?					
Do the topics encourage learners to be more interested in learning?					
Does the textbook have all the necessary information for 3rd year pupils?					

## Appendices

Are the reading passages and examples related to the pupils' daily life?					
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### Language Contents

<i>Questions</i>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Is the language used in the textbook sufficiently authentic?					
Do the language functions exemplify English that learners will be interested in and likely to use?					
Are there new lexical items that appear in each sequence?					
Does the textbook include adequate material for work?					
Is pronunciation built through other types of activities, such as listening, dialogues, etc?					

### Illustrations

<i>Questions</i>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Are the illustrations varied and attractive?					
Do the illustrations contribute to meaningfulness of the content?					
Do the illustrations stimulate learners to be creative?					
Are the illustrations functional?					
Do the illustrations facilitate learners' visualizations without imposing complete visual images?					

### Language Skills

<i>Questions</i>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1. Are the four skills adequately covered?					
Is there a section for integrated skills work?					

## Appendices

Does the textbook have appropriate listening tasks and the listening passages help learners developing their listening comprehension skills?					
Is there sufficient reading material?					
Is there sufficient material for spoken English (e.g., dialogues, role-plays, etc.)?					
Are writing activities suitable in terms of length, accuracy, and amount of guidance?					

## Activities

<i>Questions</i>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Does the textbook provide a variety of meaningful and mechanical exercises and activities to practice language items and skills?					
Does the textbook provide communicative exercises and activities that help learners carry out their communicative tasks in real life or classroom?					
Does every exercise have a clear direction?					
Is there a reasonable and appropriate number of exercises?					
Do the activities incorporate individual, pair and group work?					
Do the activities promote creative, original and independent responses?					

## **Further suggestions:**

1- Please add any other comments or suggestions.

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**Appendices**

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Thank you.

**Appendix B**

**Observation Checklist**

Level:	School:	Number of pupils:
Sequence:	Lesson:	Material Used:
Objectives:		Time:

<b>Observed Items</b>	<b>Comment</b>
Initial reaction of teachers and pupils	
Pupils-teachers interaction	
Usage of the textbook	
Pupils' and teachers' motivation	
Pupils' and teachers' progress	
Attitudes towards the use of English and the textbook	
Textbook's support of language skills	
Illustrations impact on pupils' comprehension	

**Additional remarks:**

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## Resume

The current study intends to provide an evaluation of the textbook "My Book of English" SET for Algerian third graders. This research is consisted of two chapters; The key objective of this research is to account for teachers' and students' perspectives and attitudes concerning the English coursebook. Based on the qualitative and quantitative data collected, educators stressed that the coursebook is insufficient for fulfilling the requirements of learners. Therefore, it cannot be the sole source of instruction. The pupils, on the other hand, are extremely motivated.

Keywords: Textbook, Evaluation, Primary schools, Attitudes.

## الملخص

عزمت الدراسة المتداولة على تقييم كتاب السنة الثالثة ابتدائي بالجزائر كتابي اللُّغة الإنجليزية (My Book of English)، والاخيرة تتضمن فصلين، والهدف الرئيسي هو أخذ باعتبار وجهة النظر وتقييم لكتاب الانجليزية من طرف الأساتذة والتلاميذ. قائما على جمع البيانات النوعية والكمية أكد المربين على عدم كفاءة متطلبات الكتاب للمتعلمين، ومن ثم لا يمكنه أن يكون المصدر الوحيد للإرشادات، ومن الجهة الأخرى التلاميذ متحفزين له.

الكلمات المفتاحية: الكتاب المدرسي، التقييم، المدارس الابتدائية، المواقف.

## Résumé

Les études en cours destiné à évaluer le livre d'Anglais du 3-ème année primaire en Algérie, il contient deux chapitres, l'objectif principal de cette recherche est de prendre en compte perspectives et l'attitude des profs et les élèves concernant le livre de cours d'Anglais. Basé sur la collection des informations quantitative et informative. Les éducateurs persistent que le livre est insuffisant pour remplir les exigences des apprentis donc ce dernier ne peut pas être l'unique source pour les directives d'un côté et d'un autre les élèves sont motivés.

Mots-clés : Livre, Évaluation, Écoles primaire, Attitude.