



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ibn Khaldoun, Tiaret
Faculty of Letters and Languages
Department of English



**Scrutinizing the Textbook Content Suitability and its Impact
on EFL Learners:
the Case of Third Year Primary School English Textbook**

**A Dissertation Submitted to the Department of English in Partial fulfilment
for the Requirements of the Master's Degree in Didactics**

Submitted by:

Miss. ZEGAI Nadria

Miss. DJAIDER Naima

Supervised by:

Prof. BENABED Ammar

Board of Examiners:

Members	Name & Surname	Rank	Institution
Chairman	Khaled BELARBI	MCA	University of Tiaret
Supervisor	Ammar BENABED	PROF	University of Tiaret
Examiner	Asma LAKHDAR TOUMI	MAA	University of Tiaret

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Dedication

I dedicate this work to

My darling “Mom” who inspired me to be a strong and confident woman. My hero in life “Dad” who motivated me to be a successful woman.

The Man in my life “brother”: Borhan Zegai my one and only brother who is the family’s pride.

My beloved aunts and cousins.

My friend “Naima”, especially my uncle’s wife who encouraged me to be strong and independent woman.

For my unique, clever and supportive teacher “Noor” who made me successful, and proud student.

Dedication

This work is dedicated to everyone who supported me and encouraged me to reach one of my most important goals in my life.

My beloved parents, all the gratitude I possess to them I wish them all the happiness in this life.

All my dear brothers and sisters, my beloved nieces and my nephews.

My best friends, all the Love and affection to them.

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Abstract

It is widely acknowledged that textbooks can be a useful source of information and knowledge for both teachers and learners. They are frequently written by subject-matter experts and can provide a logical and exhaustive overview of the target topic. Referring to the 2022-2023' academic year and with respect to the integration of English in the Algerian primary school education, it was noticed that the circumstances in which the decision has been taken might need much more time, because the interval between the decision of English integration and textbook design was too short for a well-thought teaching material. Therefore, the major issue that is being questioned is how well '*My Book of English*' meets the learners' age, interest and attractiveness. The issue under investigation seeks to scrutinize the un/suitability of the current English textbook content and its impact on 3rd year primary school learners as regards their competency, needs and preferences. To answer the research questions and dis/confirm its hypotheses, the study relies on a mix method, ensuring credible and valid data. Consequently, one online questionnaire was addressed to primary school English teachers. Besides, a structured interview was held with two middle school inspectors and one textbook checklist was evaluated by two experts, i.e., primary-school English teachers' trainers. The results reveal that the textbook content contains some shortcomings that should be palliated for a high-quality instruction and successful achievement.

Keywords: EFL teachers and learners, EFL inspectors, English textbook content, My book of English, 3rd year primary school learners

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List of Abbreviations & Acronyms

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

ELT: English Language Teaching

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General Introduction

General Introduction

Over the past few years in Algeria, there has been an increasing interest in the integration of instruction in the English language into primary schools education. This is because of a number of issues, such as the growing significance of English as a worldwide language, the requirement for learners in Algeria to be able to compete in a world that is becoming more globalized, and the aim to improve the quality of education in the country. Owing to this, necessary decisions regarding the textbook design and teachers' recruitments, many decisions were taken.

Learning foreign languages like English language requires learners to use a particular textbook which is the essential tool or material that should be used in the educational institutions. Textbooks should encompass materials, activities, ideas and so on; it is needed by teachers and learners for teaching and learning process. It is considered mainly for learner as a tool, which provides with a clear and concise information, engaging and interactive activities, practice exercises and visual aids. Besides, it supplies lessons plans, assessment tools and additional references for teachers. Therefore, most teachers depend heavily on its contents.

However, textbook materials should be submitted to evaluation and scrutiny so as to deter the gaps that might exist. This is a crucial step in making sure that textbooks are accessible to their intended audience and contain relevant, up-to-date content. For the sake of their appropriateness, textbook content can be assessed prior to publication, periodically, after major revision, in response to feedback or in light of changing standards.

Statement of the problem

Regarding the academic year of 22-2023 and with respect to the integration of English into the primary school education in Algeria, it was observed that the circumstances in which the decision has been taken might need a great deal more time. This is due to the fact that the interval between the decision of English integration and the design of the textbooks was too short for a well-thought-out teaching material. This is what, in fact, triggered our motivational incentive behind investigating the current issue.

Purpose of the Study

The current endeavour aims at scrutinizing the in/appropriateness of new textbook content namely "My book of English" and its impact on 3rd year primary school learners as

regards learning English as a foreign language. This study may shed lights on gaps that can be help stakeholders to take necessary decision to remedy them.

Significance of the Study

The significance of this study lies in providing insightful and informed clues on the textbook '*My Book of English*' content appropriateness or inappropriateness so as to help textbook designers maintain what is suitable and supplement new additional material or drop out what seems to be unsuitable. Besides, examining the content of textbook through the lens of research can help promote diversity and inclusion by pointing out areas in which textbook may have biases or be deficient in diversity. This research can also help support the development of new curricula by providing input that can be used to inform the creation of new educational resources and new educational curricula.

Research Questions

To tackle the current issue, a number of research questions should be asked; more emphasis is placed on the English textbook content in/appropriateness for 3rd year primary school learners in Algerian primary education; two research questions are focused on in this regard:

1. To what extent is the textbook content un/suitable for learner's age, level and interest?
2. What skills are the most dominant in the textbook?

Research Hypothesis

To achieve the research aim and objectives, and to answer the research questions, it can be hypothesised that:

1. It can be theorized that the textbook content may be (in) appropriate for primary school English learners. This relies on a range of factors, including the specific needs and abilities of the learners, the cultural context in which the language is being learned, and the pedagogical approach of the textbook itself.
2. Meant for English language beginners, listening and speaking may be the most dominant skills in the textbook content. This may be because these two skills are fundamental to effective communication in any language, and are

particularly important for learners who are just starting to develop their proficiency in a new foreign language.

Research Methodology

To achieve the objective of this study, a mix method, including three inquiry tools was adopted. These tools are supposed to give qualitative and quantitative data for the research, ensuring the outcomes dependability and scientific validity enhancement. To do so, an online questionnaire was addressed to primary school English teachers, which can provide valuable quantitative data about their experiences and perceptions of the textbook content. It also help to gather data on specific aspects of the textbook, such as its language complexity, cultural relevance, and age-appropriateness, as well as the teachers' overall impressions of its effectiveness in supporting language learning. In addition, a structured interview was conducted with two middle school inspectors. This inquiry tool can provide more in-depth insights into the teachers' experiences and perspectives, allowing for a more nuanced analysis of the data. Lastly, a textbook checklist was evaluated by two experts. The evaluation of a textbook checklist by two experts can also help to re-ensure the scientific validity and dependability of the research outcomes, as well as provide valuable insights into the quality of the textbook content.

Dissertation Structure

The theoretical, methodological, and empirical chapters of this dissertation are distinct from one another but complement one another.

The first chapter reviews the relevant literature in connection with the theoretical and conceptual frameworks revolving around textbook multiple definitions, (dis)advantages, evaluation, adaptations and its characteristics. In fact, it reviews the relevant literature, including significant concepts, theories, and empirical investigations, and explains how they relate to the study issue.

The second chapter, known as methodological chapter, is typically dedicated to provide a detailed overview of the undertaken research methods and procedures to collect necessary data. It also includes a clear description of the sampling procedures and the criteria used for the selection purpose. It describes the investigation instruments used to collect the data. All in all, these altogether may ensure the scientific rigor and validity, thus providing reliable findings.

The third chapter, also known as the empirical chapter, typically includes the analysis of the gleaned data throughout the study. It provides a lucid and itemized description of the data analysis procedures used to probe the collected data from questionnaires, interviews and checklist evaluation. First, it presents the quantitative data in numerical and tabulated forms. The latter are followed by personal interpretations and discussed in connection with the research questions and hypotheses. For the qualitative data, the thematic analysis is used.

The final step is devoted to put forward some recommendations and suggestions, informing stakeholders about the appropriateness or inappropriateness of the current English textbook content, which is considered as an important resource for ensuring that learners receive high-quality and effective language instruction. By providing stakeholders with evidence-based information and evaluation tools, they can make informed decisions about the selection and use of textbooks, ultimately benefiting the language learning outcomes of their learners.

Delimitations

The present research emphasizes on a specific number of primary school teachers and learners in Tiaret city. The small sample size may not be representative of a larger number of teachers and learners, thus, the generalizability of the findings to other contexts may be unfeasible.

**Chapter one:
Conceptualization and
Reframing**

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Chapter One:

The Implementation of English language and its Textbooks within Primary School Education

Introduction

In 2022, Algerian education system has witnessed a change as regards the curriculum, particularly in primary school education. In fact, the integration of the English language in the aforementioned sector is considered as one of the decisions that may have a positive impact on the educational system outcomes. Generally speaking, in order to teach any course material, teachers need the textbook, which is an essential tool for both teachers and learners as well due to its evolution in the process of teaching/ learning improvements. The upcoming chapter is mainly devoted to shed light on English language status in the world, its implementation in Algerian educational system, the witnessed reforms and textbook features.

I.1.English as an International Language

English is one of the most popular languages in the world; it is used by many countries all around the world. Baugh & Cable (2002) argue that in many new countries English is considered as the essential language or compulsory second language in the schools, courts and business. Furthermore, Jayanti & Norahmi (2014) highlight that after 1994 revised curriculum Ministry of Education in Indonesia has agreed to include English in primary schools as a subject for learners of grade four, five and six. Within the same idea, “English has a wide spectrum of domains in which it is used with varying degrees of competence by members of society, both as an intra-national and an international language.” Quirk & Widdowson (1985, p13); that is to say that English is a world language; it is used in all fields and needed by members of society.

Also, “English is a world language as well as an international language used by the United Nations (UN), African Union (AU), European Union (EU), and many other organisation providing international aids.” Geraldine, I & Eruchalu (2012, p1) it could be said that English is considered as an international language that is used by many countries all around the World. What is more, English indeed is used for international communication among many people of different nationalities, so English undoubtedly deserves the name “an international language” (Barancicova, 2015).

Additionally, Slimani (2016) argues that among all languages in the world today, English surely deserves to be seen as a world language. In the same context, the spread of English language has been made more rapid in recent years as a result of decisions and actions taken by governments, institutions and individuals (Graddol ,2000).

I.1.1. English as a Lingua Franca

Many researches explain the term lingua franca as the language used to communicate by non-native speakers who share different cultural background. According to Barancicova (2015) a lingua franca is defined as a language that people use when their mother tongues are not the same but they need to contact to each other for many reasons for instance, for business, administrative or diplomatic aims. Moreover, “the English began to visit West Africa from the end of the fifteenth century, and soon after; we find sporadic references to the use of the language as a lingua franca in some coastal settlements.” Crystal (2003, p 49) indicates that English is a common language and started to spread in west Africa and soon it will be used in the north as lingua franca.

In the same vein, Bjorkman (2013) argues that the aim of lingua franca in the past is similar to today’s lingua franca English, it was used by speakers from different first language backgrounds to a vehicular language. In addition to that, for many centuries, English used to be the language of communication among people of different first languages (Jenkins, 2012). Thus, people who speak English as a lingua franca is increasing and English is indeed used among speakers for communicative effectiveness (Bjorkman, 2013).

Harmer (2007, p20) mentions that “the reality of global or world English (es) has caused some people to become very interested in what actually happens when it is used as a lingua franca that is between two people who do not share the same language and for whom English is not their mother tongue.” It can be said that English is considered as a common language and it is used among people of different first languages. In the same vein, English as a lingua franca is a widespread expression often used by professional linguists and the general public to appoint the use of English as a vehicular language for interactions involving people from different linguistic and cultural backgrounds (Formentelli, 2017).

Furthermore, Cavalheiro & all (2021) highlight that “English as a lingua franca is a contact language is a simplified variety of a language that serves as a tool of communication between people who do not share a common language, maintaining characteristics of the languages of the speakers involved in the communicative exchanges.” (p.75); ELF indicates

that English is used as a common language among people who do not share the same language, it serves as a communication tool. Additionally, Phillipson (2008) points out that when English is defined as a lingua franca, it generally seems to hint that the language is a neutral tool for international communication between people who do not share a mother tongue.

I.1.2. The Implementation of English Language in Algeria

In Algeria, the English language has a special status in schools, it is considered as a foreign language that should be taught for particular goals. According to the Algerian Government 'directives and official texts (June 1999), the syllabuses of the English language have two specific aims. First, they aim at providing the Algerian learners with the language necessary to communicate successfully in a normal social or working situation both in speaking and writing. Second, they aim at improving those carry on further studies to use the foreign language as a means to expand their knowledge for academic objectives in their domain of study like degree in English language, translation or journalism (Slimani, 2016).

Besides, Benchana (2019) indicates that English in Algeria is considered as a foreign language instead of being a second language, it is taught for educational aims, English is a subject that begins at the age of 13 and based on second generation curriculum in recent years. Also, "English language has a promising status in Algeria. It is considered as the second foreign language. Its position took a challenging way since 2000, where the government introduced the educational reform that was most supported by the United States." Benyounes (2016, p21).

In addition to that, English is considered a foreign language in Algeria in middle school, secondary school and at the university. Teaching English in Algeria has obtained a prominent improvement since 1962 (Othmane & Bouyakoub 2020). As it is mentioned by Henache (2022) president Abdelmadjid Tabun has given the green light to begin teaching English in primary schools, he said that the French language is considered as a spoil of war whereas English is the international language.

I.1.3. Algerian Educational Reforms

There have been three major phases in Algeria's development since gaining its independence, and each one had an effect on language education programs. Benrabah (2007) mentions three phases of educational reforms. The first stage is characterized by colonial legacies, where a group of schools and an educational system dominated by the French

language were preserved, with the Arabic language growing steadily. The second phase came from the late sixties until the late nineties in conjunction with the economy of central planning for the socialist era, or by the so-called national transition. The Arabic language began to be imposed gradually in the educational sector. This period was marked by an extreme version of the exclusive nationalism inspired by European idealism for linguistic rapprochement in the nineteenth century. The third stage started in the early 2000s, which coincides with the transition to the free economic market and the less solid Arabization policies. During this stage, the authorities faced hostility to reforming the education system.

Moreover, in 1976, fundamental schooling reform made a fusion of the primary and middle school and generalized Arabic as the main language to teach all the subjects except for foreign languages (Rezig, 2011). In addition to this, in 1993, a new reform to improve the foreign language teaching was taken at an early age giving a chance to the fourth graders at the elementary school to select between French and English as an obligatory foreign language. The government at that time tried to raise English since it is an international language and therefore it needed to be taught as early as fourth grade however, most parents preferred French rather than English justifying that French is widely used in Algeria and thus their kids may find obstacles in learning a new language (Kouicem, 2019).

	-1962	1962 - 1975	1975 - 1993	1993 - 2004	1993 - 2003	2003-
English FL1	Intermediate cycle (4years) +secondary cycle (3years)				Primary cycle (3years) + intermediate cycle (3years) +secondary cycle (3years)	

English FL2		Intermediate cycle (2years) +secondary cycle (3years)	Intermediate cycle (2years) +secondary cycle (3years)	Intermediate cycle (2years) +secondary cycle (3years)		Intermediate cycle (4years) +secondary cycle (3years)
Total	7 years	5 years	5 years	5 years	9 years	7 years

Table I.1: Status of English at school. English as a 1st foreign language or as a 2nd foreign language. (Lakehal-Ayat, B 2008, P 225).

I.1.4. Reasons behind Inserting English in Primary School

There many reasons and benefits for integrating the English language in primary schools. According to the survey conducted by Saoudi (2022), most of his respondents provide some reasons or benefits for integrating English in Algerian primary schools. First, English would help the pupils in the long term in the scientific research, both online and offline. Second, English is considered as the language of science and communication, it helps pupils to get integrated in the global culture and civilization. Third, it enables the learner to enrich his ideas and evolve his skills, for it is the language of the world. Fourth, in contrast to French, English is the language of science and the development of society and civilization. Fifth, English is the language of the world and the scientific and civil evolvment, it would help in freeing the country from French.

In the same vein, according to data analysis conducted by Yellas & Belalta (2016), most of the respondents provide some reasons of teaching English in primary school. First, all the respondents confirm that English is more important than French and should be taught instead in the primary phase. Second, parents agree that learning English at an early age will be very useful to their children and will facilitate its acquisition in the elementary phase. Third, most of parents are convinced that the status of English is superior to that of French. Fourth, they also suggest that English ought to replace French as the first foreign language which should be taught in Algerian primary schools.

I.1.5. Criteria of Curriculum Development

There are many criteria that ought to be implemented for the curriculum development. Kranthi (2017) presents some guides to curriculum development. First, to establish sequences both within and between levels and to ensure a coherent and articulated progression from grade to grade. Second, to outline a basic framework for what to do, how to do it, when to do it and how to know if it has been achieved. Third, suggest methods of assessing the achievement of the program's aims and objectives. Fourth, allow for flexibility and supports experimentation and innovation within an overall structure. Fifth, to provide a means for its own continual revision and improvement. Sixth, curriculum should be consistent with what is known about child growth and development. Seventh, it should be representative of instructional activities to meet student's needs with varying abilities and needs. The last guide or criterion, it should be linked to teacher evaluation goals and professional development.

Additionally, Wickert (1973) suggests some criteria for curriculum development for instance; curriculum improvement is viewed as a change in attitudes, perceptions, values, understandings and skills of the staff as well as a change in the educational program. An evaluation is conducted to determine the effectiveness of the curriculum planning. Also, the school staff is responsible for the design, development, and implementation of the curriculum. A planned strategy is in operation for curriculum planning which establishes a sequence of steps or tasks as well as a timetable for curriculum planning and evaluation covering all aspects from objectives to means of achievement. Besides, the curriculum tasks to be conducted are understood by the respective groups and committees, and there is a clear statement of the philosophy "mission" of the school.

I.2. Textbooks: Multiple Definitions

In the world of English language teaching, the term textbooks and coursebooks is used interchangeably. There are many authors and scholars that provide the exact meaning of textbook as a source of data. Douglas (2000) states that "the most obvious and most common form of materials support for language instruction comes Through textbook" (p 136). Seemingly indicate, a textbook is a source of information and a tool that provides everything for both teachers and learners. (Hutchinson & Torres 1994) assume that the textbook is a component that provides everything that serves lectures such as activities, texts, demonstration and so on. In addition to, kovac & all (2022) define textbooks as an elementary teaching material since the 19th century.

According to Enni, A & all (2022) a textbook is a part of media that helps teachers in preparing their teaching and learning process. Moreover, Textbooks are definitely the most common teaching tools used in classes (Radic-Bojanic & Topalov, 2016). Febriantika (2022) mentions that the textbook is a material most commonly employed as teaching and learning media in schools or any educational institution. Besides, “it is probably best to view textbooks as resources in achieving aims and objectives that have already been set in terms of learner needs.” Litz (2005, p8). Accordingly, teachers should use a textbook in classrooms because it helps them to achieve the aim of teaching and learning practices.

In this regard, Ur (1999) defines the term coursebook as a tool used by both teachers and learners and which is in systematically the basis of language course. According to the Cambridge advanced learners dictionary (2023) a textbook is defined as “a book that contains detailed information about a subject for people who are studying that subject” which shows that people need to use textbooks to know more about the topic in which they are studying it. In the same point, Ivic & Pesikan (2013) state that the textbook is a book that contains a series of functional and structural forms by which it is different from other books.

A textbook is considered as a published book that is produced for commercial gain, its usefulness is to help foreign learners of English to ameliorate their linguistic knowledge and the ability to communicate (Sheldon, 1987). Hashim (2013) adds that a textbook is considered as a book somebody uses to study, it is usually provided in classes and people use it to learn from it about a specific topic. In the same context, Lakehal Ayat, B (2008) emphasises that a textbook is material in achieving the aims regarding student’s needs, so textbooks are undoubtedly the main components of a course. Also, Kattel (2021) asserts that the textbook is a material that deals with a specific subject of study systematically coordinated, intended to use a particular level of institution, and employed as a principal source of study, materials for a particular course.

I.2.1. Advantages and disadvantages of using a Textbook

Textbooks are the main tools used in classroom settings. They have both positive and negative effects in teaching and learning process.

I.2.1.1. Textbook Advantages

Many authors state the positive sides of using a textbook. Graves (2000) mentions some advantages of textbooks. First, the textbook offers the program of the study because the sequence of the program and what will be taught have been introduced by writers. second, it

is a tool that guarantees teachers time so that they can use materials that are available in the textbook. Third, it is the main agent that helps teachers assess the learning process like tests or evaluation. And some supporting instruments could be used in the textbook for instance videos, records etc.

The textbook has a vital and positive role and it is very helpful and needed for both teachers and learners. Hutchinson & Torres (1994, p 318) confirm that “teachers see managing their lessons as their greatest need. most of their responses centre around the facilitating role of the textbook: it saves time, gives direction to lessons, guides discussion, facilitates giving of homework, making teaching easier, better organized, more convenient, and learning easier, faster, better. most of all the textbook provides confidence and security.”

Also, Haycraft (1978) states that the textbook is a main tool to a learner, it is something tangible that provides an advancement and performance, so the textbook undoubtedly completes the lessons from the beginning to the end. Within the same point, Sheldon (1988, p237) highlights that textbook is considered “as the visible heart of any ELT program.” the textbook is the essence and the main agent used in classroom setting. In addition to this, Ur (1999) argues that the textbook provides a clear format and pathway for both teacher and learner in the sense of the structure and development and it can be a tool that a learner uses to control and review progress independently.

Moreover, “a coursebooks give for experienced teachers to plan their lessons and scripts for teachers who are new or lack confidence in using English in classrooms. they also provide a focus for their teaching.” Tomlinson, B & Masuhara (2008, p 20) this clarifies that textbooks have a positive effect on teachers, they help and guide them to prepare lessons and to know which materials to use and which to avoid. Tibebe (2017) suggests that textbooks may provide learners with lesson contents, different skills and the types of language practice.

The availability of textbooks becomes conclusive in teaching and learning process, they guide both teachers and learners regardless of syllabus and levels of education (Nainggolan & wirza, 2021). As well, the textbook is the main tool that should be used in classrooms however some novice teachers neglect it and fail to see its usefulness (Douglas, 2000). In fact, Umar & Ameen (2022) emphasises that using a textbook has many advantages such as; it helps to provide a reference or a framework for the language program and helps to unify the instructional processes.

I.2.1.2. Textbook Disadvantages

Some authors clarify the negative effects of textbook. Richard (2001) assumes that the textbook may not suit learner's needs and interests, and it represents a financial hindrance for learners around the world. Furthermore, Graves (2000) lists some negative sides of the textbook. First, the textbook may include irrelevant and unsuitable Content or examples. second, sometimes it is not appropriate for the learner's level. Next, it may not include a variety of activities. Then, the content may not be enjoyable for learners. Finally, no balance between the language aspects is missing, and sometimes the textbook does not include everything. Equally important, Charalambous, A. C. supports that coursebooks are designed to be applied for all teachers, learners and contexts, this means that no textbook is ideal or specified for a particular group or an individual. (2011)

Indeed, as it is mentioned by Sheldon (1987: 3) "most textbooks are tantalizingly vague about target learners, especially in regard to the definition of entry and exit language levels." Such ambiguity is mainly due to the differences among learners in terms of learning preferences, learning requirements, and learning ability that no textbook can serve for. Likewise, there are many materials that contain subjects which are not attractive for learners. In other words, it is not easy to find coursebooks that provide appropriate materials to motivate learners to learn (Tomlinson, 2008).

Addedly, Harmer (2007) confirms that some teachers do not prefer using the textbooks because they are not enjoyable and inconvenient for the class. In addition to, Nilsson (2006) illustrates that the textbook content is not always 100 percent genuine and aim, there is a lack of presenting a real issue because of the fact that editors exclude themes that are controversial so that the textbooks will be more excessively accepted. Within the same context, the inconsistency of lessons and units in the textbook makes both learners and teachers lose motivation due to the similarity of the content (Harmer ,2001).

What is more, Febriantika (2022) lists some negative sides of using textbooks. First, teachers and learners can become too attached to the textbook they are using and ignore all other sources of material. Second, both teachers and learners are bored by using textbooks due to the fact that they contain material that is not interesting enough. Then, Teachers claim that there is a little variation in textbooks which makes teaching and learning stifling and boring. Finally, teachers who depend mostly on textbooks can become deskilled and their function as teachers has become reduced because they only present what others have written.

I.2.2. Textbook Evaluation

Many researches provide some concepts of the term evaluation. According to Dickins & Germaine (1992, p 4) evaluation is defined as “an intrinsic part of teaching and learning.” it is the main process that should be done when using a textbook. Richards, j & Rodgers (1986) define the word “Evaluation” as a process to collect data and information about language program in order to make a decision about its suitability, acceptability and validity. In addition to that, Hutchinson & waters (1987) state that Evaluation means to judge the appropriateness of something for a specific aim.

What is more, according to Abdel Wahab (2013) evaluation is considered as a strong tool that improves the quality of Education. Lakehal Ayat, B (2008) asserts that materials evaluation refers to assessment of the avail or suitability of materials in relation to the learner’s needs and the learning context. Besides, Sheldon (1988, p 245) adds that “When a coursebook is selected, its success or failure can only be meaningfully determined during and after its period of classroom use.” So, the textbook should not be judged by its cover, teachers have to use it in classrooms so that they can judge its failure or success.

Evaluating materials is a procedure of providing a judgement about the targeted materials to know if they are suitable or not. As it is confirmed by Alkhaldi (2010) “materials evaluation means a principled process of providing useful information about the targeted materials in order to select and/or develop them in a reliable and valid approach.” (P.284). Putri & Jufrizal (2022) declare that textbook evaluation is a process or a procedure of determining whether a textbook is suitable or not based on some criteria. Similarly, Rangaraju (2022) clarifies that materials evaluation is considered as a technique of measuring the value of materials and making a judgement about its effect.

Overall, Rubdy (2014) defines evaluation as a matter of judgment on the efficiency of a particular subject for certain purpose. Nunan & Clarice (2000) confirm that “evaluation involves the collection of information for the purpose of deciding what works and what does not work. This information is used to decide what aspects of an educational program should be left alone and what should be changed”. (p.231) the evaluation technique is very essential in order to know which material is appropriate to the learner.

cunnings worth (1995, p14) suggests three types of materials evaluation: pre-use evaluation, in-use evaluation and post-use evaluation. The most common type of evaluation is the pre-use which is known as the complicated type, it is done before using the textbook so as

to predict how it would work. While using the textbook, the in-use evaluation is done to know whether textbook materials need substitutions or change. The post-use evaluation is done after using the textbook to determine its strengths and weaknesses. According to Merrouche (2018) textbook evaluation remains an essential process especially in situations where textbooks are accurately followed by teachers. Miekley (2005) argues that a checklist is a helpful tool that makes the evaluation process more efficient and successful.

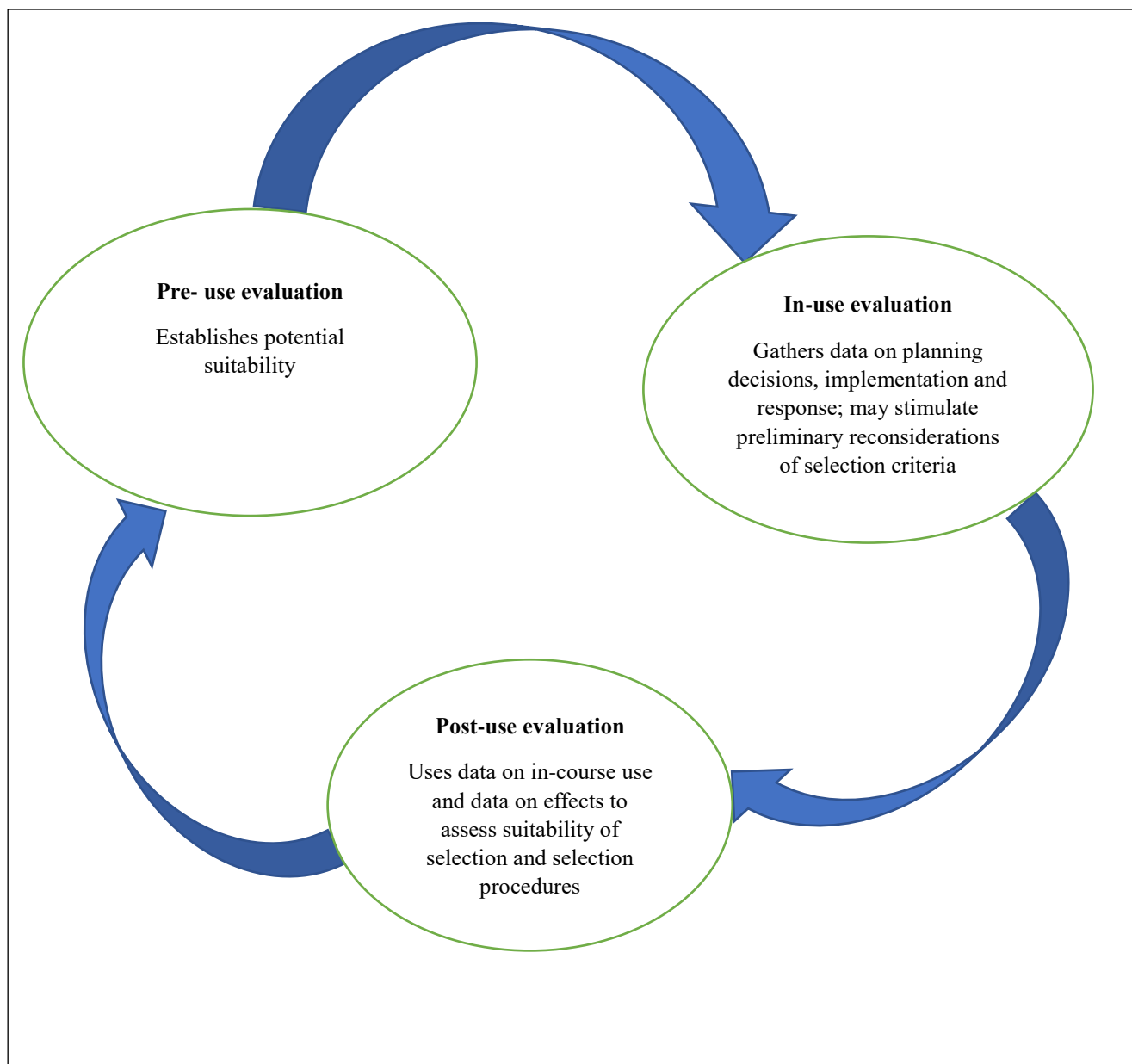


Figure 1. Types of Materials Evaluation (McGrath 2002, p 180)

I.2.2.1. Reasons for Textbook Evaluation

There are many reasons that lead teachers to evaluate textbooks. Litz (2005) confirms that textbook evaluation helps teachers to develop themselves and their Career or profession. Moreover, Williams (1983) clarifies that the textbook is an instrument, and the teacher is not only required to know how to utilize it, but how beneficial it can be. Ellis (1997) highlights that “formalizing the procedure for evaluation forces teachers to go beyond impressionistic assessments by requiring them to determine exactly what it is they want to evaluate and how they can do it.” (P.41) textbook evaluation helps teachers to move beyond impressionistic assessments by knowing exactly what and how to evaluate.

Adedly, one of the reasons why the textbook evaluation ought to be conducted is the need to use new textbook for teaching and learning goals. The diversity of materials and the learning activities included in a textbook required teachers to conduct an evaluation (Budiarsih ,2022). Abdel Wahab (2013) mentions that when choosing a new textbook, it is necessary to do an evaluation to confirm that it is appropriate. Furthermore, Benabed (2020) states that teachers investigate textbooks to make sure that the textbook is effective for learners and supports good activities that suit learner’s level. Hence, if the textbook includes some inappropriate tasks teachers may substitute it or add it with some suitable alternatives.

According to Umar & Ameen (2022) “textbook evaluation helps to identify the points of strength and weaknesses in the textbook.” (p.158) it can be said that textbook evaluation should be done by teachers in order to discover the points of strengths and weaknesses included in the textbook. In addition to, Hutchinson (1987) claims that materials evaluation can aid teachers to see materials as a complete part of the teaching /learning situation. Teachers should not only determine the good features included in textbook, but also to discover the bad ones that are easier to fix.

I.2.3. Textbook Adaptation

Textbook adaptation is a process that can be used in many educational situations. Mede & Yalçın (2019) define adaptation as an overall procedure which can be applied in different educational contexts. What is more, textbook adaptation is defined as “making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing.

Most teachers adapt materials every time they use a textbook in order to maximise the value of the book for their particular learners.” (Tomlinson 1998: xiv) this reflects that adaptation is a technique that should be done to make changes or modification of materials for the aim of suitability and appropriateness.

Additionally, Yen (2022) declares that textbook adaptation is considered as a technique or procedure of making changes to many aspects included in the textbook. Dickinson (2010) asserts that adaptation means changing materials to improve or make them more appropriate for a particular group of learners. Furthermore, Stevick (1971) mentions that adaptation is “to put the same thing in another way” (p.62), this definition clarifies that adaptation is a process of changing something that already existed. According to Tomlinson & Masuhara (2018) “materials adaptation is a general term for the process that involves making changes to existing materials to better suit specific learners, teachers and contexts for the purpose of facilitating effective learning”. (p.82). Therefore, materials adaptation should be conducted to make the materials suitable, easier and to facilitate the learning process.

I.2.3.1. Reasons for Textbook Adaptation

Most EFL experts agree on the basic assumption that no textbook can be suitable to all the teaching/learning contexts. As it is stated by Novita & all (2020) the previous studies have confirmed that no textbook is appropriate for all learners and adaptation should be done by teachers and it is recommended by experts on ELT. Besides, Mc Donough & all (2013) suggest some reasons for adaptation. First, topics are not appropriate for learners in terms of age and level. Second, pictures and photographs are not culturally acceptable. Third, dialogues are too formal and they do not represent everyday speech. Fourth, comprehension questions are very simple and the questions can be easily answered with no understanding. The last reason, no direction on pronunciation.

Moreover, cunnings worth (1995) lists some reasons for textbook adaptation, justifying that textbooks are not ideal as teachers may think:

- Methods (for Example an activity may be too mechanical, meaningless and too difficult)
- Language content (there may be too much assertiveness on grammar items that learners find easy and not enough emphasis on those that they find hard)

- Subject matter (for instance themes may not be interesting for learners or there may not be authentic enough)
- Balance of skills (e.g., there may be too much emphasis on skills in the written or spoken language, or there may not be enough on integrating skills)
- Progression and grading (the order of language items may need modification to suit an outside syllabus or the staging may need to be made with steps)
- Cultural content (there may include some cultural references that need deleting or changing)
- Picture (a textbook may contain an unfriendly image through poor layout, low quality visuals, etc) (pp. 136-137).

O'Neill (1982, p108) illustrates that "No textbook can expect to appeal to all teachers or learners at a particular level." in a case if the textbook does not fit learner's needs, the teacher has to adjust it in order to fit learner's understanding. Indeed, the textbook is not perfect and teachers need to bring something new to the teaching task so addition, adjustment and substitution are necessary (Harmer, 2007). On the other hand, Williams (1983) clarifies that "Any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting." (P. 251) it can be said that the textbook does not provide everything to learner's needs or requirements and adaptation should be conducted by teachers.

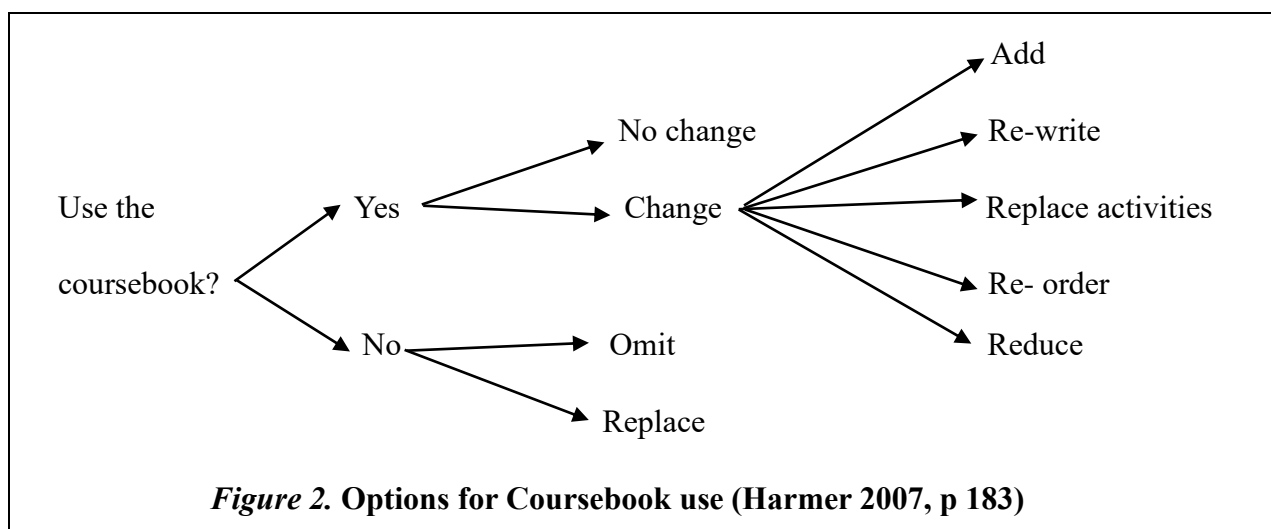
What is more, textbooks may not be ideal or relevant to the educational process. Therefore, adaptation is a procedure needed to make the materials convenient to the learner's needs (Al jumaily, 2018). Ebrahimpourtaher & Hamidi (2015) indicate that "Materials are adapted in order to achieve the objectives that the people have identified, defined and set for EFL learning contexts. We adapt the authentic materials in order to facilitate the learning process through identifying the learning problems so that learners are able to internalize the learning content in a natural way". (p.35) this shows that adaptation ought to be implemented to meet learner's objectives towards learning, in addition to simplifying the learning process.

Richard (2001) explains that no textbook can be ideal for language program, so the adjustment process should be conducted by teachers. In the same vein, textbooks may not be good for a particular class. Therefore, good teachers ought to be able to evaluate, adapt and produce materials so as to match between learners and materials they employ (Tomlinson,

2001). According to Charalambous, A. C (2011) teachers should know the content of their coursebook and decide which units to avoid and Which to adapt, they should take into consideration their course objectives to know if activities Should be modified or not.

I.2.3.2. Techniques of Textbook Adaptation

There are different strategies that teachers can use for materials adaptation. Deletion, addition, substitution and adjustment are techniques in which they help teachers to modify or adapt any textbook. They could adjust the language of text, the content, or the activities (Rathert, & Cabaroglu, 2022). Harmer (2007) lists some techniques of textbook adaptation. The first technique, to omit and replace, in this phase teachers decide to not use a particular lesson in the textbook. Thus, they delete it and substitute it with new one in which it is appropriate for learners. The second one, to change or not to change, in this case either teacher use a particular lesson as it is or they change it by using some strategies namely; adding, rewriting, reordering, reducing or replacing.



Adeddy, cunnings worth (1995) suggests some strategies of adaptation. First, deletion means omitting some points of the material. Second, adding material published or a material from teachers. Third, replacing means to substitute with something more suitable. Fourth, modifying means to change the published material to make it more appropriate for the use. Furthermore, Para (2017) adds some adaptation techniques as an introduction to business in English. The first technique, addition includes expanding and extending. The second one, deletion or omission means subtracting and abridging. In addition to, modification or

changing includes re-writing and structuring. The last one is simplification in which to make the elements of a language course easier.

Mc Donough & al. (2013) mentions some techniques of textbook adaptation including:

- Adding means that materials are supplemented by putting more into them.
- Deleting the material is deleted or taken out rather than supplemented.
- Modifying includes the internal change of the material.
- Simplifying making the elements of language course simplified
- Reordering means the ability to make the parts of textbook in a different order.

There are different adaptive techniques that teachers can use to adapt an authentic language teaching material. First, addition is an adaptation technique which involves supplementation of extra linguistic items and activities to recuperate the insufficiency of materials. Also, deletion is an adaptation procedure which involves omission of some of the linguistic items and activities which are not necessary. So, deletion is a process in which materials are removed rather than added. Then, modification means changing the different aspects of materials, for instance linguistic level, activities, assessment system and so on. In addition to, simplification is used to facilitate or make materials easier to understand. If the language teaching material is found to be complicated or difficult for the target learner, it can be made appropriate for the learner through the process of simplifying. The last technique, rearrangement/reordering is a strategy of materials adaptation through which different parts of textbook are arranged in a different order or sequence. It helps to make materials more interesting and suitable for the learner as well as the teacher (Wondimtegegn, 2020).

According to Catherine & Gamaru (2019) “adaptation involves supplementation, that is, teachers add materials from other resources to the textbook they are using”. (P. 48) this reflects that the main technique of adaptation is addition in which to supplement or add materials from other resources in order to complete or make materials appropriate for the learner. Moreover, Sardi (2017) clarifies some strategies that teachers may use when adapting materials. First, decide to use only part of a unit. Second, add or omit texts or activities. Third, replace or substitute texts or activities with ones from other sources. So, teachers may shorten

or lengthen an activity, skip an activity and go on to the next one, or change the order of an activity.

I.2.4. Characteristics of good and bad Textbook (Qualities)

Textbooks are such an essential part of the teaching and learning process in the classroom. They can be good or bad. Textbooks should have a high quality to make the teaching and learning process successful and effective.

I.2.4.1. Bad Textbook

Deuri (2012) highlights some problems included in the textbook. First, some textbooks are Sizable and their bindings are weak. Sometimes title page is not in the appropriate place, and its colour is weak and inappropriate. Second, the textbook may not be clear and its context is not explained well. Sometimes the difficulty level of the contents does not suit to the class. Third, the content of textbook needs more explanation and clarification. Textbooks may have unsystematic explanation in addition to unsystematic paragraphs. Next, there are no proper illustrations, pictures and so on. Many teachers and learners have demanded pictures for further understanding. Then, some exercises and assignments contain unsuitable questions, the assignments are mostly neglected by learners due to the lack of resources. The last problem, the textbook is not produced with latest information. So, it should be modified in this respect with latest information.

I.2.4.2. Good Textbook

There are many authors who clarify the characteristics and features of an ideal, good textbook. Enni & all (2022) agree that the textbook is one of the important media that is needed for both teachers and learners in the classroom, so it must have a good quality. They suggest some criteria for an ideal textbook. First, the textbook should be attractive for readers to use it. Second, the concepts ought to be clear to avoid student's confusion. Third, it should include the values and principles that exist in society. Next, the content has to support other subjects. The last criterion is to create linguistic aspects depending on the learner's ability to use them.

Additionally, Williams (1983) enumerates some characteristics of a good textbook. First, the ESL textbook should include appropriate images, diagrams, tables etc.... Second, the presentation of passages for reading comprehension ought to be guided. Third, the textbook should provide an understandable situations and different methods for teaching structural units. Fourth, offer aids for teaching pronunciation like phonetic system. According to

Geraldine, I & Eruchalu (2012) a good English language textbook should be richly designed to meet the various communication needs of the learners.

A good textbook should at least take into consideration four aspects namely; the curriculum, the learners, the teachers, and the institutional aspects (Lathif, 2015). Besides, Derouag (2022) lists some features of good textbooks. First, good textbooks should attract the learner's curiosity, interest and attention. Second, textbook should be a helpful tool for learners to gain or develop confidence. Third, textbooks ought to take into account that learners are different in learning preferences, each learner has his own learning style. Next, textbooks ought to meet learners' needs. The last feature, textbooks should give opportunities to the learners to use the target language to achieve communicative aims.

Moreover, Maxom (2009) gives an overview about the characteristics of a good textbooks. He states that most of the coursebooks include the four skills namely; reading, writing, speaking and listening. A good textbook is the one that meets different learning styles through various activities and teachers should select the textbook that suits the learner's preferences. In addition to that, a well- chosen textbook should provide learners with constancy in classroom by informing them of what is expected to do in addition to combine a stimulating communication work (Stephen, 1999).

According to basic education (2018) there are four main features for a good textbook. First, a good textbook should give the learners what they need to learn and how to learn. Second, it should be the main source of ideas and activities. Third, a good textbook ought to give the teacher rational for what they do (the aim behind their teaching). Fourth, good textbook should provide the classroom with the good atmosphere for an effective learning situation. Nunan & Clarice (2000) claim that the well- chosen textbook ought to cover the needs, goals and the philosophy of the school. As well as, Popovici & Bolitho (2014) clarifies that maintaining the interests of the teacher and the learner is one of the most important keys to the success of textbooks.

Indeed, Deuri (2012) also mentions some effective measures to design an ideal, good textbook including:

- _ The size of the textbook should not be too large and too small.
- _ A textbook should be consistent in size.
- _ The binding of the textbook ought to be solid and durable.

- _ The structure and printing of the textbook ought to be clear.
- _ The title of the textbook should be attractive.
- _ Enough clarifications have to be added in where necessary.
- _ Contents must be suited to the mental level of the learner.
- _ Language of the textbook must be easy and simple.
- _ To make the book up-to-date it should be revised each year.
- _ There should be explanation on related terms.
- _ The paragraph ought to be mentioned in a systematic way.
- _ Sufficient number of grammatical works should be there. (p. 28)

Thus, textbooks should be clear, unambiguous and helpful for both teachers and learners, they ought to have a good quality because it is too much demanding and needed in classroom settings.

I.2.5. EFL Textbooks

EFL textbook generally refers to schools and classes that teach English as a foreign language, it is designed for a specific goal. Merrouche, S (2018) gives a description for EFL textbooks, she argues that EFL textbook is a local product, it is designed by a non-English speakers' authors, these textbooks are designed to meet learner's needs and requirements, and to make a development and innovation in the field of teaching and learning English as a foreign language. Additionally, EFL textbooks have always been an essential tool in most English language classes all over the world and still is (Beghzou & Merdassi, 2021).

In the same vein, Stephen (1999) adds that if EFL textbooks used to make the learners assume responsibility, this will be helpful to create a reactive classroom. EFL textbooks in Algeria does not differ too much on other countries that teach English as a foreign language. In addition to that, Al Harbi (2017) explains the process of publishing EFL textbooks, he states that the process of designing and marketing textbooks for teaching English as a foreign language takes a lot of time and money, since it should meet the teachers and learner's expectations and be suitable with the curriculum.

In Algeria, when teaching EFL the textbook issue would be considered as among one of the important subjects. The EFL is one of the essential subjects in the Algerian curriculum, a secondary school in Algeria involves three levels of studying and in each level, there should be one textbook for English as a foreign language. EFL teachers and learners are required to cover one textbook during each level or year (Ait Aissa 2016, p160). There are some Algerian EFL textbooks such as; “My book of English” which is designed for 3rd year primary school pupils, “New Prospect” is designed for 3rd year secondary school learners, and “My book of English” is for second year middle school.

Moreover, Siddiqie (2011) affirms that in such textbooks, the pictures of speakers, and sometimes the topics, are usually well known to the learners, but introduced in the target language. Some examples of such textbooks are El Libro de ingles in Venezuela; spot light on English, an EFL textbook for Turkey, and English for Saudi Arabia, a textbook for Saudi Arabiya. The present EFL education indicates that EFL textbooks must ensure that they are both appropriate and able to help EFL teachers and learners to meet the pedagogical objectives of the existing EFL curricula and syllabi (Ait Aissa ,2016).

Conclusion

The foregoing chapter reviewed the literature concerning the English language in general, the conceptualization of textbook, and the reasons behind integrating the English language in Algerian primary school. So, the next chapter will be dealing with the research design and methodology.

**Chapter two:
Research Design and
Methodology**

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Chapter two: Research Design and Methodology

Introduction

The upcoming chapter aims at the description of the overall structure and process whereby this research was conducted, highlighting its diverse signposts. It will initiate with stating the opted-for research design and paradigm, which will be followed by identifying the demographical and spatial aspects of this study; that is, the identification of the participants who took part in this project and the demystification of the loci where this study took place. The elucidation of data collection instruments together with the rationale behind their use will be next known. This chapter will close by an in-depth explanation of data analyses procedures coupled with an account about the noticed limitations. As a reminder, this research aims at scrutinizing the suitability of textbook content and its impact on 3rd year primary school learners as regards learning English language.

II.1. Case Study Approach

Case studies can be categorized as non-experimental and descriptive designs (Marczyk et al., 2005), because they "attempt to depict 'what it is like' to be in a particular situation" (Cohen et al., 2000: 182). For the following reasons, our investigation employs the case study format as an approach (Hitchcock & Hughes, 1995; cited in Cohen & al., 2000; Marczyk & al., 2005), and not as a method for data collection (Cohen & Manion, 1994; cited in Bellalem, 2008). Case studies are limited by tempo-spatial factor. In addition, Hitchcock and Hughes (1995) suggest that these research methods are particularly useful "when the researcher has little control over events" (quoted in Cohen et al., 2000: 182). In addition, they provide unique examples of a class, click, or community of real people in authentic contexts, allowing for an in-depth comprehension of events rather than just abstract theories and principles (Cohen et al., 2000). Conforming to these characteristics, our study was conducted with a small group of English primary school teachers, inspectors, and experts, and within the confines of a specific site in the city of Tiaret, Algeria, in order to provide evocative descriptions of the participants' genuine actions. Nevertheless, our participation within the group as an insider rather than an external researcher was inevitable. Adopting a more emic than etic perspective, the incentive was intended to be more closely aligned with the actions and reactions of the participants in relation to their performance.

II.2. Sampling Technique: Rationale

On the basis of these factors, the participants were selected using a combination of convenience and purposeful sampling (Cohen et al., 2000; Dornyei, 2007). Using a technique of purposive sampling, the researcher merely selects a group of individuals who fulfill his purpose (Cohen et al., 2000). Choosing "convenience sampling... accidental or opportunity sampling," the researchers select the sample from those to whom they have simple access. (Cohen and others 2000: 102). Dornyei (2007) also defines the former as the most common and practically applicable method for constructing a sample from the available population, and the latter as accidental situations in which the researcher is likely to encounter a group that, to some extent, meets his research requirements.

The rationale behind this selection is that, as "captive audiences" (Cohen et al., 2007:114), this sample met the needs of our study in terms of purpose, availability at a specific time, ease of access, and geographical proximity (Gall, Gall, and Borg, 2003). In fact, the duration of this study and the physical locations where it was conducted allowed for some face-to-face contact with the participant sample, which would presumably facilitate the contact. Ultimately, groups of teachers, inspectors, and experts were required to conduct this study. Nonetheless, it must be acknowledged that this type of sampling does not guarantee that findings are representative of the larger population to which this sample pertains. Although empirical, the majority of social science research surprisingly does not use random sampling (Dornei, 2007).

In accordance with qualitative research, purposive and convenience sampling techniques, the objective of qualitative researchers is not to generalize to the entire population; "instead, they might seek to describe or explain what is happening within a smaller group of people" (Dawson, 2002: 47).

In accordance with this assertion, there is no intention to generalize our research findings, as products may vary based on human and environmental factors. For instance, comparable needs analysis results and identical outcomes are logically consistent.

Given that the following chapter focuses primarily on the design of research methodologies. It seeks to scrutinize the English textbook content of 3rd primary school learners. It describes the methodology employed, the sampling, and the instruments of investigation. This chapter identifies the methodology employed to conduct the study, the investigation instruments, and the participants.

II.3. Research Methodology

There are two distinct categories of research and data collection methods: qualitative and quantitative. Both provide data analysis, but their approaches and types of data collected differ. This knowledge can aid researchers in structuring their research and data collection methods. Quantitative research is illustrated by graphs and statistics. Used to verify or confirm a hypothesis or theory. This type of investigation can be used to discover generally applicable information about a topic. While qualitative research is expressed in words and is used to comprehend concepts, thoughts, or experiences, quantitative research is expressed numerically. This form of research provides a comprehensive understanding of poorly understood subjects. The current scrutiny utilized both research methods. To achieve the objective and answer the research question, we choose to employ a hybrid methodological approach that combines qualitative and quantitative techniques. The combination of these two types of data allows for the exploitation of both the contextual and detailed comprehension of qualitative data and the generalizable and externally valid insights of quantitative data. The virtues of one compensate for the shortcomings of the other. The purpose of a hybrid approach is to collect both illustrative and survey data. This research technique utilizes a triangulation strategy. In qualitative research, triangulation refers to the use of multiple methods or data sources to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation is also a qualitative research strategy that analyses the validity of the information from various sources through convergence. Denzin (1978) and Patton (1999) distinguished four categories of triangulation: method triangulation, researcher triangulation, theory triangulation, and data source triangulation. It is employed to strengthen the credibility and validity of research findings.

II.3.1. Research Design

This research aims at scrutinizing the un/suitability of the textbook content and its impact on 3rd year primary schools' learners as regards learning English. The main objective is to know to what extent does the textbook content suit 3rd year primary school English learners. An English textbook namely '*My book of English*' is designed for 3rd year primary school, it was written by Chenni Abdelfattah and Tamrabet Lounis. It was published by national office for school publications in Algeria, 2022, and consists of 64 pages.

II.3.2. Qualitative and Quantitative Methods

Seeking for validity and reliability of the findings to this endeavour, It was resorted to the mix method. In fact, the use of latter in education research is a valuable strategy that can

reinforce the research results dependability and provide a more comprehensive understanding of the phenomenon under investigation.

II.3.2.1. Qualitative Method

Qualitative method is method that does not deal with measurements or statistics; it is used to understand people's beliefs, attitudes, behaviour, opinions, experiences and interactions. It generates non-numerical data. Creswell highlights that "Qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional, Quantitative approaches." (2014: 24). Moreover, Mack & al. mention that "Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion." (2005: 1)

II.3.2.2. Quantitative Method

Quantitative method is a method that deals with statistics. It is the collection and analysis of numerical data to answer scientific research questions. Creswell states that "Quantitative methods involve the processes of collecting, analysing, interpreting, and writing the results of a study." (2014: 24.). In addition to Pal argues that "Quantitative data collection focuses on surveys statistics and measurement, pre-existing data and questionnaires." (2017: 4854). Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

II.3.3. Mixed Method

In this research, both qualitative and quantitative approaches are used since the aim is to give an explanatory and exploratory data as well. Indeed, this study needs the link between descriptive as well as statistical proof, which refers to as the mixed method. As it is mentioned by Cathain. O & al. () "there has been a surge of international interest in combining qualitative and quantitative methods in a single study often called mixed methods research." (2007: 1). In the same vein, Leavy, P. states that "mixed methods research involves collecting and integrating quantitative and qualitative data in a single project and therefore may result in a more comprehensive understanding of the phenomenon under investigation." (2017; 164)

II.3.4. Research Instruments

Research methods are tools used to collect data such as questionnaire, observation, interview and so on. According to Dowson, C "research methods are the tools that are used to gather data." (2009: 37). Three tools of investigation are used for data collection; an online

questionnaire was designed for EFL primary school teachers, and an interview was conducted with two EFL inspectors of primary school. In addition to checklist that was implemented for textbook evaluation.

II.3.4.1. The Questionnaire

The questionnaire is a tool used in research for gathering data. It is a set of close-ended and open-ended questions. Kumar, R () states that “A questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers.” (2011: 344). Nunan mentions that “the questionnaire is a relatively popular means of collecting data, it enables the researcher to collect data in field setting.” (1992: 143). A questionnaire has some advantages as it is mentioned by Munn, P. & Drever “there are four main advantages for the teacher-researcher. These are: an efficient use of time, anonymity (for the respondent), the possibility of a high return rate, standardized questions”. (1990: 2)

II.3.4.1.1. Description of the Questionnaire

An online questionnaire was employed in this research in order to reach a large number of teachers in a short time. It was directed to EFL teachers of primary schools. It ranges from close-ended; yes/no questions and multiple-choice questions, to open-ended questions for discovering well the topic being studied. Indeed, both qualitative and quantitative data were given by the informants of the study because of the nature of the research paper needs and objectives. The questionnaire began with an introductory paragraph that gave the respondents an idea about the research work and its aims. It is divided into four sections; each section includes sub-sections or items. Section one is about Informants’ Personal and Professional data. It contains four items; those are mainly about gender, age, educational background and teaching experience. Informants’ attitude towards the integration of English in the primary school is mentioned in section two; this section aims at finding out how EFL teachers view the integration of English in primary school education. Section three is about Informants’ attitude towards textbook content, the questions emphasize on EFL teachers’ point of view about the textbook content. The last section is an open-ended question. It is about Informants’ feedback and suggestions where participants are required to give suggestion about the textbook content.

II.3.4.1.2. The Importance of Online Questionnaire

An online questionnaire is an organized questionnaire posted on the internet in a designed form for the target sample to fill out and answer it. Online questionnaires vary in length and format and they have many advantages, for instance the answers or data are stored in database where the questionnaire designing tool Google Drive Forms in our case gives some levels of analysis is to the data. Moreover, it facilitates the data collection process, the participants would feel more comfortable to fill out the questionnaire and online questions as their identities remain anonymous and it has no financial costs.

II.3.4.2. The Interview

An interview is a qualitative tool for data collection. Mathers & al. mention that “The interview is an important data gathering technique involving verbal communication between the research and the subject”. (1998: 1). An interview is a conversation where questions are asked by the interviewer and the interviewee is required to answer those questions. It is considered as a qualitative method to obtain data or deeper information about habits, opinions, attitudes, needs and so on. Interviews can be conducted face-to-face, via telephone or video conferencing. The interview has some advantages like studying the body language of the interviewee, negotiate and discuss such answers.

II.3.4.2.1. Description of the Interview

An interview was conducted with two EFL inspectors of primary school. It consists of five questions which are mainly about the integration of English language in primary school education and its textbook content. It was mainly designed for EFL inspectors due to some reasons; firstly, in order to know their opinions towards the implementation of English language in primary school, secondly, to discover whether EFL inspectors have evaluated the English textbook content namely “My book of English”, thirdly, to provide us with points of view about the textbook content, fourthly, to let us know if the textbook complies with the predetermined objectives or not, fifthly, to know what the suggested activities focus much more on. The last question emphasizes on inspectors’ suggestions to update textbook content.

II.3.4.3. Textbook Description

The 62-pages "My Book of English" textbook consists of six sequences titled *"Me, My Family and My Friend, My School, My Home, My Playtime, My Pets, and My Fancy Birthday."* Each sequence includes the following sub-rubrics: *'listen, look and say, listen, look and tick, listen, say and show, read and circle, listen and show, listen, look and do, read and*

color, listen, look and match, listen, look and sound the letter, listen, look and sing, look, read and finish, ask and answer, listen, say and show, listen to the story, listen, repeat and check the correct box, ask and answer, listen and match. *my handwriting, my phonics, and my assignments.* Aesthetically speaking, the textbook contains appealing images and colors that may have an influence on young learners. In fact, in order to promote cultural diversity, all complexion tones are represented in the illustrations. From a weight and thickness standpoint, it is not heavy and can be readily lifted, i.e. unburden. For the sake of gender equality, both genders are represented on the front page.

II.3.4.4. Checklist Description

Checklist is a tool used for the evaluation process. Ellis (1997) highlights that “Materials have traditionally been evaluated predictively using checklists or questionnaires to determine their suitability for use in particular teaching contexts”. (p.41). A checklist was conducted for the purpose of textbook evaluation, this checklist was presented by Miekley (2005) as he mentions that “educators will find the checklist presented here helpful in making the evaluation process more efficient”. (p.1). Indeed, this checklist was helpful in our research, it is mainly designed for textbook evaluation.

II.3.4.4.1 Description of Checklist

The checklist includes three main items including; textbook, teacher’s manual and context. First, textbook focuses on four criteria which are content, vocabulary and grammar, exercises and activities, attractiveness of the text and physical make-up. Second teacher’s manual focuses on general features, background information, methodological guidance, supplementary exercises and materials. Each item contains questions and sub questions that were answered according to the textbook. EFL textbook of 3rd year primary school namely “my book of English” was evaluated depending on this checklist. So, the aim of using a checklist is to know to what extent does the textbook content suit 3rd year English pupils.

II.3.5. Data Collection Procedures

This study tends to provide data through three sources of information. First, questionnaire was used to collect data from teachers. The latter provided us with opinions towards integrating English in primary school, its textbook content and what should be modified from their perspective. Second, interview was conducted with primary inspectors of English to identify their expectation toward teaching English in primary school and its textbook content.

Third, checklist was conducted for the aim of collecting data relevant to 3rd primary school textbook of English as in content, materials and instructions.

II.3.6. Triangulation

Triangulation is defined as a mixed data or methods so that different viewpoints or standpoints cast light upon a subject. It is based on the assumption that using multiple data sources, methods and even investigators will avoid any bias in a data set or methodological approach. Dawson (2009) states that “the term “triangulation” is used when a combination of qualitative and quantitative forms of inquiry are used”. (P.23).

Methods triangulation is the use of multiple methods to study a situation or phenomenon. Indeed, in this research three investigation instruments are implemented including: questionnaire, interview, and checklist. The aim of using triangulation method is to get a variety of data, sources and methods, it helps to enhance the validity and credibility of the findings and to avoid the presence of any research biases in the work.

II.3.7. Case of Study

The case study is an approach in which a particular instance or a few carefully chosen cases are studied intensively. In a case study design the case chosen becomes the basis of a thorough, holistic and in-depth exploration of the aspects that we want to find out about. This study scrutinizes 3rd year primary school English textbook namely “My book of English” to discover the appropriateness of textbook content on 3rd year primary school pupils as regards learning English language.

II.3.8. Participants

The population and sampling of the research study and the rationale behind their choice in particular are described below:

II.3.8.1. Target Population

Kumar, R (1999) explains the population as follow “population mean from what you find out from your sample statistics you make an estimate of the prevalence of these characteristics for the total study population. The estimates about the total study population made from sample statistics are called population parameters or the population mean”. (p.342). walliman, N (2011) defines the term population as “population a collective term used to describe the total quantity of cases of the types which are the subject of the study.it can consists of objects people and even events”. (p.175). this study involves EFL teachers and inspectors of primary school in Algeria.

II.3.8.2. Sample

It is impossible to put all the population under investigation; therefore, sampling is the appropriate way to decide on the specific participants of the research work so as to reach a reliable result. Kumar, R (1999) states that “a sample is a subgroup of the population which is the focus of your research enquiry and is selected in such a way that it represents the study population. A sample is composed of a few individuals from whom you collect the required information. It is done to save time, money and other”. (P.346). In addition to Leavy, P (2017) confirms that “sampling addresses the questions who or what in your study, where are you getting your data or content”. (p.75). For this research paper, the sample covers EFL primary school teachers from different wilayas of Algeria; where they are required to answer the questionnaire electronically.

Additionally, two EFL inspectors of primary school in Tiaret are also participants in this research in which they are being interviewed. In fact, EFL teachers are educators who teach English as a foreign language for third year in primary schools. all 3rd pupils in the primary school study English. Those teachers had either a licence degree, master degree or doctorate degree. Their educational background is highlighted in section one of the questionnaire.

II.3.9. Sampling Procedure

The samples in this study are non-probability samples that are usually but not always implemented in qualitative research and it was appropriate to this research. A purposive sampling technique is used where participants in the studied issue are chosen for their experience that is linked to the research focus. Primary school teachers are selected based to their experience in the domain so as to gather data concerning the integration of English language in primary school and its textbook content. In addition to inspectors of English that would provide us with their opinions towards the implementation of English in Algerian primary school and its new textbook content.

Conclusion

To conclude, in this chapter the research design and methodology were explained in the beginning. It started by presenting the research methods, instruments that were selected in our study. Three investigation tools were described above including questionnaire, interview and checklist. Both population and sample were mentioned, it started from general to specific. So, the next chapter will be dealing with data analysis, interpretation of data collected and recommendation.

Chapter three:
Data Collection and Analysis

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Chapter Three: Data Collection and Analysis

Introduction

This study aims at scrutinizing the un/suitability of the 3rd year primary school textbook of English to the learners' competencies. Doing so, this research work is divided into two parts, viz., the theoretical foundations and empirical part. Furthermore, this chapter is devoted to data collection, analysis and interpretation. In order to confirm and/or disconfirm the research hypotheses, a mix method is adopted, i.e., the use of quantitative, addressed to EFL primary schools' teachers and inspectors and qualitative via the scrutiny of 3rd year English textbook.

III. Data Analysis and Interpretation

Indubitably, data analysis and interpretation stand as crucial components of any research study, as they allow researchers to draw conclusions from the gleaned data and make significant contributions to their field.

III.1. Questionnaire

The questionnaire consists of 4 sections; each section holds a set of close and open-ended questions. The results are demonstrated as follows:

III.1.1. Section One :Informants' Personal and Professional data

• Item One : Gender

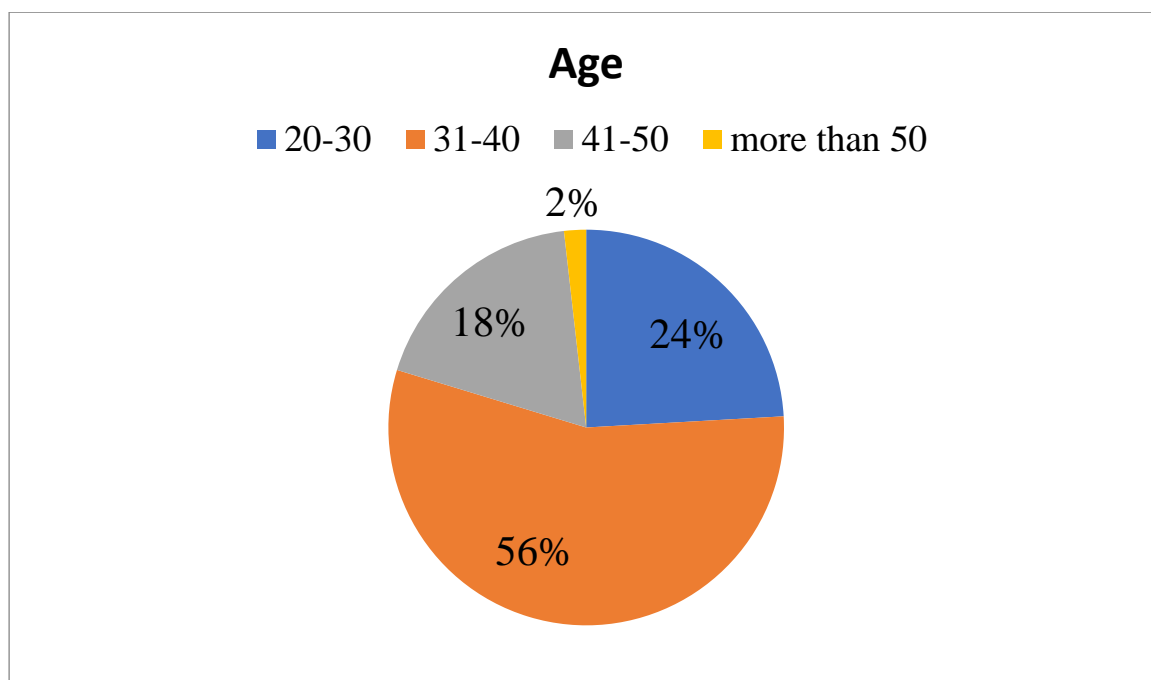
Options	number	percentage
Female	39	72,2%
Male	15	27,8%
Total	54	100%

Table III.1. Classification of teachers according to their gender

The tabulated data above show the proportion of respondents for the questionnaire presented to them the total number of informants, viz., 54, standing for 39 females (72.2%) and 15 males (27.8%).

Similar to world countries, in Algeria, females have traditionally held the majority of teaching positions. Women prefer teaching rather than other profession for its convenience with family liabilities. Several reasons contribute to this pattern, including cultural and societal expectations that females play the role of caretaker, educator and the widespread availability of teaching employment, which have long been viewed as a safe and secure option for women.

• **Item Two: Age**

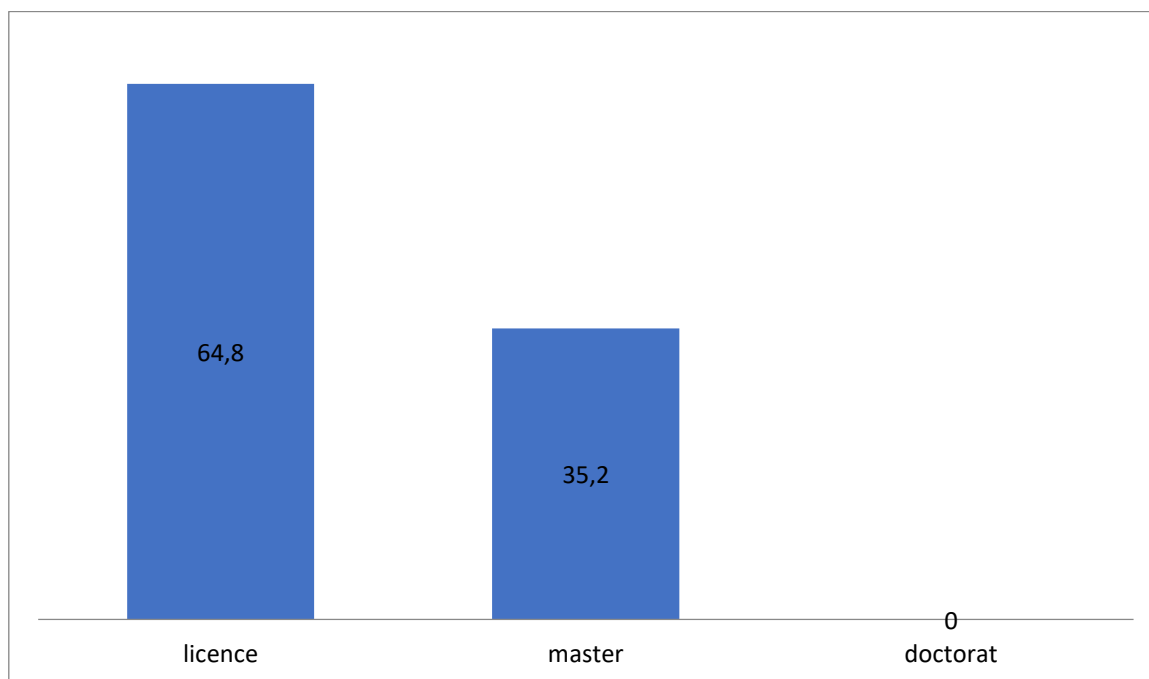


Graph III.1. Informants' Age

The data represented in the figure number two reveal that 24% of respondents have an age ranging from 20 to 30. 55.6% of them are aged between (31_40). While, 18.5% have an age between 41-51, and only (1.8%) of the target population's age is above 50.

Most people believe that a teacher's age is the most crucial factor. However, teachers who are a bit older may have a wider variety of techniques at their disposal, a deeper understanding of the subject matter, and a longer track record of success. However, younger teachers may have a greater understanding of their learners' needs and interests because of their familiarity with today's educational technologies. Both a passion for teaching and a thirst for professional growth are vital qualities for educators of any age.

• **Item Three:** Educational background

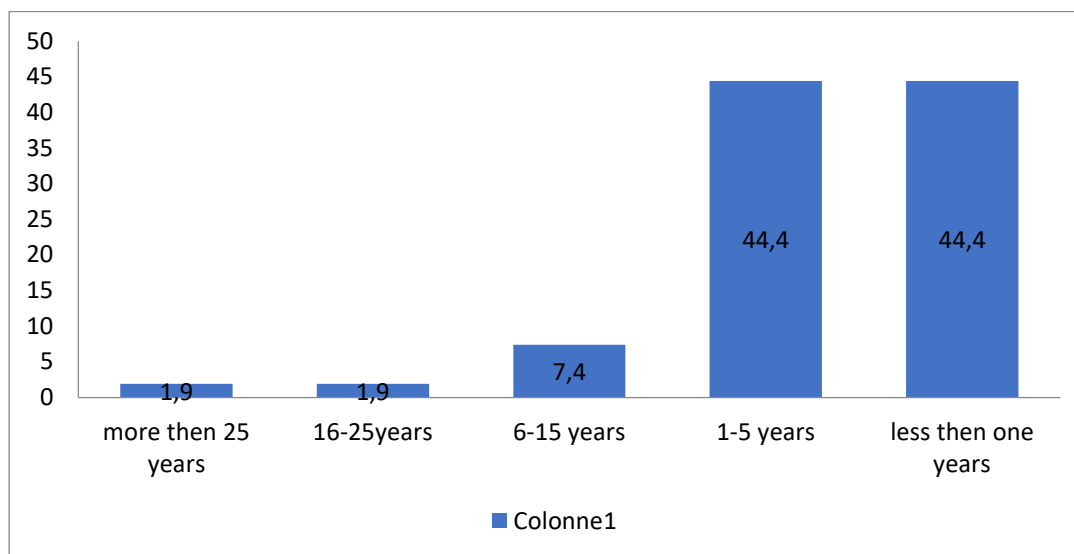


Graph III.2. Teachers educational background

From this graph, it can be seen that most of the teachers have a license degree, representing 64.8%, and only 35.2% have the master degree. No one from the respondents has reached the doctorate degree.

Due to the Algerian educational policy, individuals possessing a three-year degree in English language teaching are eligible to instruct English at the primary and middle school levels. This academic program may offer rudimentary education in English language pedagogy; yet, both BA and master holders lack insightful practical training to implement effectively what is required on their parts. To remedy to such a gap, inspectors are required to palliate such defects in workshops during in-service training sessions.

• Item Four: Teaching Experience



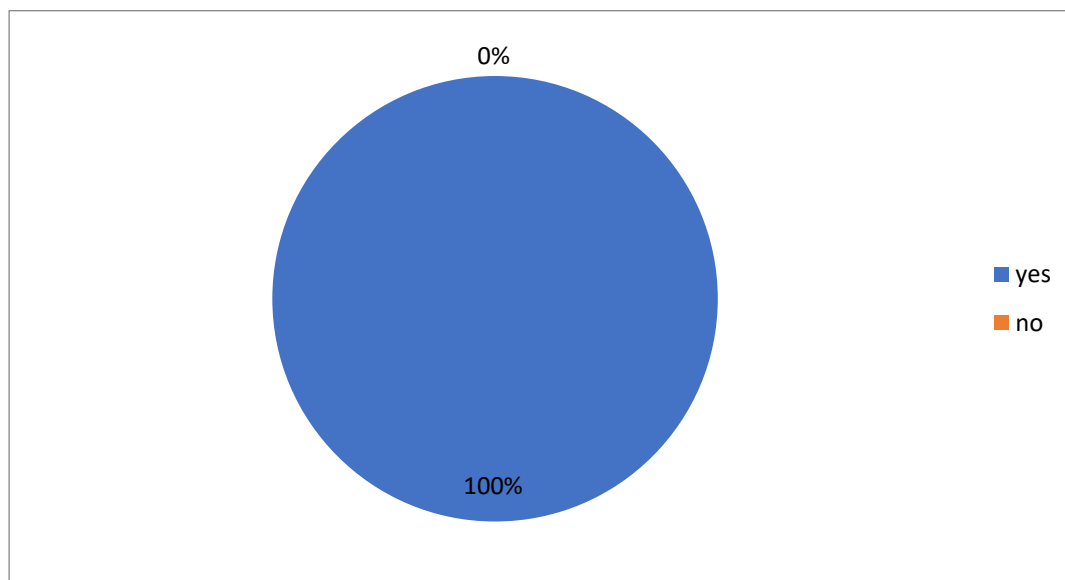
Graph III.3. Teaching experience

The figure above shows that forty-four percent ($n=24$; 44%) of the participants have a teaching experience ranging from 1 to 5 years and the same percentage for those who have been teaching less than one year. 7.4 % have been teaching for 6 to 15 years; only 1.9 % of the respondents share the same experience of have work experience 16 to 25 years and above than 25 years. Given these percentages, the majority have a little experience in the field of teaching while the minority has been working for many years as teachers.

First teaching experience for novice teachers can be challenging and daunt. Thus, mentorship and scaffolding are quite necessary for these neophytes' teachers.

III.1.2. Section Two: Informants' Attitude towards the Integration of English in the Primary School Education

• **Item Five:** Do you appreciate the integration of English in primary school education?

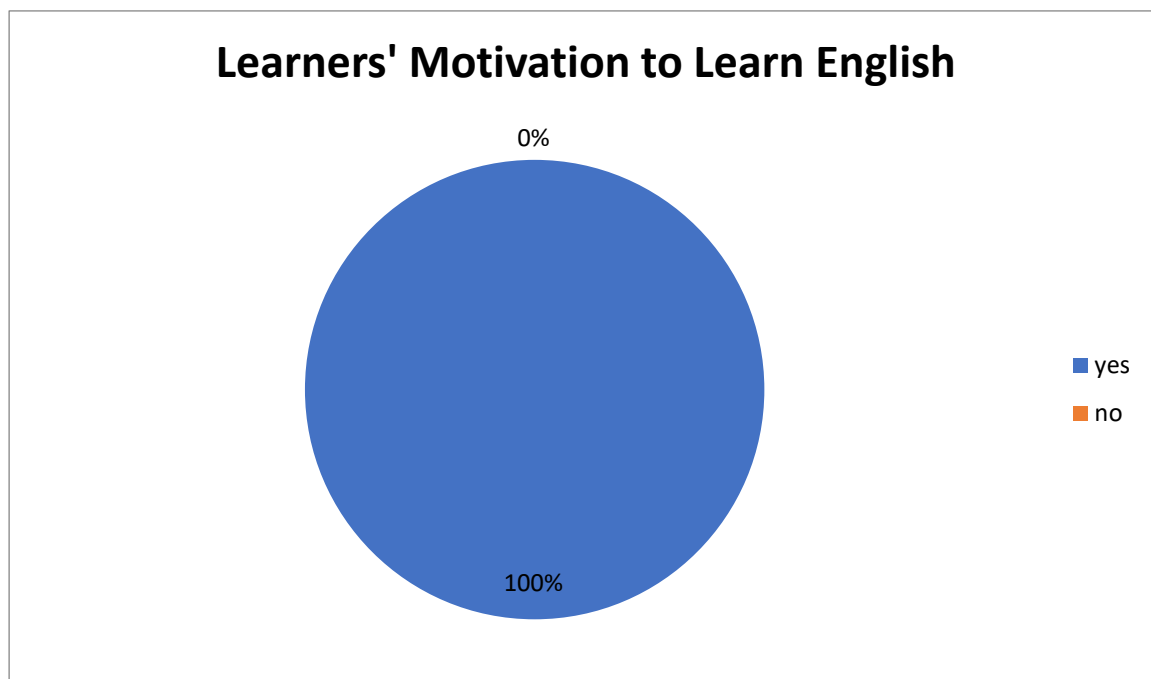


Graph III.4. Teachers' responses towards the integration of English in primary school

As it is shown in the graph above, all of the respondents support the decision of integrating English in primary school.

Owing to the hegemony of English language in all fields (lingua franca) of life nowadays, English language learning becomes an utmost means of communication. Differently couched, equipping young learners such a language is a warranty for them to integrate the 21st century labor markets smoothly and successfully.

- **Item Six:** During classroom sessions, are the pupils motivated as regard learning English?

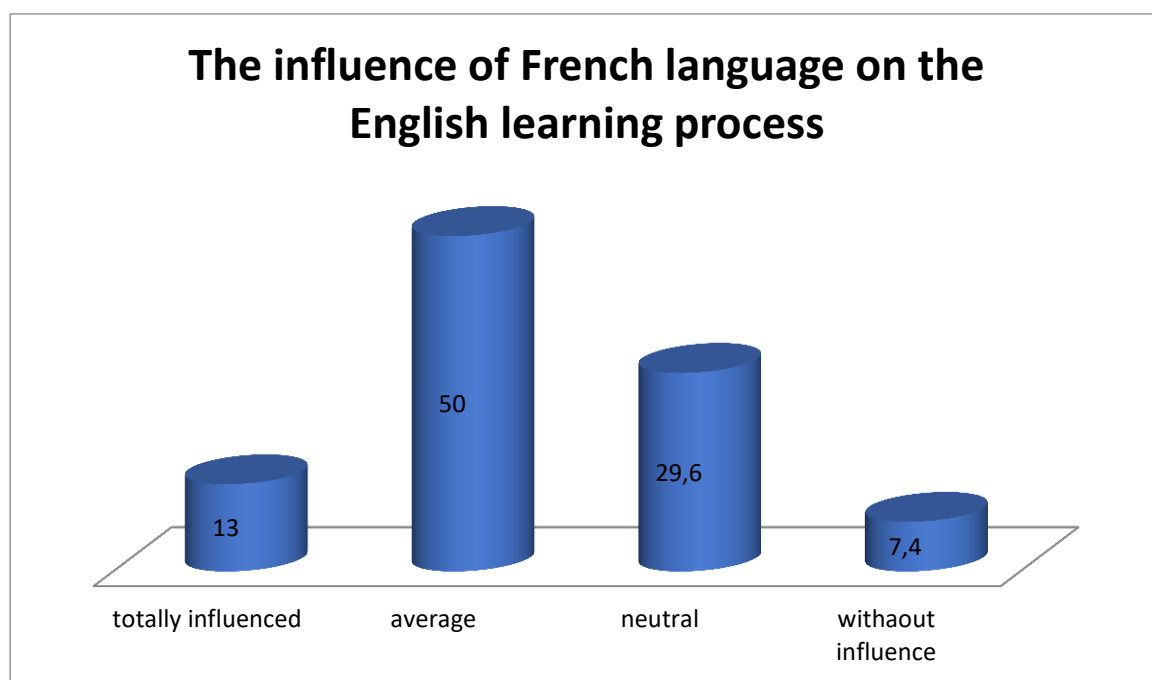


Graph III.5. Learners' attitudes towards English primary school

It can be seen in the graph above that informants confirmed that all learners are motivated towards learning English.

Numerous positive outcomes can result from pupils' high levels of motivation for studying a second language during primary school education. Learners with a strong desire to master a foreign language are more likely to participate actively in class, ask pertinent questions, and seek out supplementary materials to supplement their studies. Language learning, as well as general intelligence and academic performance, can benefit from this. Another benefit of studying a foreign language is that it might help pupils become more open-minded and culturally tolerant.

- **Item Seven:** To what extent have you observed the influence of French language on the English learning process?



Graph III.6. The influence of French language on the English.

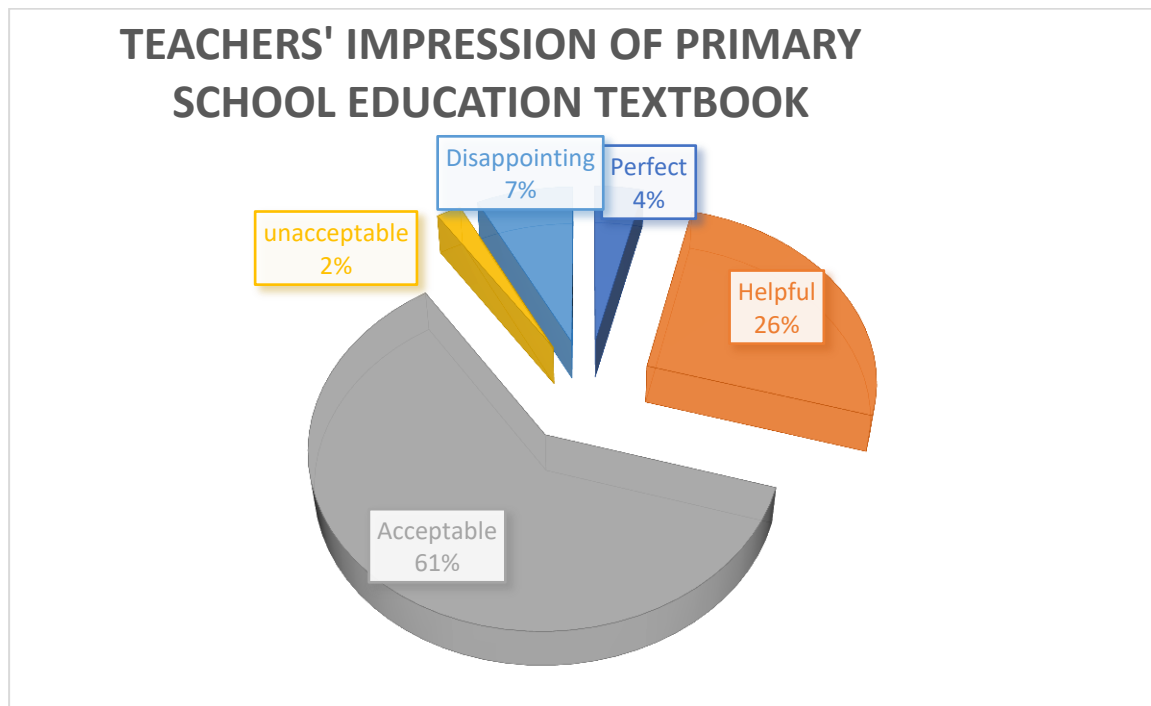
With a reference to the data in the figure above, it can be noticed that half of the target teachers affirm that English is moderately influenced by French. Whereas, 13% stated that English is heavily influenced by French. For the rest, opinions are shared between neutrality and no influence at all with (29%) and (7.4%) successively.

When learning English in primary school in Algeria, the influence of French can be substantial. Since French is commonly taught in Algerian schools, many first-year learners may already be fluent in that language before moving on to English.

Obviously, when learning two foreign languages simultaneously, which shared the same features except for pronunciation, the mutual influence between them is expected. Differently couched, the impact of French on learners' ability to learn English is mixed. French and English share many cognates, or words with similar meanings and spellings, which might facilitate the transition from French to English. The influence of French on English might be significant because of the hourly volume devoted to unequally to both languages.

III.1.3. Section Three: Informants' Attitude towards Textbook Content

- **Item Eight:** What is your first impression as regards primary school education textbook 'My Book of English'?

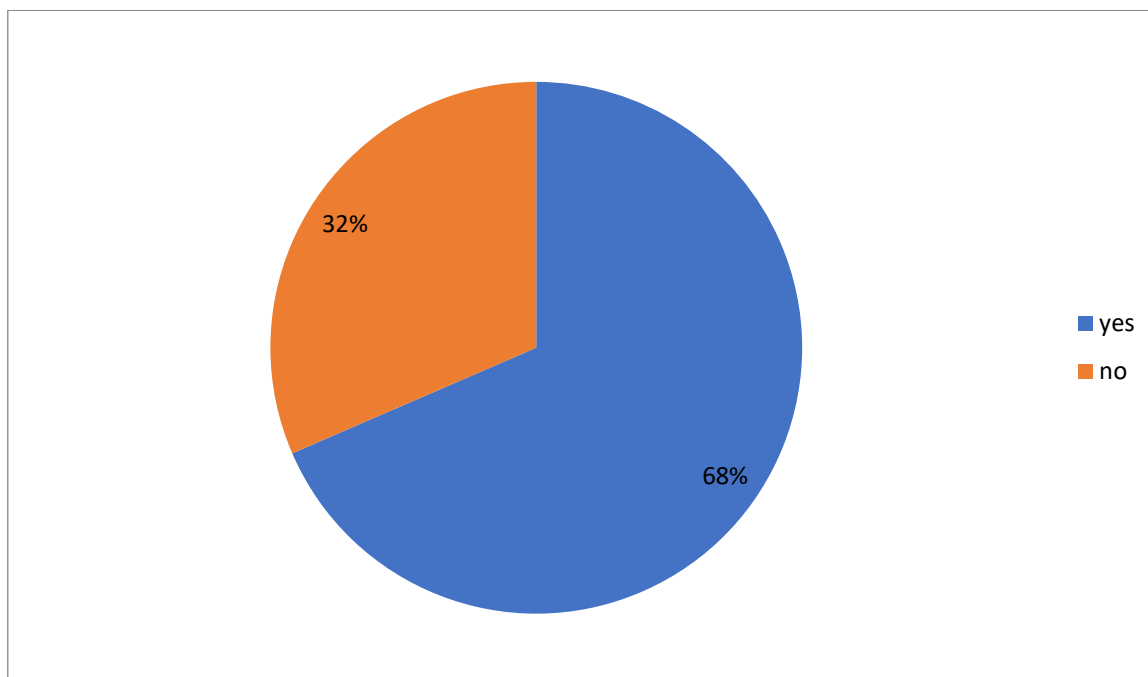


Graph III.7. Teachers' Impression of Primary School Education Textbook

The above graph shows the first impression of teachers towards the English textbook '*My Book of English*'. Teachers, standing for (61,1%) found it acceptable, as well as (25,9%) who said that the textbook is helpful. While, (3,7%) of the informants consider the textbook as being perfect the way it appears. However, teachers who could accept the textbook, representing (1,9 %), and the rest of them found it disappointing (7,4 %).

Generally foreign languages textbooks are designed with special criteria, especially if it targeted the young learners. It should take into consideration the learners' level and needs, as it represents the main tool that both teacher and learner rely on in the teaching process, although, there is no textbook can reach perfection that suit every learner owing to their different backgrounds, interests and preferences, so it hard to meet everyone's needs.

. **Item Nine:** Does the current textbook content suit learner's levels, needs and interests?

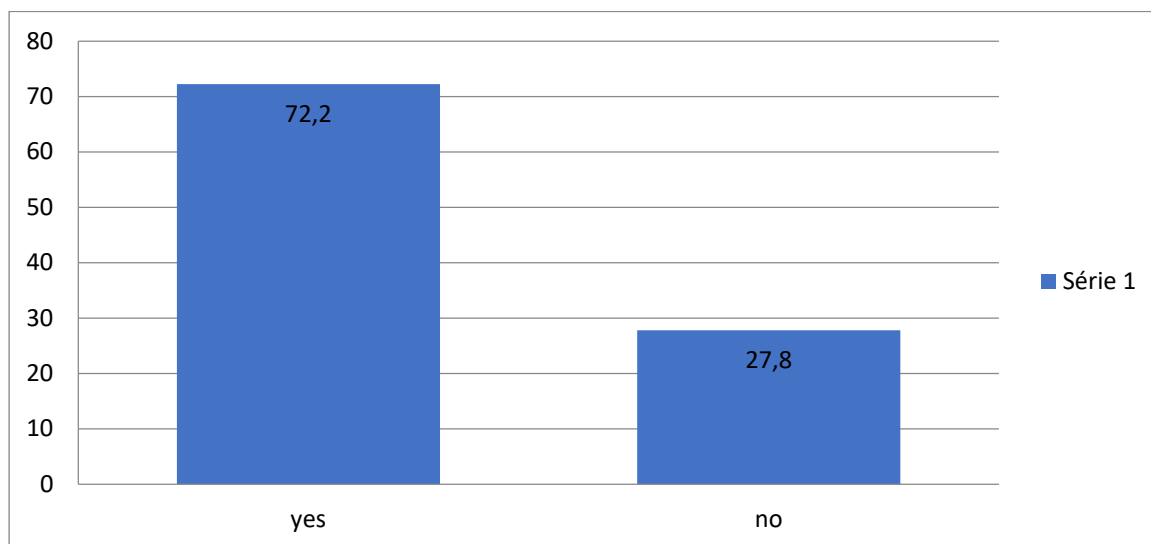


Graph III.8. Textbook content suit learner's levels, needs and interests

As it can be note in the above graph, teachers ' opinions are divided into yes and no options. Furthermore, if the textbook suit the learners' levels, needs and interests or not. 68,5% of respondents said that the textbook is suitable for learner requirements. While 31,5% said that the textbook '*my Book of English*' is not appropriate for learners' levels, needs, and interests.

Generally, in any classroom, there are different kinds of learners (heterogeneity), each one prefers particular method of learning. It is commonly acknowledged that there are four kind of learnings preferences, kinesthetic, visual, auditory and tactile. This is from one hand, at the other hand the levels of pupils are different from one to another, so normally the textbooks may be suitable to certain group of learners and do not do so for the others. As a result, it cannot be said that these textbooks are regarded as bad or good, but teachers should modify the inconvenient, trying to improve it and develop the positivity to suit all the kinds of learners.

. **Item Ten:** Is the textbook content in perfect compliance with the curriculum?

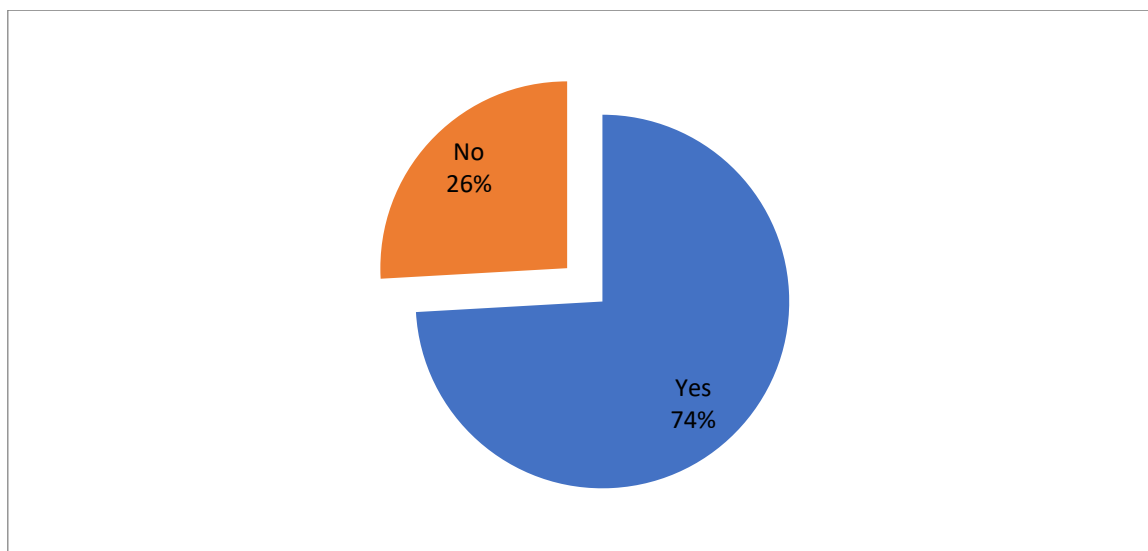


Graph III.9. The textbook compliance with the curriculum

As the figure illustrates, it is commonly agreed by seventy-two (72,2 %) of the informants claim that the textbook content is compliant with the curriculum. While, the rest, standing for (27.7%) did not find that the textbook content is in perfect compliance with the curriculum.

It is widely acknowledged that there are two main sources of knowledge for the teacher, which are the textbook and the curriculum. The textbook designers should follow normally a particular curriculum that suit learners' needs and teachers' teaching styles. In fact, teachers must do their best to meet the demands of both the curriculum and their individual classes. They may better ensure their kids obtain a well-rounded education that sets them up for future success if they adopt this stance.

- **Item Eleven:** a)-Is the textbook content enjoyable/ interesting for pupils?

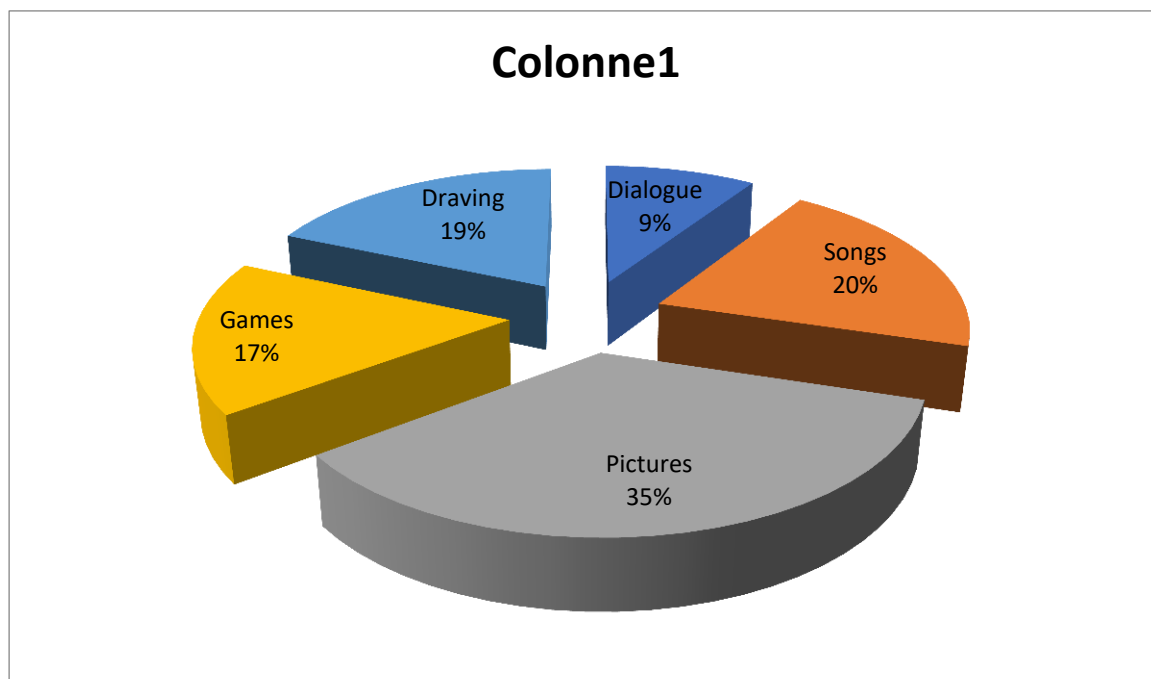


Graph III.10. Learners' attitudes towards English textbook

Referring to the numerical data, it demonstrates that the majority of teachers, representing 74.1%, agreed that the textbook is interesting for their learners. While the rest, standing for (25.9%) said that the content is not fun and enjoyable for their learners.

An engaging textbook has a considerable effect on learners' motivation and performance in primary school. Textbooks that learners find fascinating and engaging are more likely to be used as learning tools. This might pique curiosity and inspire further study of the issue at hand. Having a fun textbook is not only good for learners' motivation, but also for their ability to memorize the material. Learning and retention improves when learners are actively involved in the process of learning and acquiring knowledge. Improved performance in and out of the classroom may result.

b)-If yes, what are the most enjoyable parts for pupils?

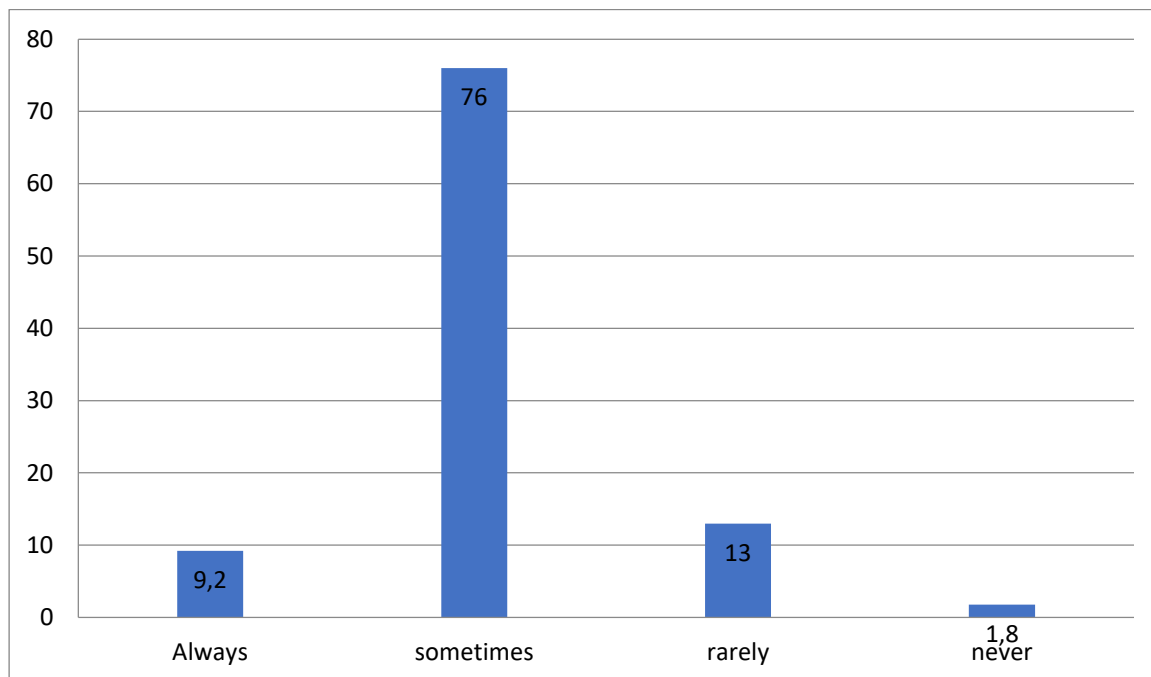


Graph III.11. The most enjoyable parts for learners

The results in the above graph show the most enjoyable part for the pupils provided by the informants. Some informants (25.2%) prefer to watch pictures included in the textbook. Others (20.4%) prefer songs. While 18.5% like to draw, and 16.7% are engaged more with games. The rest 9.3 % are interested with role play and dialogues.

Children in their first years of life interact greatly with pictures and songs. Furthermore, learners get the most out of a textbook when it has features that allow them to actively participate in learning and apply what they're studying to real-world contexts they find interesting. Publishers and textbook designers may do their part to inspire a lifelong love of learning and academic success among primary school learners by including these features in textbooks.

• **Item Twelve:** How often do you use the textbook in the teaching process?

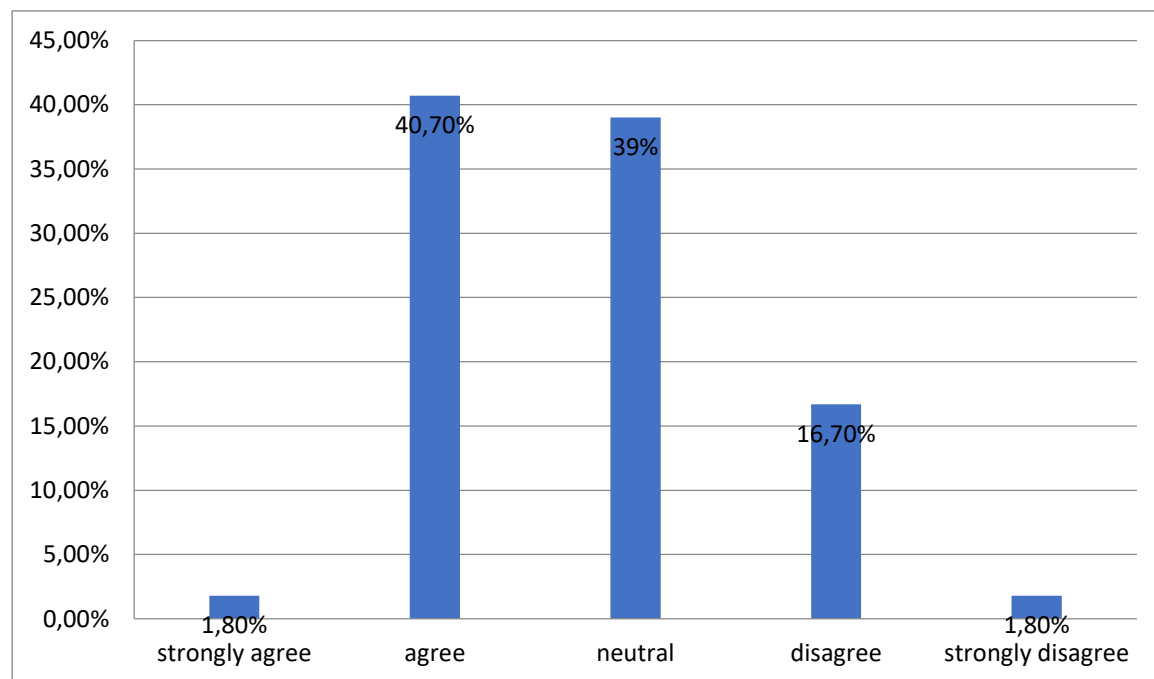


Graph III.12. The textbook in the teaching process

The result obtained from this item revealed that most of the participants (75,9%) sometimes use the textbook. While (13%) use it rarely, about (9,3%) of teacher who always teach their lessons mainly from the textbook, and only one of the participants (1,75%) who never relies on the textbook content.

Many factors, including curriculum, grade level, and instructor preference, affect how often textbooks are used in the classroom. However, textbooks are frequently used in many classrooms and are a vital tool for many educators. However, many educators also use supplementary materials besides textbooks, such as movies, internet resources, and hands-on activities, to enhance their learners' learning. In addition to keeping pupils interested, this can also enrich their education. In the end, whether or not a teacher uses textbooks in the classroom is a function of the teacher's pedagogical philosophy and pedagogical approach, as well as the needs and interests of the learners being taught. Teachers may also modify textbook implementation based on student input and classroom observations.

• **Item Thirteen:** To what extent do you agree with the selection of characters within the textbook?

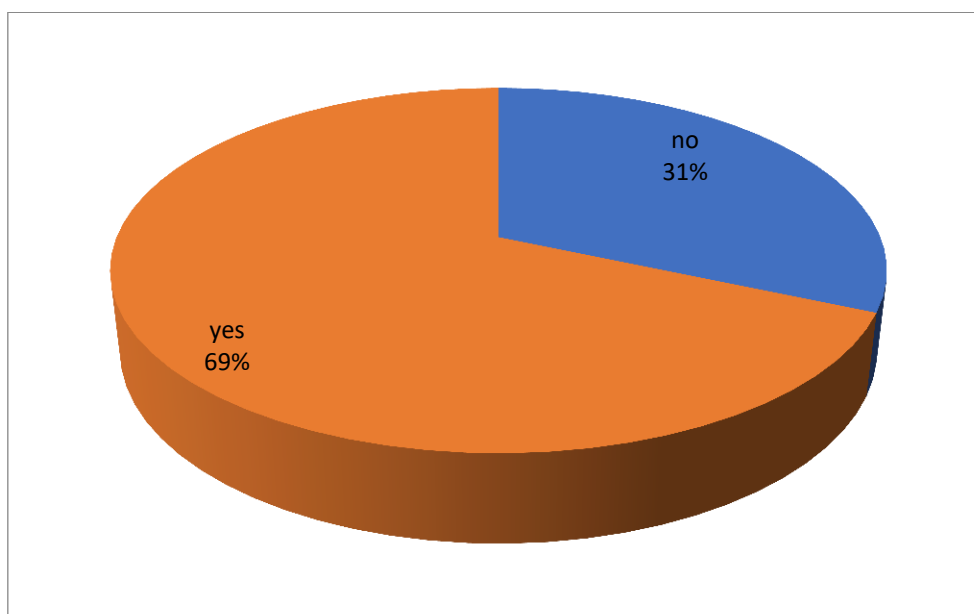


Graph III.13. The selection of characters within the textbook

It can be observed in the figure above that forty per-cent (40,7 %) of informants agree the characters' selection on one hand. (38,9%) of them preferred to be neutral as regards the choice of characters. While (16,7%) do not agree with the choices of characters. On the other one, (1.9%) of the informants who strongly disagree with the characters.

Learners' worldviews and values may be profoundly influenced by the characters they read about in primary school textbooks. Textbook publishers can aid in creating a more varied, egalitarian, and positive learning environment by selecting characters who are approachable, representative of a wide range of backgrounds, and exemplify positive character traits.

Item Fourteen: Does the textbook content represent/reflect the Algerian culture ?

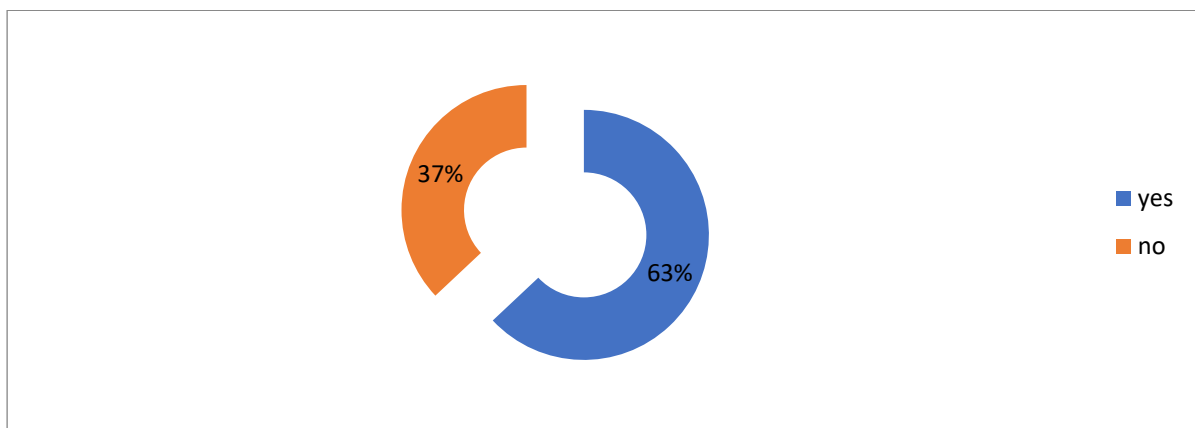


Graph III.14. The Algerian culture representiveness as regards the textbook content

According to the answers of the participants that's Algerian know the Algerian culture. Our question was if the textbook reflects the Algerian culture.68,5 % said yes, the textbook represents the Algerian culture. The others 31,5 % said that the textbook does not reflect the Algerian culture.

An English textbook for third graders in Algeria may not have many references to Algerian culture, but it can nonetheless assist learners to develop an awareness for other cultures. Textbooks can help learners get exposure to new ideas and perspectives by introducing them to the English language, literature, and culture.

Item Fifteen: Are the instructions of activities clearly formulated/ understandable for pupils?

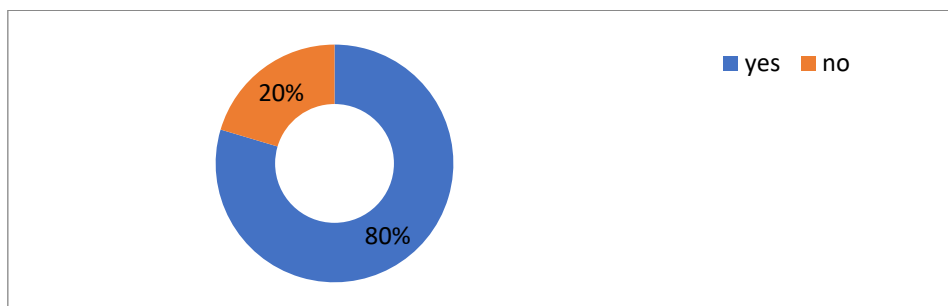


Graph III.15. Pupils understanding towards instructions

The percentages here reflect the outcomes of question item 15 via which participants were given the option to respond either by "yes" or "no." About two-thirds (63%) of the respondents who said "yes" were outnumbered by those who responded "no" (37%).

The success of both teachers and learners depends on primary school textbooks that provide clear, easy-to-follow instructions. Textbooks play a vital role in the educational process by offering essential information, direction, and practice for both learners and educators. In order to make sure that learners know what they should be doing and how to do it, it is crucial to provide them with clear and explicit instructions. Instructions given to primary school pupils should be written in clear, straightforward language and presented in an approachable format because their reading and comprehension skills are still developing. Confusion, irritation, and a loss of interest in the topic might result from instructions that are excessively complex or difficult to understand.

Item Sixteen: a)-For the sake of textbook content adaptation in favour of learners' needs/ interest, have you tried to adjust its content?

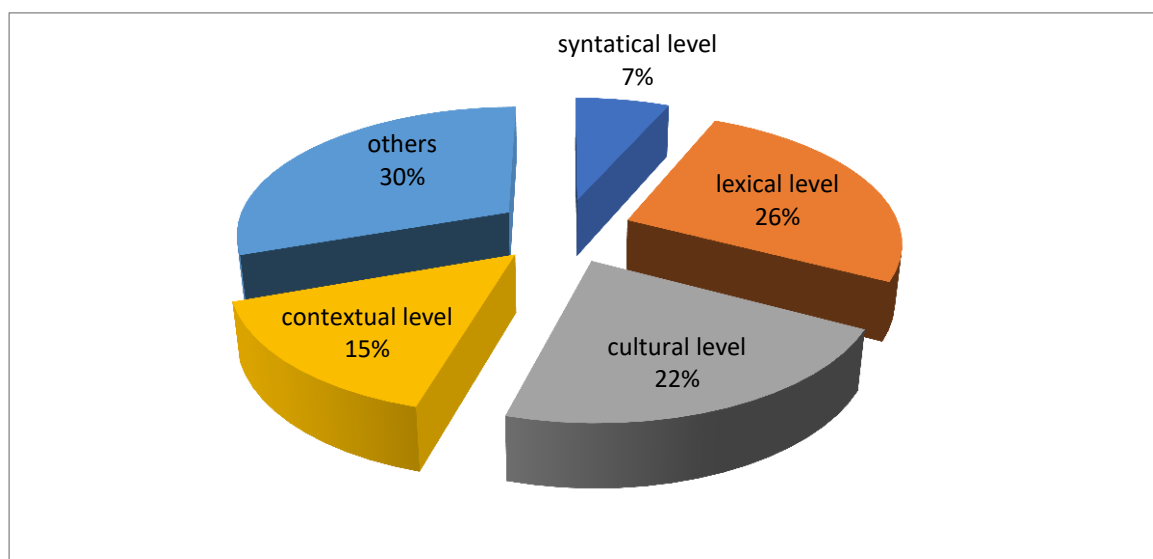


Graph III.16. Textbook Adaptation

It appears that informants generally (79.6%) adjust the textbook to suit their learners' needs. However, teachers, standing for (20.4%) followed the textbook content the way it originally is written.

Teachers are given latitude and discretion in determining how best to modify curriculum materials to match the diverse needs and interests of their pupils. However, there are bounds to this adaptability, and teachers must stick to specific standards and principles when doing so. The textbook's intended curriculum or syllabus is an important factor. Any changes made by teachers should be in line with the goals and outcomes set forth in the course outline or curriculum. This means that they shouldn't make any adjustments that would make it harder for pupils to grasp the most important concepts and abilities.

b)- If yes, at what level have you modified it?



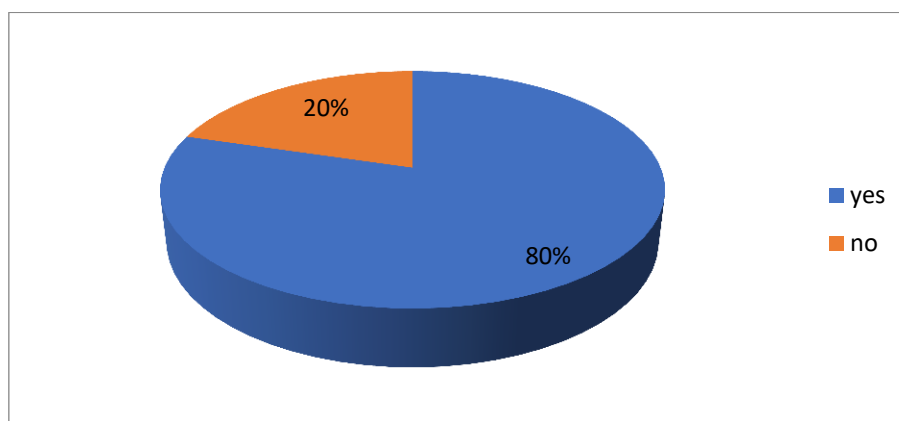
Graph III.17. Level of Adaptation

According to teachers' answers, especially those who adjust the textbook content, they claim that they try to modify it at grammatical level, representing (6.6%). Some teachers adjusted it according to the lexical one, standing for (26%). Other teachers tried to culturalize it, representing (22%) in order to add an extra value to the textbook. As regards the adaption at the level of context, (15%) of the informants recognized that they did so from the viewpoint content to cater for learners' level, needs and interest. However, the rest of the informants, representing (30%) affirmed that they adjusted the book from other aspects. Besides that, (21.7%) adjust at the cultural level.

Adapting textbooks is a crucial part of the educational process since it enables educators to create individualized curricula for their learners. Textbooks are a valuable tool for educators since they provide a logical and thorough introduction to a topic; nevertheless, not all learners or classrooms benefit equally from using textbooks.

Textbooks can be adapted in a variety of ways, from little tweaks to the language or layout to major alterations to the material or organization. Modifications could take the form of, for instance, the addition or deletion of sections, the inclusion of new explanations or examples, the use of multimedia, or the addition of any number of other elements.

Item Seventeen: a)- Does the textbook contain the four skills ?

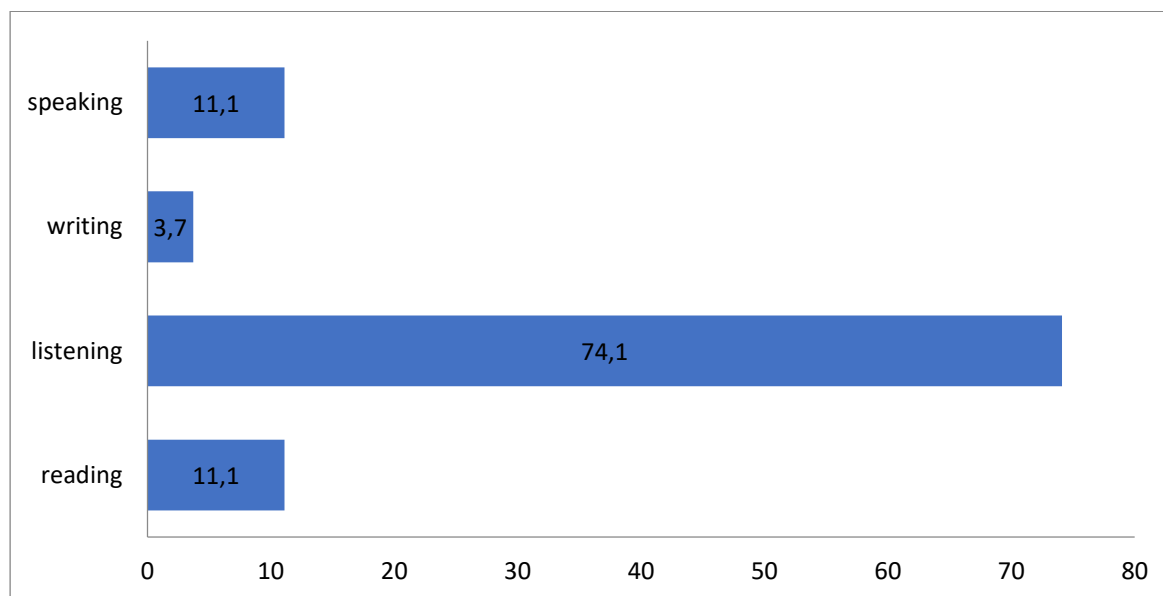


Graph III.18. The integration of the four skills within textbook content

The aim behind the question item (17) is find out if the current textbook contains the productive (speaking & writing) and receptive (listening & reading) skills. Referring to the graphical data, the majority of the teachers, representing (79,6%) said the textbook include all four skills. While the rest, standing for (20,4%) said that the textbook does not embody the four skills.

For kids to become proficient communicators, it is crucial that reading, writing, speaking, and listening all be incorporated into primary school textbooks. Each of these skills is crucial in its own right, yet they all work together and strengthen one another. Teachers can better assist their learners in achieving their language learning goals by including them simultaneously into the textbook.

b)- If yes , what is the overwhelming skill in the textbook ?

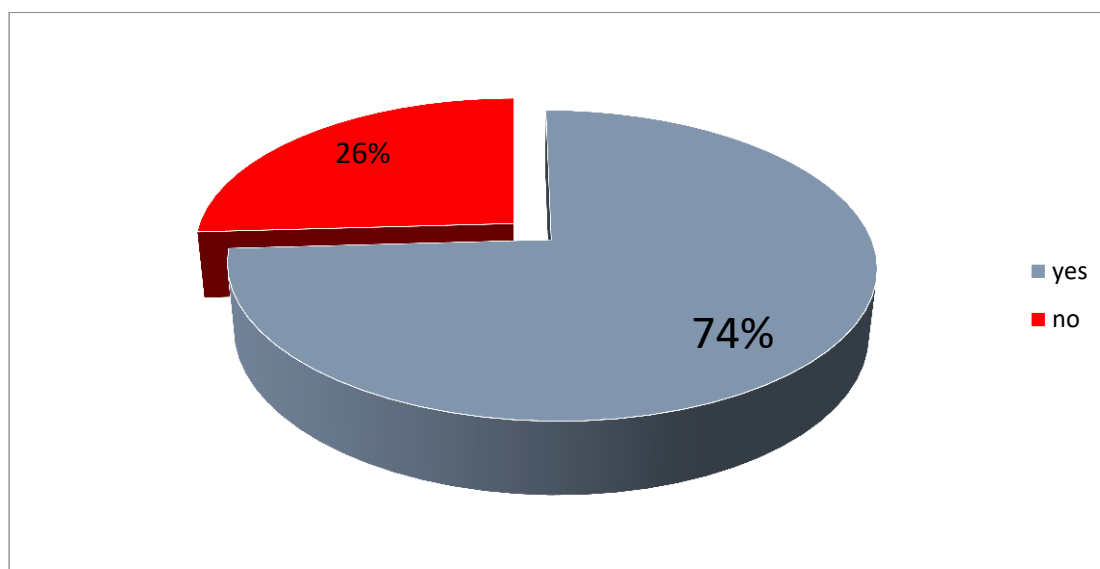


Graph III.19. The overwhelming skill in the textbook

The gleaned data from the question item (17) demonstrated that listening skill is hegemonic with the percentage of (74.1%). Reading and speaking skills shared the same percentage, viz., (11.1%). However, writing skill is least prioritized one with the percentage of (3.7%).

In fact, listening skill is important for primary school textbooks to include listening activities and exercises that help the beginners to develop their skill. Reading, writing, speaking, and listening are all vital, but the latter is often glossed over in the primary curricula. Listening is often overlooked despite its importance in both successful communication and language acquisition. It can be challenging to measure and teach listening, which may lead to its neglect in primary school textbooks. Listening, in contrast to reading and writing, is more subjective and can be affected by a variety of elements, such as background noise, accent, and the speed of speech, making it more difficult to assess through quizzes or assignments.

. **Item Eighteen:** Does the textbook content include some moral and cultural values?



Graph III.20. Values included in the textbook

The collected data with regard to values revealed that the majority, i.e., (74%) of the informants confirmed that textbook encompasses moral and cultural values. Whereas, the rest (25,9 %) stipulated that book content consists of none of these values.

In primary school textbooks, diversity and cultural sensitivity are vital, yet full objectivity and impartiality may be impossible. Humans write textbooks, which reflect their biases and cultural beliefs. Selecting and organizing content for a textbook requires subjective judgments about what is significant, relevant, and accurate. Historical and cultural context, audience, and textbook goals may impact these conclusions. While textbooks cannot be culturally and morally neutral, they should be inclusive, accurate, and sensitive. This entails being aware of content bias, finding varied perspectives and opinions, and helping instructors handle delicate or controversial themes in the classroom. These methods can assist publishers and educators guarantee that primary school textbooks represent a more complete and accurate understanding of the world and its cultures and enhance learners' critical thinking, empathy, and global perspective.

b)- If yes, mention some examples?

The most common examples that the informants mention is *Respect the others, family relationships, proud of being Algerian and cultural reflection (clothes in my fancy birthday)*.

Language is supposed to convey cultural and moral thinks, which are considered as sacred norms of the society. The examples provided by the informants show that whatsoever the textbook is it can never be a void of such underpinning values

III.1.4. Section Four: Informants' Feedback and Suggestions

In this section, teachers share some difficulties that they faced during teaching process with ing suggestions for the future updating of textbooks.

- **Item Nineteen:** Have you found some obstacles /difficulties while teaching?

Clarify with examples?

The majority has found some problems within textbook. A very little number of teachers that did not find any obstacles while the rest did not answer the question. Here are some of the difficulties that teachers faced:

- *Yes. Lack of materials (speakers, Data show...*
- *Dealing with the listening skill is not easy. Since the pupils don't know how to listen to a foreign language. They don't have a background about this. They feel lost unfocused.*
- *Yes, we have found some difficulties, while teaching, especially with the listening, so that the sound and the recordings were not so clear, especially for the young learners, and it's better to have them with the kid's voice*
- *The most obstacles that I have found is the timing of the session 45 mn is not enough to deal with the lessons and the lacking of materials in schools like data show which helps us to save time and effort*
- *Yes. For example: how to make a relationship between grapheme and phoneme (teaching different sounds and for learners it is something not easy at all)*
- *The big size class, time management. Pupils' confusion between French and English*
- *Yes, for example there are games and activities which are not clear*

Among the difficulties faced by English primary school teachers and learners can be summed up as follows:

1. Unavailability of teaching means (ICTs)

2. Insufficiency of the allocated time duration (45 minutes twice a week is not enough to cover all skills and syllabus content)
3. Over crowdedness of classes, which hinders the classroom management
4. Unbalanced the time duration allotted to both foreign languages, viz., French and English, which may be regarded as an influential factor behind the interference of the two foreign languages.

• **Item Twenty:** For better lesson plan management and textbook content adaptation, what do you suggest?

The informants had proposed some suggestions for textbook future updating:

- *I suggest reforming the current textbook due to its lack of several contents, which are very crucial, such as the selection of characters should be from real life situations.*
- *I suggest simple tasks, like; fill in the blanks with simple letters and activities in relation to the official program*
- *Developing an activity book in line with the textbook*
- *I suggest a new techniques and methods*
- *The textbook is no too important here, we can adapt and adopt some activities that are not relevant, and changing them with other activities, we're not slaves of the book.*

III.2. Interview

As we mentioned previously, the interview was given to two EFL inspectors for the sake to collect more data about the textbook «my book of English" their responses are as follows:

QUESTIONS ITEMS	Inspector 1	Inspector 2
2.1. Teaching experience	<i>29 years</i>	<i>12 Ears</i>
2.2. experience as an		

inspector	<i>07 years</i>	<i>17 years</i>
2.3. What do you think of integrating English language in primary school education?	<i>I agree with this decision, it is a good choice because English is first language in the world, our children should learn this language</i>	<i>it is a pertinent, one of the best experiences, very nice experience, I do agree with this decision, I think children are ready to learn these languages</i>
2.4. Have you ever tried to evaluate/ scrutinize the English textbook of 3rd year primary school?	<i>yes, of course</i>	<i>Yes</i>
2.4.1 If yes, what is your opinion about its content?	<i>The content is rich, it has a good content, there is a sequence between units, in general it is a good book.</i>	<i>The content is not suitable to the learners' level, there is some deficiencies, the content is not motivating and the objective is not well graded.</i>
2.5 Does it comply with the predetermined objectives?	<i>Yes, the main objective is to make the pupils speak the language and use it in communication and daily life.</i>	<i>No, it does not, it doesn't comply with the CBA approach and the curriculum, and it doesn't represent the target competencies.</i>
2.6 What do the suggested activities focus	<i>It focuses on how pupils engage with listening and</i>	<i>It focuses on the productive skills mostly writing but it's</i>

much more on?	<i>speaking, communication and role play.</i>	<i>not the case it should focus on the oral skills</i>
2.7 If solicited, what would you suggest to refine and update textbook content?	<i>I don't have any suggestions because the textbook is well prepared and it suits the learners' needs. But I think we can update the textbook each year or regularly according to changes that may face each year.</i>	<i>They should be more communicative input, use of ICTs; they should adapt the content to the level, profile, culture, learning styles of the learner. they have to SARS the textbook</i>

Table III.2. Interviewees' Answers

The inspector means by the word "SARS"

S: select

A: adapt/ adjust

R: reject/ re-order

S: supplement materials

III.2.1. Interview Analysis

Item 01: The Interviewees' Professional Experience (as a teacher and inspector)

The interview was conducted with two middle school inspectors. Both of them have a long experience as teachers and inspectors, 36 and 29 successively.

The educational system relies on teacher and inspector expertise. It improves academic performance, guarantees compliance with school policies, and promotes classroom fairness and inclusion. Supporting and respecting teachers and inspectors' professional development ensures that our educational system is top-notch and gives all children a chance to thrive.

Item 02: The Interviewees' Attitudes towards the Integration of English in Primary School Education

With respect to the integration of English at primary school education, both interviewees agree that it is a good idea.

Similar to teachers' attitudes (cf. question item), both interviewees appreciate the integration of English at an early age. This may be due to the fact that the English language has become the global lingua franca, making proficiency in it an absolute necessity for effective communication in any area. Putting it another way, teaching young people this language ensures that they will be able to participate actively and productively in the global labor markets of the twenty-first century.

Item 03: The Interviewees' Opinions regarding The Textbook Content and its Scrutiny

Both interviewees affirmed that they had already scrutinized the textbook content. Yet, it is noticed that one of them gave credit to its content, whereas, the other had a negative opinion of the content.

The experts' eye is crucial for textbook refinement. Examining textbooks for accuracy, currency, and suitability for their intended pupils is a crucial part of an inspector's job. Teachers rely heavily on textbooks since they serve as a guide for their classes and contribute to the breadth of their learners' education. However, the information presented in textbooks can have a major effect on learners' ability to absorb and retain new information, as well as their outlook on the world and their place in it.

Item 04: What do the suggested activities focus much more on?

Referring to the interviewees' answers, the first claimed that the listening skill is the dominant one. While the second one stipulated that the textbook content relies mostly on the productive skill; namely, writing.

Right from the outset, it is noticed that opinions are shared between textbook content appropriateness and inappropriateness. At any point in their existence, from conception through classroom use, textbooks can be assessed for effectiveness. Textbooks content should be reviewed frequently to ensure they are up-to-date, applicable, and suitable for the intended audience of learners.

To make sure a textbook is up to par with educational rules and regulations, it should be evaluated thoroughly during the planning and development stages. It is important to evaluate not only the instructional design and learning outcomes, but also the accuracy, relevance, and appropriateness of the information.

Thus, it is also significant to regularly assess whether or not a textbook is still relevant and useful for the learners it is intended for. Teachers' and learners' perspectives, as well as an analysis of the learning outcomes attained, should all be part of this evaluation.

Item 05: The Interviewees' Suggestions and Recommendations

With to the interviewees' suggestions and recommendations, it is noted that the first one suggested a continuous and regular evaluation of textbook content according to novelties of the era of technological developments. However, the second one viewed that the integration of ICTs as a keystone for the updating of the suggested material.

The pertinent suggestion is a regular and continuous evaluation the textbook content. In so doing, learners, teachers, and the educational system as a whole all benefit from periodic reviews and updates of textbooks. For starters, it guarantees that they are always reading something that's up-to-date and correct.

III.3. Textbook Evaluation Checklist

Textbooks hold a paramount status as an indispensable ingredient of language teaching profession. Thus, an English language teaching textbook is more than just a bunch of pages stapled together at one end; it is the pivotal hub around which the entire educational process revolves. Despite the incalculable advantages of well-written textbooks, even those required by educational institutions must be analyzed and assessed to see whether or not they achieve the goals for which they were designed. When it comes to textbook evaluation, there are miscellaneous suggested approaches and methods, viz., impressionistic, checklist and in-depth methods. For the purpose of the current study, the researchers resorted to the checklist designed by Miekley (2005). With regard to checklists, focus will be put on the criteria, serving the issue under investigation.

Textbook Dimensions	Criteria	Options			
		Poor	Adequate	Good	Excellent
I. Content	Is the subject matter presented either topically or functionally in a logical, organized manner?		X Exps 1&2		
	Does the content serve as a window into learning about the target language culture (American, British, etc.)?	X Exp 1&2			
	Are the reading selections authentic pieces of language?	X Exp1	X Exp 2		
II. Vocabulary and Grammar	Are the grammar rules presented in a logical manner and in increasing order of difficulty?	X Exp 2	X Exp1		
	Are the new vocabulary words presented in a variety of ways (e.g glosses, multi-glosses, appositives)?	X Exp1		X Exp 2	
	Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?		X Exp1	X Exp 2	
	Are learners taught top-down techniques for learning new vocabulary words?	X Exp1	X Exp 2		
III. Exercises	Are there interactive and task-based activities that require learners to use new vocabulary to	X Exp1		X Exp 2	

	communicate?				
	Do instructions in the textbook tell learners to read for comprehension?		X Exp1 &2		
	Do the activities facilitate learners' use of grammar rules by creating situations in which these rules are needed?		X Exp1 &2		
	Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?		X Exp1 &2		
IV. Attractiveness of the Textbook and Physical Make-up	Is the cover of the book appealing?	X Exp1	X Exp 2		
	Is the visual imagery of high aesthetic quality?	X Exp1		X Exp 2	
	Is the text interesting enough that learners will enjoy reading it?	X Exp1	X Exp 2		
V. Context	Is the textbook appropriate for the curriculum?	X Exp1	X Exp 2		
	Does the text coincide with the course goals?	X Exp1	X Exp 2		
	Is the textbook appropriate for the learners who will be using it?		X Exp1 &2		

Is the text free of material that might be offensive?			X Exp1	X Exp 2
Are the examples and explanations understandable?	X Exp1	X Exp 2		
Will learners enjoy reading the text selections?	X Exp1	X Exp 2		
Will the content meet learners' felt needs for learning English or can it be adapted for this purpose?		X Exp1 & 2		
Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them?	X Exp1		X Exp 2	

Table III.3. Textbook Checklist Evaluation

Abbreviations used in the checklist: Exp means experts (inspectors)

III.3.1. Checklist Data Interpretation

Right from the outset, it should be reminded that whatsoever decorated, documented, illustrated and attractive textbooks are, they can never respond to all learners and teachers' needs and expectations. *'My Book of English'* designed for 3rd year primary school education learners has some positive and negative points. Among the strong points, the quality of pictures and color is attractive and appealing to young learners.

III.3.1.1. Dimension I. Textbook Content Analysis

As regards the order of the textbook content, the two experts confirmed that the suggested content is adequately organized. For the second item, viz., *'Does the content serve as a window into learning about the target language culture (American, British, etc.)?'* The experts agreed that the cultural dimension of the target language is poorly represented. Concerning the last item as regards reading the selections authentic pieces of language, the opinions are shared. The first expert claimed that this criterion is poorly included in the textbook content, while; the second one considered it as an adequately integrated.

The evaluation of textbook content takes into account a wide range of factors, such as the precision and credibility of the information provided, the efficiency with which it is presented, the suitability of the language and reading level, and the content's connection to the curriculum and learning goals. Considerations like cultural awareness, bias, and acceptance are also factored in. With regard *'My Book of English'*, many deficiencies have been noticed by the two experts. In fact, many items were judged to be poor or simply adequate, whereas a few of them viewed to be good.

III.3.1.1.1. Data Interpretation

Textbooks, no matter how they are structured, make an effort to present their material in an orderly fashion. This implies that the information should be presented in a style that is logical and straightforward for the intended learners. The textbook should be organized such that the learners can go logically from the most fundamental ideas to more complex ones, with each step well explained and illustrated by examples.

In conclusion, whether or not the subject matter is appropriately provided in a textbook is contingent on a number of elements, such as the intended readership, the level of complexity, and the quality of the content structure and presentation.

III.3.1.1.2. Target Language Culture

Poor cultural insight into the target language culture may result from an English textbook either not providing enough information about the culture or failing to deliver the information in a way that attracts the learner. An English textbook primary purpose is to introduce learners to the culture of the English-speaking countries where the language is spoken. Readings, notes, and games that challenge learners to learn about and reflect on the target culture can all help with this goal. The textbook presentation of the material should also be interesting and useful to the target audience. Incorporating multimedia materials like films and audio recordings and giving learners the chance to engage with native speakers of the target language are all ways to achieve this goal. In general, a good English textbook should do more than just teach the language; it should also shed light on the culture of the people who speak that language. Learners can benefit from this by learning more about the language and its speakers, which can lead to greater fluency.

III.3.1.1.3. The Reading Selections Authenticity

It can be difficult to objectively evaluate the veracity of reading selections included in an English textbook because of considerations such as the textbook intended audience, its

stated aim, and the learners' current linguistic competence. There are, nevertheless, some broad standards by which the legitimacy of reading selections in an English textbook might be evaluated. Diverse text types, such as news items, essays, short tales, and poems, should be represented in the reading selections. The reading selections should be suitable for the language level of the intended audience, with a range of materials from easy to intermediate to advance for those with varying degrees of fluency. The reading materials must incorporate real vocabulary, grammar, and syntax to accurately portray how native speakers of the target language actually use the language in everyday situations. The readings should reflect the cultural diversity and richness of the community that speaks the target language and provide learners with insights into that culture. The reading selections in an English textbook may be seen to lack authenticity if they do not match these requirements. However, the reading selections may be judged to have sufficient authenticity if they meet most of these requirements.

III.3.1.2. Dimension II. Textbook Vocabulary and Grammar Analysis

With respect to the second dimension, similarly the experts' evaluations of item 1 and 4 are divided between poor and adequate. For item two, the first expert saw it as poorly represented, whereas the second one regarded it as good. As for third item, one of the experts affirmed that it is adequate, while the other judged it as good.

III.3.1.2.1. Grammatical Rules Presentation

A learner's ability to learn and apply English grammatical rules from a textbook may be hindered if the rules are not provided in a clear, sequential order that builds in complexity. If teachers want to communicate grammar rules in a clear and effective way, they can follow these guidelines. The grammatical rules should be provided in a logical succession, beginning with the most fundamental notions and progressing to the more advanced ones. This helps them get a firm grasp of the rules and context within which they apply. To illustrate the principles, give examples that are easy to understand and stick to the point when explaining the grammar rules. As a result, learners are better able to grasp the rules and put them into practice. Besides, the textbook should provide real-world examples of language use to demonstrate the laws of grammar in action. This shows learners how the rules apply in real-world situations and how they may be used to communicate more effectively.

Planning ahead and taking into account the demands of the intended audience are essential for presenting grammatical rules in a logical and effective manner. By adhering to

these guidelines, textbooks can aid learners in building a solid grammar foundation and gaining fluency in the language.

III.3.1.2.2. The New Vocabulary Words Presentation

A learner's ability to learn and remember new English vocabulary may be hindered by the textbook inadequate presentation of the language new words. Here are some common principles that can be used to introduce new vocabulary words more effectively:

First, the textbook needs to define each new term with specificity and in language that is understandable to the intended audience. Learners benefit from this since it clarifies the words meaning and context for them.

Second, the textbook should include images, graphs, and charts to assist learners visualize concepts. Those who learn best through pictures and charts may find this especially useful. To help learners better understand the meaning of new words, textbooks should include examples of their use in phrases and paragraphs. By seeing the term in context, learners can better grasp its usefulness in ordinary speech.

Each new vocabulary word should be accompanied by phrases and paragraphs from the textbook demonstrating how it is used in context. learners benefit from this because they gain a deeper appreciation for the word's meaning and its varied applications.

All in all, it takes careful planning and consideration of the needs of the target audience to properly introduce new vocabulary words. By adhering to these guidelines, textbooks can aid in the growth of learners ' vocabulary and language skills.

III.3.1.2.3. New Vocabulary Words Repetition

Repetition helps reinforce new language in later classes. Learners may struggle to retain and use new vocabulary words in English textbooks with poor repetition. Some basic rules can help learners learn new words:

The textbook should repeat new vocabulary words in a spaced way. To help learners recall new words, they should be reintroduced throughout the textbook. repetition: It should also employ practice varied tasks, quizzes, and games to reinforce new vocabulary words in subsequent sessions. This engages learners in new ways and makes the subject more memorable. Moreover, it should use contextual repetition to reinforce new vocabulary words in different contexts and situations. This helps learners understand the practical application of the words and how they can be used in different types of communication. Finally, effective

repetition of new vocabulary words is essential for helping learners remember and apply them effectively.

III.3.1.2.4. Top-down Techniques for Learning New Vocabulary Words

Top-down vocabulary acquisition uses context and prior knowledge to infer word meanings. Learners may struggle to understand and remember new vocabulary words in an English textbook with inadequate top-down methods. To help learners acquire new vocabulary in a top-down way, the textbook should use surrounding words, phrases, and sentences to assist learners understand new vocabulary words. It should provide group discussions, role-plays, and games to help learners understand new vocabulary concepts. This improves word retention and makes learning fun. In fact, top-down vocabulary acquisition methods help kids grasp and remember new terms.

III.3.1.3. Dimension III. Textbook Exercises and Activities Analysis

Concerning third dimension, the two experts assessed item 1 differently; poor and good. For the three other items of the same dimension, the experts judged as being adequate.

III.3.1.3.1. Interactive and task-based activities

Interactive and task-based activities that require learners to use new vocabulary to communicate are effective ways to help learners develop their language skills and apply new vocabulary words in context. The selected activities should use authentic materials such as videos to help beginners understand how new vocabulary words are used in context. However, if the activities are not relevant to real-world situations, not using authentic materials, not using varied activities, not using group work, or not providing feedback, they may be judged as inadequate.

III.3.1.3.2. Instructions for Comprehension

Understanding instructions depends on numerous elements. Clear, succinct, and understandable directions work. They should be grouped rationally and presented appropriately for the audience.

Instructions should also be detailed. Too much or too little detail might confuse or overwhelm the reader. Providing enough information to achieve the task without overwhelming the reader is crucial. Effective instructions require proper language and vocabulary. Unfamiliar vocabulary in instructions might be confusing.

In conclusion, instructions that are clear, succinct, organized, use suitable language and terminology, and are easy to follow can be understood.

III.3.1.3.3. Facilitating Activities for grammar rules Use

Grammar can be practiced through activities. Engaging grammatical rule exercises should give learners context-based practice. Besides, grammar tasks should be diverse, including fill-in-the-blank, matching, and sentence completion exercises. The suggested exercises should be graded from simple and work up to harder ones. For the sake of motivation, the proposed activities should match learners' proficiency and interests. This can excite learners and help them apply grammar principles in real life.

Finally, grammatical rule exercises should be entertaining, varied, and appropriate for learners' proficiency and interests. The textbook should provide context-based grammar exercises, gradually increasing.

III.3.1.3.4. Text makes comprehension easier by addressing one new concept at a time

Reading one new concept at a time can help young learners absorb complex information. This is called "chunking" or "breaking down" information. Presenting information in small, manageable portions helps learners understand each subject before moving on. This reduces cognitive overload and makes the knowledge more accessible to a wider audience, including non-specialists. The use of examples and analogies to illustrate each new subject can ease the matter for learners. This can help them relate new material to their prior knowledge and make it more memorable.

III.3.1.4. Dimension IV: Attractiveness of the Textbook and Physical Make-up

As regards the fourth dimension, expert one evaluated the first and the third items as being poor, whereas, the second one estimated the two items one and three as being good. Yet, both opinions are dissimilar for item two; the first considered it as being poor, while the other one assessed it as being good.

III.3.1.4.1. Textbook Appealing Cover

According to the experts, the cover of the book is poorly appealing for the first, and adequately appealing for the second one, which can cause learners' de/motivation. In fact, a visually appealing textbook cover can motivate the learners and generate their interest. The visual imagery of high aesthetic quality is represented in a good way. This can enhance learners' understanding, retention and engagement. The text included in the textbook is not attractive enough to be enjoying for learners. This may disengage learners and reduce their learning outcomes.

III.3.1.4.2. Visual Imagery of High Aesthetic Quality

Visual imagery has varying aesthetic qualities. Some images are more beautiful than others. Visual aesthetics rely on the learners' tastes and culture. Well-composed, visually appealing, and thought-provoking imagery is often regarded attractive. This includes painting, sculpture, photography, cinema, and video.

It should be reminded that young learners have shorter attention spans and are more likely to engage with visually exciting and easy-to-understand content when designing textbook visuals.

III.3.1.5. Dimension V. Context

For the last dimension, composed of eight items, the evaluation of the following items 1, 2, 5 & 6 were judged similarly as being poor and adequate. On the one hand, both experts viewed the items 3 & 7 identically, i.e., as being adequate. On the other one, they differently measured item 4 as being good and excellent respectively. For the last item (8), assessments were different; poor and good.

III.3.1.5.1. Textbook and Curriculum Compliance

Poor textbooks and curriculum conformity can hurt the learners' achievement. Learners may miss important information or be taught irrelevant concepts if textbooks and courses are not linked with learning objectives or standards. This might cause confusion, dissatisfaction, and a lack of learning motivation.

Reviewing textbooks and curriculum to ensure they meet learning objectives and standards can improve compliance. This may require rewriting or upgrading the materials to reflect current field knowledge and best practices.

Teachers' professional development can assist them execute the curriculum and use textbooks to support learners' learning. This may involve training on how to use materials, differentiate instruction for distinct learners, and assess them progress and alter instruction.

Addressing poor textbook and curriculum compliance involves a commitment to continuous development and a readiness to make changes to guarantee learners receive a high-quality education that prepares them for success.

III.3.1.5.2. The textbook coinciding with course goals

When a textbook poorly coincides with course goals, it can be challenging for instructors to effectively teach the course and for learners to achieve the desired learning

outcomes. In such cases, it may be necessary to make adjustments to the course materials or to supplement the textbook with additional resources.

One approach is to conduct a thorough review of the textbook and identify areas where it does not align with the course goals. This may involve comparing the textbook content to the course syllabus and learning objectives to identify gaps or areas where the textbook may not adequately cover the required material.

III.3.1.5.3. The Textbook Appropriateness for the Learners' Use

Whether or not a textbook is sufficient depends on a number of factors, including the breadth and accuracy of its material, the quality of its presentation, the usefulness of its examples and exercises, the ease of use and readability of its design, and how well it fits the needs of the individual learner.

To evaluate a textbook's usefulness, one must take into account its target learners, its stated goals, and the educational setting in which it will be utilized. The textbook's suitability for the learners' needs can be judged most accurately by the learner's personal experience and development with it.

III.3.1.5.4. The textbook Material is free of any Offensive Content

Both experts acknowledged the current textbook is free of any offensive content. In fact, textbooks must be free of any discriminatory or harmful content that targets people because of their race, ethnicity, gender, sexual orientation, religion, or other legally protected characteristics. Offensive material, however, might be interpreted differently depending on the viewer and their cultural background.

III.3.1.5.5. The examples and explanations (mis)understandability

The learning process can be hampered and made more challenging for learners when the examples and explanations provided in a textbook are of a low or insufficient quality, making it more difficult for learners to comprehend and apply the concepts that are being taught. This might result in feelings of frustration and bewilderment, as well as a disinterest in the content being studied.

III.3.1.5.6. The text selected Learners' Enjoyments

The quality and trustworthiness of the work that relies on the selected text can suffer when that text is inadequate or poorly chosen. So, it's crucial to weigh aspects like relevancy, correctness, credibility, and appropriateness when deciding which text to employ in a certain situation. A student may need to look further for information or see a specialist in order to

make sure they have a thorough grasp of the subject matter if they come across insufficient or inaccurate text.

The learning experience of pupils can be greatly enhanced when the text in a textbook is well chosen. A good text can clarify complex ideas, theories, and concepts, and provide useful examples and exercises to cement new knowledge. When learners find such sufficient text, they can use it to learn more about the topic at hand and eventually become more proficient in it.

III.3.1.5.7. The content meets the learners felt needs for English learning or needs adaptation

The learning process and final results for learners are greatly improved when textbook material is tailored to their actual needs. Learners' prior knowledge, experiences, and aspirations can all have an impact on their "felt needs," or what they consider to be important in a learning environment. Learners are more likely to be motivated, engaged, and satisfied with their learning experience when the content of a textbook corresponds with their perceived requirements.

III.3.1.5.8. Textbook and teacher's manual appropriateness for working and learning

Teaching and learning might be hampered if the textbook and accompanying teacher's handbook are of low quality. Learning outcomes can be significantly impacted by textbooks and manuals that are poorly written or arranged, leading to confusion, irritation, and a lack of engagement with the information.

If the textbook and accompanying teacher's manual is well-written and useful, they can do wonders for the classroom. Clarity, interest, and comprehension of the topic are all enhanced by textbooks and guides that are well written and laid out.

Conclusion

The analysis of the collected data from the questionnaire, interview and checklist has identified that the textbook content contains some deficiencies that must be remedied for learners' success. It may be necessary to revise the textbook content to resolve the flaws pinpointed. These deficiencies can be remedied by providing supplemental materials, such as study guides, additional readings, or online resources that reinforce the concepts presented in the textbook.

Data Triangulation

The triangulation of gleaned data from the questionnaires, interviews and checklist reveal that most of targeted participants, viz., teacher and inspectors confirmed the existence of some deficiencies in the textbook content. It should be reminded most of the targeted teachers (74%) testify that textbook content is appropriate to the learners' age and needs. Whereas, the rest, i.e., (26%) claim that the textbook is inappropriate for first year English learners. By reference to the interviewees' (inspectors) and checklist evaluators' (experts) answers show an opposite viewpoint where all the following textbook dimensions are said to be poor; at the level of content, especially English culture, authentic material, grammar logical order and glosses, besides, at the level of activities and exercises, at the level of attractiveness and aesthetic, and the dimension of context; appropriate curriculum, examples and explanations and textbook and teachers' manual appropriateness. Thus, in the light of these results, the textbook should be revised in order to ensure high quality teaching and learning.

Suggestions and Recommendations

There are a number of suggestions and recommendations that can be put forward to improve the quality and suitability of the content of the scrutinized textbook, viz., 'My Book of English' designed for third year primary school learners. Among which the following are listed..:

1. The textbook content should be written with content that is acceptable for learners of that age and stage of development. Content presentation should be interesting, relevant, and interesting to the target audience.
2. The textbook content should be laid out in a way that is easy to follow, with clear headings, subheadings, and images to direct learners through the subject. Appropriate font sizes and spacing will make the layout both aesthetically pleasing and simple to read.
3. Being in a digital era, it's crucial for primary school textbooks to include technology when and where it makes sense. Multimedia tools, like as movies and animations, can be used to increase learners' interest in and ability to process the material.
4. Textbook used in primary schools should seek to reflect the target language culture. As a result, learners will be well-prepared to succeed in today's interconnected and multicultural society.

5. The Textbook content should be updated and revised periodically to ensure that they are correct, applicable, and reflective of the most recent findings and understandings in the field.
6. Learning objectives and glossary should be included.
7. Above all, teachers may require professional development, i. e., INSET training sessions in order to comprehend how to utilize the textbook effectively and address any deficiencies identified by the study.

All in all, the textbook content should be designed in a way that caters to the demands and interests of its young learners. Textbook publishers and designers can improve the quality of their content and better serve their target audience by considering and implementing these ideas and suggestions.

Limitations

Along the journey of the current research, the researchers encountered a set of hurdles and limitations. The latter took a variety of forms and arose at any stage of the research process, including study design, data collection, data analysis, and dissemination of the results.

1. The lack of theoretical references as regards the integration of English as foreign in the Algerian primary schools hinders our research work.
2. Time constraint was a significant challenge to conduct the present endeavor, which required task prioritizing, streamline data collection (online survey) use, unexpected challenges accommodation, etc.
3. The none responsiveness of the informants to the questionnaire. This might be due lack of time, lack of interest, questionnaire content inconvenience, etc.

Despite these obstacles, conducting research can be a rewarding and exciting experience, leading to new insights and discoveries with the potential to enhance health and well-being. Researchers can increase the likelihood of conducting successful and influential research by anticipating and overcoming these challenges.

General Conclusion

General Conclusion

The current research demonstrated the dominant position that English occupies in the modern world. It is commonly known that English is widely spread around the world considering its status as a global language- lingua franca. Consequently, numerous nations have incorporated English into their educational systems, including primary education. Indeed, in Algeria, English has recently been integrated in the primary school education, where it is taught as a second foreign language side by side with French. The present study tried to scrutinize the un/suitability of textbook content and its impact on 3rd year primary school learners as regards learning English language and also attempted to gauge the different attitudes held by EFL teachers and inspectors, towards the integration of English language in primary school and its textbook content.

Moreover, to respond these questions, an online questionnaire was delivered and thus; the data result revealed that all the respondents support the decision of integrating English in primary school, and the majority of them express their positive attitudes towards its textbook content. Therefore, for these respondents (68%), the suitability of textbook content confirms the first hypotheses, whereas for (32%) the textbook content ranges from averagely somehow appropriate. Besides, the findings reveal that the textbook content consists of all skills, viz; listening, speaking, reading and writing, but with a dominance of listening and speaking, thus confirming the second hypothesis.

In addition to, an interview was conducted with two EFL inspectors. The result revealed that both interviewees agree with the integration of English in primary school, they claim that English is a first language in the world and children are ready to learn this language. Regarding its textbook content, it is noticed that one of them gave credit to its content, whereas, the other one had a negative opinion of the content. In brief, the analysis of the collected data from questionnaire, the interview and checklist revealed that the textbook content, namely, *'My Book of English'* encompasses many gaps that should be palliated for a successful achievement. It should be reminded most of the targeted teachers (68%) testify that textbook content is appropriate to the learners' age and needs. Whereas, the rest, i.e., (32%) claim that the textbook is inappropriate for first year English learners. By reference to the interviewees' (inspectors) and checklist evaluators' (experts) answers show an opposite viewpoint where all the following textbook dimensions are said to be poor.

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Appendices

Appendices

Appendix 1

Teachers' Questionnaire

Dear teachers, you are kindly invited to be a part of our research work. It aims at gathering data about 3rd year primary school textbook "my book of English". It will be relevant and credible investigation if you fulfil the survey in due time. Thanks for your collaboration; your efforts are indeed valued.

Choose the appropriate answer

Section One: Informants' Personal and Professional data

1) - Gender:

a- Male

b- Female

2) - Age:

a- 20-30

b- 31-40

c- 41-50

d- more than 50

3)- Educational background:

a- Licence degree

b- Master degree

c- Doctorate degree

4) - Teaching experience:

a – Less than one year

b- 1- 5 years

c - 6 -15 years

d– 16-25 years

e- more than 25 year

Section Two: Informants' Attitude towards the Integration of English in the Primary School Education

5)Do you appreciate the integration of English in primary school education?

a - Yes

b - No

6)During classroom sessions, are the pupils motivated as regard learning English?

a - Yes

b- No

7) - To what extent do you observe the influence of French language on the English learning process?

a- Totally influenced

b- Average

c- Neutral

d- Without influence

Section Three: Informants' Attitude towards Textbook Content

8) - What is your first impression as regards primary school education textbook 'My Book of English'?

a- Perfect

b- Helpful

c- Acceptable

d- Unacceptable

e- Disappointing

9) - Does the current textbook content suit learner's levels, needs and interests ?

a - Yes

b- No

10) - Is the textbook content in perfect compliance with the curriculum?

a - Yes

b- No

11) - A) Is the textbook content enjoyable/ interesting for pupils ?

a - Yes

b- No

B) -If yes, what are the most enjoyable parts for pupils?

a- Dialogue

b- Songs

c- Pictures

d- Games

e -Drawing

12) - How often do you use the textbook in the teaching process?

a- Always

b- sometimes

c- Rarely

d- never

13)- To what extent do you agree with the selection of characters within the textbook?

a- Strongly agree

b- Agree

c- Neutral

d- Disagree

e- Strongly disagree

14) - Does the textbook content represent/reflect the Algerian culture ?

a- Yes

b- No

15) Are the instructions of activities clearly formulated/ understandable for pupils?

- a- Yes
- b- No

16)- A) For the sake of textbook content adaptation in favour of learners’ needs/ interest, have you tried to adjust its content?

- a- Yes
- b- No

B)- If yes , at what level have you modified it ?

- a- Syntactical level
- b- Lexical level
- c- Cultural level
- d- Contextual level
- e- Others

17)- A) Does the textbook contain the four skills ?

- a - Yes
- b- No

18)- B)- If yes , what is the overwhelming skill in the textbook ?

- a- Listening
- b- Reading
- c- Writing
- d- Speaking

19) Does the textbook content include some moral and cultural values?

- a- Yes
- b- No

B)-1- If yes, mention some examples?

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Section Four: Informants’ Feedback and Suggestions

21)- Have you found some obstacles /difficulties while teaching ? clarify with examples?

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22)- For better lesson plan management and textbook content adaptation , what do you suggest?

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Thank you for your collaboration

Appendix 2

Interview

Teaching experience:years

Experience as an inspector: years

1- What do you think of integrating English language in primary school education?

2- Have you ever tried to evaluate/ scrutinize the English textbook of 3rd year primary school?

If yes, what is your opinion about its content?

3- Does it comply with the predetermined objectives?

4- What do the suggested activities focus much more on?

5- If solicited, what would you suggest to refine and update textbook content?

Thank you for your collaboration

Appendix 3

Checklist

Textbook Dimensions	Criteria	Options			
		Poor	Adequate	Good	Excellent
I. Content	Is the subject matter presented either topically or functionally in a logical, organized manner?				
	Does the content serve as a window into learning about the target language culture (American, British, etc.)?				
	Are the reading selections authentic pieces of language?				
II. Vocabulary and Grammar	Are the grammar rules presented in a logical manner and in increasing order of difficulty?				
	Are the new vocabulary words presented in a variety of ways (e.g glosses, multi-glosses, appositives)?				
	Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?				
	Are learners taught top-down techniques for learning new vocabulary words?				
III. Exams	Are there interactive and task-based activities that require learners to				

	use new vocabulary to communicate?				
	Do instructions in the textbook tell learners to read for comprehension?				
	Do the activities facilitate learners' use of grammar rules by creating situations in which these rules are needed?				
	Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?				
IV. Attractiveness of the Textbook and Physical Make-up	Is the cover of the book appealing?				
	Is the visual imagery of high aesthetic quality?				
	Is the text interesting enough that learners will enjoy reading it?				
V. Context	Is the textbook appropriate for the curriculum?				
	Does the text coincide with the course goals?				
	Is the textbook appropriate for the learners who will be using it?				
	Is the text free of material that might be offensive?				

	Are the examples and explanations understandable?				
	Will learners enjoy reading the text selections?				
	Will the content meet learners' felt needs for learning English or can it be adapted for this purpose?				
	Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them?				

Summary

English language is considered the most common language in all around the world. It is one of the most dominant languages in the world which is having an impact on every field of life. In most countries, the English language is the most studied a second language due to its importance and being the language of science, technology and communication. In 2022, the English language has been integrated in Algerian primary schools specifically in 3rd year. Learning a foreign language apparently allows the learners to develop their mental abilities and acquire social and economic opportunities. Indeed, learning foreign languages especially the English language depends mostly on textbook which is the main issue of our research. It is the main tool that should be used in classrooms. This study scrutinizes the appropriateness of textbook content namely "My book of English" and its impact on 3rd year primary school pupils. It aims at finding out whether a new English textbook is suitable for learner's competency.

ملخص

تعتبر اللغة الإنجليزية هي اللغة الأكثر شيوعًا في جميع أنحاء العالم. إنها من أكثر اللغات المهيمنة في العالم والتي لها تأثير في كل مجال من مجالات الحياة. في معظم البلدان، تعد اللغة الإنجليزية هي اللغة الثانية الأكثر دراسة نظرًا لأهميتها وكونها لغة العلم والتكنولوجيا والاتصال. في عام 2022، تم دمج اللغة الإنجليزية في المدارس الابتدائية الجزائرية على وجه التحديد في السنة الثالثة. يبدو أن تعلم لغة أجنبية يسمح للمتعلمين بتطوير قدراتهم العقلية واكتساب الفرص الاجتماعية والاقتصادية. في الواقع، يعتمد تعلم اللغات الأجنبية وخاصة اللغة الإنجليزية في الغالب على الكتب المدرسية التي تعد القضية الرئيسية لبحثنا. إنها الأداة الرئيسية التي يجب استخدامها في الفصول الدراسية. تبحث هذه الدراسة في مدى ملاءمة محتوى الكتاب المدرسي أي "كتابي للغة الإنجليزية" وتأثيره على تلاميذ الصف الثالث الابتدائي. ويهدف إلى معرفة ما إذا كان كتاب اللغة الإنجليزية الجديد مناسبًا لكفاءة المتعلم.

Résumé

La langue anglaise est considérée comme la langue la plus courante dans le monde entier. C'est l'une des langues les plus dominantes au monde qui a un impact sur tous les domaines de la vie. Dans la plupart des pays, la langue anglaise est la langue seconde la plus étudiée en raison de son importance et du fait qu'elle est la langue de la science, de la technologie et de la communication. En 2022, la langue anglaise a été intégrée dans les écoles primaires algériennes spécifiquement en 3^{ème} année. Apprentissage d'une langue étrangère permet apparemment aux apprenants de développer leurs capacités mentales et d'acquérir des opportunités sociales et économiques. En effet, l'apprentissage des langues étrangères notamment la langue anglaise dépend majoritairement du manuel scolaire qui est l'enjeu principal de notre recherche. C'est l'outil principal qui devrait être utilisé dans les salles de classe. Cette étude examine la pertinence du contenu du manuel, à savoir "Mon livre d'anglais" et son impact sur les élèves de 3^e année du primaire. Il vise à déterminer si un nouveau manuel d'anglais est adapté à la compétence de l'apprenant